Core Curriculum Management

New Core Component Proposal

Date Submitted: 04/17/18 9:20 pm

Viewing: **BICH 491-W : Research**

Last edit: 04/17/18 9:20 pm

Changes proposed by: dopeterson

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix</strong></td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td><strong>Academic Level</strong></td>
</tr>
<tr>
<td><strong>Complete Course Title</strong></td>
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<tr>
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</tr>
<tr>
<td><strong>Crosslisted With</strong></td>
</tr>
<tr>
<td><strong>Semester Credit</strong></td>
</tr>
<tr>
<td><strong>Hour(s)</strong></td>
</tr>
<tr>
<td><strong>Proposal for:</strong></td>
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</table>

**Writing Designation**

| Number of Sections per Academic Year | 45 |
| Enrollment per Section (Avg.) | 1 |
| Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates) | No |

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

NA

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
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<tbody>
<tr>
<td>Introduction</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Methods</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Draft of complete manuscript</td>
<td>3000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Final version of manuscript</td>
<td>3000</td>
<td>60</td>
<td>No</td>
</tr>
</tbody>
</table>

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

6000
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.
NA

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

Students will submit one or more sections of their thesis early in the semester for feedback from their research supervisors. They will submit a draft of their complete thesis to their supervisors for detailed feedback near the end of the semester. Following each submission, students will conference with their supervisors about their writing and incorporate suggested changes into revisions of the manuscript.

Describe how you provide writing instruction.

Students involved in research will be reading many published articles that serve as examples of the kind of document they should be preparing. Specific video tutorials offered by the Writing Center will be assigned. Most instruction will come from individual consultation by each student’s research supervisor.

Additional Comments

1. Total word count assumes the draft and final versions of the manuscript are separate assignments.

2. BICH 491W is offered only as 1 SCH. The variable credit (0-4 SCH) is for non-W sections.

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

Attach Course Syllabus: BICH491wSyllabus2018.pdf

Reviewer Comments: Donna Pantel [dpantel] (06/05/18 3:47 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
Course Coordinator
David Peterson  
Associate Head for Undergraduate Programs in Biochemistry and Genetics

Course Description
Biochemistry majors are required to take four SCH of BICH 491 as part of the degree plan. One SCH of these four is taken as a writing-intensive course in which students will write a thesis to report the results of their laboratory research performed in BICH 491. The goal is to produce a document in the style of a research publication in biochemistry using the process that research scientists use to prepare such documents. That is, drafts will be submitted for review by the research supervisor, and suggested changes will be incorporated into revisions until a final document is approved.

Learning Outcomes
Upon completion of this course, students will be expected to:
1. Locate and summarize published results related to their research project.
2. Incorporate comments and suggestions on draft documents into a revised version.
3. Write a cogent document describing results of research in the style of a discipline-specific journal.
4. Utilize appropriate software to manage literature references and citations.

Registration Requirements
1. Undergraduate major in Biochemistry
2. Application form signed by the faculty research supervisor agreeing to read and respond to drafts of written work. (See page 3 for form.)

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu

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.
Assignments and Grading

1. By the end of week 3 of the semester, students must complete the following assignment. Completion must be documented by submission of a signed form to both the research supervisor and the Biochemistry and Genetics Undergraduate Program Office. (See page 4 for form.)

   a. Watch each of these videos available through the TAMU Writing Center:

   - **Get Lit: The Literature Review**
     <https://www.youtube.com/watch?v=9la5ytz9MmM>

   - **Science Writing: Practice Makes It (Almost) Perfect**
     <https://www.youtube.com/watch?v=zPZtgVQSfc>

   - **Avoiding Plagiarism: Writing with Integrity**
     <https://www.youtube.com/watch?v=F1S1FZ-bn5E>

   b. Become familiar with EndNote as a tool to manage references and create citations.

   EndNote is a software tool to manage references and citations. Windows and Mac versions of the software are available without cost to Texas A&M students at <https://software.tamu.edu/>. Video tutorials for using EndNote are available online. These are good places to start:

   - For Macs  <https://www.youtube.com/watch?v=S2OJLBj0tac>
   - For Windows <https://www.youtube.com/watch?v=MSLu1zlX0yc>

2. Drafts of sections of the thesis must be submitted to the faculty research supervisor according to a schedule set up by the research supervisor. A suggested schedule is presented in the table below. After receiving comments and suggestions from the research supervisor, students will incorporate them into the final thesis.

3. After the thesis is approved and graded by the research supervisor, the final version must be submitted to the Biochemistry and Genetics Undergraduate Programs Office.

4. Grades will be determined as described in the table below. (See page 5 for a sample grading rubric.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approximate Length</th>
<th>Due Date (semester week)</th>
<th>Grade Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Introduction</td>
<td>500-1000 words</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Methods</td>
<td>500-1000 words</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Entire Thesis</td>
<td>3000 words</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Final Thesis</td>
<td>3000 words</td>
<td>14</td>
<td>60%</td>
</tr>
</tbody>
</table>

To pass this course you must pass the W component.

Text Style

A style for an appropriate scientific journal will be recommended by the research supervisor.
Request for Registration in BICH 491 W

Submit completed form to the Biochemistry and Genetics Undergraduate Programs Office (BICH 104).

___________________________________________________________________________________

Semester_________________________________________ Date of Submission________________

___________________________________________________________________________________

Name of Student

___________________________________________________________________________________

UIN

___________________________________________________________________________________

Thesis Title

___________________________________________________________________________________

Research Supervisor (please print clearly)

___________________________________________________________________________________

Research Supervisor Agreement

I agree to read and provide constructive comments on drafts of my student’s thesis on a schedule that allows my student to complete his/her thesis and obtain a final grade from me by the end of the semester.

___________________________________________________________________________________

Signature of Research Supervisor

___________________________________________________________________________________

Approved: Biochemistry and Genetics Undergraduate Programs Office
BICH/GENE 491 W
Completion of Syllabus Assignment 1

This is to acknowledge that I, ____________________________, have fully watched and paid attention to the following videos from the TAMU Writing Center in accordance with the requirements for my BICH/GENE 491W course.

• Get Lit: The Literature Review
• Science Writing: Practice Makes It (Almost) Perfect
• Avoiding Plagiarism: Writing with Integrity

In addition, I have familiarized myself with EndNote to manage my sources and citations.

_________________________  _______________________
Signature               Date

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

Viewing: ECMT 463-W : Introduction to Econometrics

Writing Designation

Number of Sections per Academic Year 20
Enrollment per Section (Avg.) 25

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

Who will evaluate them?
Yes, under the guidance of the instructor, GATs will evaluate and grade writing assignments.

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

The instructor will meet with GATs multiple times during the semester to coordinate the instruction and evaluation of writing assignments. Instructor will discuss scientific writing techniques, methods of exposition, presentation of numerical results and referencing during the primary lecture periods. GATs will be given reinforcement material to discuss during small section meetings. The instructor will develop a grading rubric and use previous papers to teach GATs how to apply the grading rubric. In addition, the instructor will monitor the feedback that GATs provide to students.

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>
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<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Draft</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Final Paper</td>
<td>2000</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>3000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

Each student writes an individual paper on a topic of their choice. Final papers are tested for potential plagiarism.

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

For the first assignment (the project proposal), students are provided with detailed criteria. The criteria are categorized by: “Issue or Question that you will analyze”, “Potential Challenges to Answer this Question”, “Specific Hypothesis you wish to test”, “Explain the data”, and “What is your method to answer this question?”. (Details of each criteria are given to students; I only list the categories here).

For the second and third assignments (the paper draft and final paper), the Instructor provides students with a 6 page set of guidelines for how economists approach scientific writing. These guidelines discuss how to motivate the research question, formulate the empirical strategy, present econometric results in both prose and tabular form, how to discuss the limitations of the findings, how to discuss the policy implications, and how to properly cite the existing literature.

Describe how you provide writing instruction.

Throughout the course, lectures discuss how to explain econometric results for broad policy and business audiences. In addition, specific lectures are devoted to the discussion of structuring a research question, creating a coherent structure of the paper, writing first drafts, and editing at the paragraph and sentence level. Examples are given to illustrate common pitfalls and tips are provided for improving exposition. (Ungraded) peer review is used to provide additional feedback.

Additional Comments

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

Attach Course Syllabus  | ECMT 463 syllabus.pdf
Reviewer Comments      | Donna Pantel (dpantel) (06/05/18 3:50 pm): This new course has been submitted for certification and has been approved from 9/1/2018 to 9/1/2022.
                        | Donna Pantel (dpantel) (06/05/18 3:54 pm): Correction: This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
Introduction to Econometrics

Spring 2018
Monday/Wednesday 1:50-2:40pm, RICH 106
and your individual recitation sections

Office: Allen 3039, 979-845-7349
Office Hours: Monday 3:30-5pm, Tuesday 3:30-5pm, or by appointment
Email: puller@econmail.tamu.edu

Course Description: This course provides an in-depth introduction to the use of econometric methods to address important economic questions. Students are taught the tools of basic statistics and linear regression that are used to test economic theories or measure economic phenomena. At the end of the course, students should be able to apply various methods of estimation to make statistical inferences and conduct hypothesis testing.

This is a Writing Intensive Course. To fulfill the goal of a W-course, students will use economic methods in conjunction with real data to study an interesting economic issue. The paper will teach students to conduct econometric analysis and refine scientific writing skills. Details of the writing component of the course are included below.

Learning Outcomes: Students are expected to learn econometric theory of estimation and hypothesis testing and be able to apply appropriate techniques to the analysis of economic data.

(a) Students will develop the ability to identify the appropriate procedures of estimation and statistical inference for a given econometric model and economic data.
(b) Students will be able to interpret and explain the empirical results.
(c) Students will learn to use computer software through empirical exercises.
(d) Students will develop writing skills that are suited for the analysis of economic issues: identify an interesting economic issue, identify the economic theory that helps analyze the issue, specify the empirical model to estimate, estimate the model, and interpret the results. Students will get assistance from the instructor and teaching assistants at each step of writing and complete a research paper in a professional format.

Required Text: Introduction to Econometrics by James H. Stock and Mark W. Watson, 3rd edition – the ORIGINAL version (there is also an “Updated” edition but we will use the Original). This ISBN is 978-0-13-800900-7. Also, I will distribute other materials via eCampus.

Prerequisites: ECON 323; ECMT 461 or STAT 211 or STAT 303

Evaluation: Midterm Exam (20%) + a research paper (35%) + quizzes (20%) + final exam (25%). After averaging all grades, your final grade will be based upon: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 60=F.
Quizzes will be based upon the homework assignments and material covered in lectures. You may drop your two lowest quiz scores.

Exams are comprehensive.

To pass this course you must pass the W component. Thus, you must pass the research paper to pass the course (see details below).

All assignments must be turned in on time. Late work and missed exams will be governed by university rules on university-excused absences (see http://student-rules.tamu.edu/rule07).

Recitation Sections: It is highly advantageous to attend every recitation section. You need to attend the section for which you are registered. Section leaders will introduce reinforcement material in section and teach you to use statistical software, so attendance in section is important as is attendance at lecture.

Paper Requirement

(a) In order to fulfill the requirements for the Writing-Intensive Course, you have to submit a proposal, a rough draft, and the final report by the dates specified below.
(b) While the research paper carries only 35% of the total grade, you are required to obtain a passing grade on the research paper in order to receive a passing grade for the course, regardless of your score in the rest of the course.
(c) You will submit your papers in your recitation section. All submissions must be typed.
(d) Time schedule:
   a. March 4 in section (week 7) – 5% of course grade: submit the proposal (minimum 500 words). Details on the expected content of the proposal will be distributed.
   b. April 13 in lecture (week 12) – 5% of course grade: submit a draft (minimum 1500 words). Details on the expected content of the draft will be distributed.
   c. April 29 in section (week 14) – 25% of course grade: submit the final version of the paper (2000-2500 words). Details on the expected content of the final paper will be distributed.
(e) The possible sources for data will be described in lecture and recitation.

Help for Writing: Throughout the semester, you can contact the instructor or TAs if you need advice or assistance. You are strongly encouraged to meet with the TAs before and after both the proposal assignment and the paper assignment.

Other sources of information:
Texas A&M Writing Center:  http://writingcenter.tamu.edu/Students/Student-Splash
http://www.economicsnetwork.ac.uk/archive/lse_writing/

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Schedule for Course
(see more detailed schedule below)

Week 1: Introduction & Economic Questions Requiring Econometrics
Week 2: Refresher on Statistics & Probability Theory
Week 3: Estimators and Hypothesis Testing
Week 4: Introduction to Linear Regression
Week 5: OLS Hypothesis Testing & Confidence Intervals
Week 6: Omitted Variable Bias & introduction to multiple regression
Week 7: Multiple Regression
Week 8: Applications of multiple regression
Week 9: Applications of multiple regression (contd)
Week 10: Nonlinear regression models
Week 11: Regression with Panel Data
Week 12: Instrumental Variables Regression
Week 13: Binary Dependent Variables
Week 14: Regression Discontinuity
Week 15: Primer on Big Data Analysis & Machine Learning
COURSE OUTLINE

Note: This is a tentative schedule of the topics of the course. I will make every effort to follow this schedule, however, depending upon student interest on individual topics, I may adjust the time spent on some of the topics. You are responsible for all material covered in class, even if the timing differs from this outline.

This outline contains the econometric topics that we will discuss each week. We will also discuss various applications; those applications will be introduced in class with supplementary material distributed via eCampus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Using econometrics to answer economic questions about causality</td>
<td>1.1-1.2</td>
</tr>
<tr>
<td>2</td>
<td>Probability theory: univariate and multivariate random variables, distribution functions, mean, variance, covariance</td>
<td>2.1-2.3</td>
</tr>
<tr>
<td>3</td>
<td>Estimators and hypothesis testing</td>
<td>2.5, 3.1-3.3</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Linear Regression; format and style of research paper</td>
<td>4.1-4.3</td>
</tr>
<tr>
<td>5</td>
<td>Linear regression with 1 regressor; logic of least squares; hypothesis testing and confidence intervals in a regression setting</td>
<td>4.4-4.5, 5.1-5.3</td>
</tr>
<tr>
<td>6</td>
<td>Binary dependent variables; omitted variable bias as introduction to multiple regression</td>
<td>5.3-5.4, 6.1</td>
</tr>
<tr>
<td>7</td>
<td>Multiple regression, goodness-of-fit, assumptions of least squares, confidence intervals, joint hypothesis tests</td>
<td>6.2-6.8, 7.1-7.4</td>
</tr>
<tr>
<td>8</td>
<td>Continue with multiple regression; applications of multiple regression</td>
<td>7.5</td>
</tr>
<tr>
<td>9</td>
<td>Practice Midterm and Midterm</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nonlinear regression models; dummy variables and interaction terms</td>
<td>8.1-8.3</td>
</tr>
<tr>
<td>11</td>
<td>Panel data methods and fixed effects</td>
<td>10.1-10.6</td>
</tr>
<tr>
<td>12</td>
<td>Instrumental variables</td>
<td>12.1-12.2, 12.5</td>
</tr>
<tr>
<td>13</td>
<td>Binary Dependent Variables</td>
<td>11.1-11.2</td>
</tr>
<tr>
<td>14</td>
<td>Regression discontinuity</td>
<td>pp. 494-495</td>
</tr>
<tr>
<td>15</td>
<td>Review for final</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>Monday May 9, 3:30-5:30pm</td>
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New Core Component Proposal

Date Submitted: 04/17/18 9:31 pm

Viewing: **GENE 491-W : Research**

Last edit: 04/17/18 9:31 pm

Changes proposed by: dopeterson

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>David Peterson</td>
</tr>
</tbody>
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<table>
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<th>Course Prefix</th>
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<th>Course Number</th>
<th>491</th>
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<tr>
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<tr>
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<td></td>
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<tr>
<td>Abbreviated Course Title</td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Semester Credit Hour(s)</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal for:</td>
<td>Writing Designation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing Designation**

<table>
<thead>
<tr>
<th>Number of Sections per Academic Year</th>
<th>32</th>
<th>Enrollment per Section (Avg.)</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?</td>
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<td></td>
<td></td>
</tr>
</tbody>
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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.

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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.

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<table>
<thead>
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<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Introduction</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Draft of Methods</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Draft of entire manuscript</td>
<td>3000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Final version of manuscript</td>
<td>3000</td>
<td>60</td>
<td>No</td>
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Add the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

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Additional Comments

1. Total word count assumes the draft and final versions of the manuscript are separate assignments.

2. GENE 491W is offered only as 1 SCH. The variable credit (0-4 SCH) is for non-W sections.

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

Attach Course Syllabus: GENE491wSyllabus2018.pdf

Reviewer Comments

Donna Pantel (dpantel) (06/05/18 3:57 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
GENE 491W Research with Writing Credit (1 SCH)  
Syllabus

Course Coordinator  
David Peterson  
Associate Head for Undergraduate Programs in Biochemistry and Genetics

Course Description  
Genetics majors are required to take four SCH of GENE 491 as part of the degree plan. One SCH of these four is taken as a writing-intensive course in which students will write a thesis to report the results of their laboratory research performed in GENE 491. The goal is to produce a document in the style of a research publication in genetics using the process that research scientists use to prepare such documents. That is, drafts will be submitted for review by the research supervisor, and suggested changes will be incorporated into revisions until a final document is approved.

Learning Outcomes  
Upon completion of this course, students will be expected to:
1. Locate and summarize published results related to their research project.
2. Incorporate comments and suggestions on draft documents into a revised version.
3. Write a cogent document describing results of research in the style of a discipline-specific journal.
4. Utilize appropriate software to manage literature references and citations.

Registration Requirements  
1. Undergraduate major in Genetics
2. Application form signed by the faculty research supervisor agreeing to read and respond to drafts of written work. (See page 3 for form.)

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu

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/

Assignments and Grading  
1. By the end of week 3 of the semester, students must complete the following assignment. Completion must be
documented by submission of a signed form to both the research supervisor and the Biochemistry and Genetics Undergraduate Program Office. (See page 4 for form.)

a. Watch each of these videos available through the TAMU Writing Center:

   **Get Lit: The Literature Review**
   <https://www.youtube.com/watch?v=9la5ytz9MmM>

   **Science Writing: Practice Makes It (Almost) Perfect**
   <https://www.youtube.com/watch?v=zPZtgVQSfc>

   **Avoiding Plagiarism: Writing with Integrity**
   <https://www.youtube.com/watch?v=F1S1FZ-bn5E>

b. Become familiar with EndNote as a tool to manage references and create citations.

   EndNote is a software tool to manage references and citations. Windows and Mac versions of the software are available without cost to Texas A&M students at <https://software.tamu.edu/>. Video tutorials for using EndNote are available online. These are good places to start:

   For Macs   <https://www.youtube.com/watch?v=S2OJLBj0tae>

   For Windows <https://www.youtube.com/watch?v=MSLu1zlX0yc>

2. Drafts of sections of the thesis must be submitted to the faculty research supervisor according to a schedule set up by the research supervisor. A suggested schedule is presented in the table below. After receiving comments and suggestions from the research supervisor, students will incorporate them into the final thesis.

3. After the thesis is approved and graded by the research supervisor, the final version must be submitted to the Biochemistry and Genetics Undergraduate Programs Office.

4. Grades will be determined as described in the table below. (See page 5 for a sample grading rubric.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approximate Length</th>
<th>Due Date (semester week)</th>
<th>Grade Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Introduction</td>
<td>500-1000 words</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Methods</td>
<td>500-1000 words</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Entire Thesis</td>
<td>3000 words</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Final Thesis</td>
<td>3000 words</td>
<td>14</td>
<td>60%</td>
</tr>
</tbody>
</table>

To pass this course you must pass the W component.

**Text Style**

A style for an appropriate scientific journal will be recommended by the research supervisor.
Request for Registration in GENE 491 W

Submit completed form to the Biochemistry and Genetics Undergraduate Programs Office (BICH 104).

________________________________________________________________________________________

Semester ___________________________________________ Date of Submission

________________________________________________________________________________________

Name of Student _______________________________________________________________

________________________________________________________________________________________

UIN ___________________________________________

________________________________________________________________________________________

Thesis Title _______________________________________________________________

________________________________________________________________________________________

Research Supervisor (please print clearly) ___________________________________________

Research Supervisor Agreement
I agree to read and provide constructive comments on drafts of my student’s thesis on a schedule that allows my student to complete his/her thesis and obtain a final grade from me by the end of the semester.

________________________________________________________________________________________

Signature of Research Supervisor ___________________________________________

________________________________________________________________________________________

Approved: Biochemistry and Genetics Undergraduate Programs Office

3
BICH/GENE 491 W
Completion of Syllabus Assignment 1

This is to acknowledge that I, _________________________
_____________________, have fully watched and paid attention to the following videos from the TAMU Writing Center in accordance with the requirements for my BICH/GENE 491W course.

• Get Lit: The Literature Review
• Science Writing: Practice Makes It (Almost) Perfect
• Avoiding Plagiarism: Writing with Integrity

In addition, I have familiarized myself with EndNote to manage my sources and citations.

__________________________________________
Signature

__________________________________________
Date

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

New Core Component Proposal

Date Submitted: 04/24/18 10:54 am

Viewing: GEOG 435-W : Principles of Plant Geography

Last edit: 04/24/18 10:54 am

Changes proposed by: clafon

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Lafon</td>
<td><a href="mailto:clafon@geog.tamu.edu">clafon@geog.tamu.edu</a></td>
<td>979-862-3677</td>
</tr>
</tbody>
</table>

Course Prefix GEOG

Academic Level UG

Complete Course Title Principles of Plant Geography

Abbreviated Course Title PLANT GEOGRAPHY

Crosslisted With

Semester Credit 3 Hour(s)

Proposal for:
Writing Designation

Number of Sections per Academic Year 1 Enrollment per Section (Avg.) 20

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

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

N/A

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

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term paper</td>
<td>1000</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td>Mid-term essay</td>
<td>750</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Final essay</td>
<td>750</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 2500
Add the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

N/A

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

The class paper is based on a writing assignment in Schimel's "Writing Science" textbook. At the beginning of the semester, each student conducts a small research project and writes a concise scientific paper of approximately 1000 words to present the research. Then, during each subsequent week, the student revises the paper as described in the textbook chapter(s) assigned that week. This iterative, semester-long project takes the students through all the major aspects of writing a good scientific paper, and will yield a well-honed product at the end of the term. Though short, the final paper represents a considerable amount of time, effort, and thought, spread over the entire semester.

The students receive weekly feedback from their peers and me. Each week, the students upload a draft of the paper to Google Drive, after which I download the papers and make comments on each student’s paper based on the writing topic we are reading about in the Writing Science textbook and discussing in class that week. Additionally, I divide the class into writing groups, and the students download and comment on each other’s papers.

Each Friday, we hold a writing workshop that takes half or more of the class meeting. The class divides into writing groups, and the members of each group provide their written and oral comments on one another’s papers in light of the writing topic covered in the textbook. After the students have met for a while, I address the entire class about general issues that I noted in their writing that week.

Armed with my general comments, my specific comments on each paper, and their peers’ specific comments, the students revise and upload the manuscript by the following Tuesday to a shared Google Drive folder, where their group-mates and I can download it for the next round of analysis.

This iterative cycle of commenting and revising continues through the semester, with students honing their paper each week. They are guided through this process by Schimel’s book. The book begins with the big picture (why writing is critical for good science, the broad structure of a scientific paper, etc.), and then it drills down further and further into paragraph structure, sentence structure, and word choice.

Describe how you provide writing instruction.

See previous comment. In addition to providing feedback in class each week, I summarize key points that I would like the students to take from Schimel’s book each week.

We also read and analyze the writing of published papers in plant geography (the course topic). We consider the same papers through the whole semester, with each week’s analysis based on the chapter(s) in Schimel’s book. This way, the students have a professionally written article to compare to the writing they conduct each week.

Moreover, I provide the students with an example paper that I wrote. This paper is a short paper based on some of my research data, and it is structured to correspond with the guidelines for their term papers. Providing this paper avails the students of a concrete example to help them envision how their papers should look by the end of the semester. I augment this example by providing the students the rubric that I will use to grade their papers.
**Meeting Time and Location:** MWF 10:20–11:10 am in CSA 302

**Course Description and Prerequisites:** This course emphasizes a fundamental concern of biogeography: the distribution of plant species and vegetation over the surface of the earth. What are the patterns, and how did they arise? Patterns of vegetation distribution result from the interaction of plants with the physical landscape, other organisms, disturbances (e.g., fires, windstorms), and the actions of human societies. Prerequisites: BIOL 101 or BIOL 107 or BIOL 301 or approval of instructor.

**Learning Outcomes:** Students will learn to (1) describe plant geographic patterns; (2) explain biotic, abiotic, and anthropogenic factors that contribute to biogeographic patterns; (3) demonstrate how these processes have acted over time to generate observed vegetation patterns; (4) gather and analyze evidence and use it to interpret how specific biogeographic patterns have emerged; and (5) hone the ability to communicate about these topics through concise, interesting, and well-organized writing and oral presentations.

**Instructor:** Dr. Charles Lafon  
**Office:** O&M 706B  
**Office Hours:** Monday 1:30-3:30 pm, or by appointment  
**Phone:** 862-3677  
**E-mail:** clafon@geog.tamu.edu

**Reading assignments:**

(1) One or more journal articles and/or book chapters is required most weeks, as indicated in the weekly schedule below.

PDFs are available through the Course Reserves link (under Services) on the University Libraries homepage (http://library.tamu.edu/).

(2) Most weeks, we will also read one or two chapters from the textbook, which focuses on writing:


**Grading:** I will calculate the course grades as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term essay</td>
<td>5%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final essay</td>
<td>5%</td>
</tr>
<tr>
<td>Paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

Each exam (15%) is based on lectures and reading assignments and takes the form of short-answer and multiple choice questions. Coinciding with each exam is an out-of-class essay (5%) of approximately 500–1000 words that responds to topics covered in class.

The class paper is based on a writing assignment in Schimel’s textbook. At the beginning of the semester, you will conduct a small research project and write a concise scientific paper of approximately 1000 words to present your research. Then, during each subsequent week, you will revise the paper as described in the textbook chapter(s) assigned that week. This iterative, semester-long project will take you through all the major aspects of writing a good scientific paper, and will yield a well-honed product at the end of the term. Though short, your final paper will represent a considerable amount of time, effort, and thought, spread over the entire semester.
You will receive weekly feedback on your paper in a writing workshop to be held during class. Each Friday, we will divide into writing groups, and the members of each group will analyze one another’s papers in light of the writing topic covered in the textbook. Then, after revising your paper, you will upload the revision by the following Tuesday to a shared Google Drive folder, where your group-mates can download it for the next round of analysis.

Only the final version of the paper will be graded. For the revision process to operate effectively and yield a good final paper, however, you must revise and resubmit your paper each week by the Tuesday deadline. Therefore, the grade of your final paper will be reduced by 2 points (out of 100) per day that each weekly revision is late, for up to 8 points per week. After Friday at 5 pm, that week’s revision will no longer be accepted. Also, if you submit your weekly revision late, you cannot expect your peers to read it before Friday, and you will forgo the feedback that you would have received that week.

**Analyses of published articles and peer papers** 15%

Each week you will analyze the papers that you and your peers have written, based on that week’s topic in the Schimel textbook. You will likewise analyze a published journal article. The article will be analyzed each week. You will submit your article analyses to Dr. Lafon each Friday during class. The written analyses will form the basis for your discussions during the class meeting.

**Quizzes on reading assignments** 10%

I will give you a short quiz on reading assignments related to the biogeography (non-writing) portion of the course.

**Class participation** 10%

Participation in class discussions, especially the workshop-style class meetings devoted to writing, is an integral component of this course. You will receive full credit for this part of the course if you attend every meeting and participate in the class meeting as appropriate.

I use the standard ten-point grading scale (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, ≤ 59 = F), but may adjust the grades if class performance necessitates it. For late work, 10% is deducted per day, except for the special case of weekly paper revisions, explained above.

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

Students seeking an excused absence on the day of an exam or in-class writing assignment must notify the professor or the Department of Geography by the end of the next working day following the absence, as described in Texas A&M University Student Rules (http://student-rules.tamu.edu/rule07/). Please see the instructor in advance if you know you will absent on a date when an assignment is scheduled.

**Submitting final versions of written work through eCampus/Turnitin.** For the final graded writing assignments (Mid-term Essay, Final Essay, and Research Paper), you will submit using Turnitin, which is accessed through our class eCampus site. Instructions for submitting work are available here: https://tamu.service-now.com/tamu-selfservice/knowledge_detail.do?sysparm_document_key=kb_knowledge,6ca2303d6fb28a000798122cbb3ee448

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

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Website: http://aggiehonor.tamu.edu/
Schedule of Assignments (Tentative):

Daily tasks written in all capital letters indicate assignments or activities that involve direct action and leadership by students. Reading assignments indicated as chapters (e.g., “Preface, Ch. 1” on Friday of Week 1) are from the Schimel textbook. Reading assignments indicated by name and date (e.g., “Clements (1936) on Monday of Week 5) are from the references listed after the schedule (see below).

Tasks written in lower-case letters are those that the instructor will lead.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro Week (1/16)</td>
<td>• Introduction • Assign papers</td>
<td></td>
<td>• READ Preface, Ch. 1 • Solving problems and writing about your findings</td>
</tr>
<tr>
<td><strong>II. THE GEOGRAPHIC DISTRIBUTION OF PLANT SPECIES</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 1 (1/23)</td>
<td>• Lecture: <em>Plant species distributions</em></td>
<td>• Scientific papers as a writing form: their format and the nuts and bolts of putting them together</td>
<td>• READ Ch. 2 • READ published paper to be analyzed this semester: Bendix et al. (2017) • ANALYZE published paper • Lecture: <em>Biogeographic context of this paper</em></td>
</tr>
<tr>
<td>Week 2 (1/30)</td>
<td>• Lecture: <em>Plant species distributions</em></td>
<td>• BRAINSTORM paper topics and research questions</td>
<td>• READ Ch. 3 • SUBMIT analysis (based on Ch. 3) of published article • DISCUSS article analysis • Lecture: <em>Plant species distributions</em></td>
</tr>
<tr>
<td>Week 3 (2/6)</td>
<td>• Consultations about research topics: class period broken into a series of individual student meetings</td>
<td>• Consultations about research topics: class period broken into a series of individual student meetings</td>
<td>• READ Ch. 4 • SUBMIT analysis (based on Ch. 4) of published article • SUBMIT research question and proposed data analyses for your paper • Discuss writing Methods and Results sections (see Ch. 2, section 2.2)</td>
</tr>
<tr>
<td><strong>III. THE NATURE AND DEVELOPMENT OF VEGETATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4 (2/13)</td>
<td>• READ Clements (1936), pp. 251–257, 281 • QUIZ on reading assignment • Lecture: <em>The nature of vegetation &amp; communities</em></td>
<td>• DISCUSS and BRAINSTORM data analyses • Lecture: <em>The nature of vegetation &amp; communities</em></td>
<td>• SUBMIT refined research question, and Methods and Results sections • DISCUSS writing Introduction and Discussion sections (see Ch. 2, section 2.2) • Lecture: <em>The nature of vegetation &amp; communities</em></td>
</tr>
<tr>
<td>Week 5 (2/20)</td>
<td>• READ Grime (1977) • QUIZ on reading assignment • Lecture: <em>Plant strategies and ecological succession</em></td>
<td>• Lecture: <em>Plant strategies and ecological succession</em></td>
<td>• DISCUSS writing progress • Lecture: <em>Plant strategies and ecological succession</em></td>
</tr>
<tr>
<td>Week 6 (2/27)</td>
<td>READ Bailey (2000)</td>
<td>SUBMIT first full draft of paper by uploading it to your group’s Google Drive space</td>
<td>Lecture: Ecosystem geography</td>
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<td>---------------</td>
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</tr>
</tbody>
</table>

IV. GEOGRAPHIC PATTERNS OF VEGETATION

<table>
<thead>
<tr>
<th>Week 7 (3/6)</th>
<th>READ Woodward <em>et al.</em> (2004)</th>
<th>QUIZ on reading assignment</th>
<th>Lecture: The distribution of biomes</th>
<th>Exam review</th>
<th>EXAM 1</th>
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</table>

3/14–3/18 CLASS DOES NOT MEET (SPRING BREAK)

<table>
<thead>
<tr>
<th>Week 8 (3/20)</th>
<th>Lecture: The distribution of biomes</th>
<th>SUBMIT revised paper (based on analyses from previous week)</th>
<th>Lecture: The distribution of biomes</th>
<th>READ Ch. 5, 6</th>
<th>SUBMIT analysis (based on Ch. 5, 6) of peer and published articles</th>
<th>DISCUSS article analyses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 9 (3/27)</th>
<th>READ Sauer (1950); Midgley &amp; Rebelo (2008)</th>
<th>QUIZ on reading assignment</th>
<th>Lecture: The influence of disturbances on vegetation</th>
<th>READ Ch 7, 8</th>
<th>SUBMIT analysis (based on Ch. 7, 8) of peer/published articles</th>
<th>DISCUSS article analyses</th>
</tr>
</thead>
</table>

V. LANDSCAPES AND VEGETATION

<table>
<thead>
<tr>
<th>Week 10 (4/3)</th>
<th>READ Kupfer (2011)</th>
<th>QUIZ on reading assignment</th>
<th>Lecture: Landscape ecology and patch dynamics</th>
<th>SUBMIT revised paper (based on analyses from previous week)</th>
<th>CLASS DOES NOT MEET (AAG)</th>
<th>CLASS DOES NOT MEET (AAG)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 11 (4/10)</th>
<th>Lecture: Landscape ecology and patch dynamics</th>
<th>SUBMIT revised paper (based on analyses from previous week)</th>
<th>READ Ch. 9, 10</th>
<th>SUBMIT analysis (based on Ch. 9, 10) of peer/published articles</th>
<th>DISCUSS article analyses</th>
<th>CLASS DOES NOT MEET (READING DAY)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 12 (4/17)</th>
<th>READ Griffin (2011)</th>
<th>QUIZ on reading assignment</th>
<th>Lecture: Patterns of plant species diversity</th>
<th>READ Ch. 11, 12</th>
<th>SUBMIT analysis (based on Ch. 11, 12) of peer/published articles</th>
<th>DISCUSS article analyses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 13 (4/24)</th>
<th>READ Denevan (1992)</th>
<th>QUIZ on reading assignment</th>
<th>Lecture: Human imprints on vegetation</th>
<th>READ Ch. 13, 14</th>
<th>SUBMIT analysis (based on Ch. 13, 14) of peer/published articles</th>
<th>DISCUSS article analyses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 14 (5/1)</th>
<th>READ Sprugel (1991)</th>
<th>QUIZ on reading assignment</th>
<th>Lecture: Vegetation history on changing landscapes</th>
<th>SUBMIT final version of the paper</th>
<th>Exam review</th>
<th></th>
</tr>
</thead>
</table>

(5/8) FINAL EXAM, 8-10 am in our regular classroom on Monday, May 8
References listed in the schedule above. These reading assignments are available as PDF files through the Course Reserves link (under Services) on the University Libraries homepage (http://library.tamu.edu/).


## New Core Component Proposal

### Viewing: HLTH 481-W : Seminar in Allied Health

**Last edit:** 06/15/18 9:35 am  
Changes proposed by: rrahn

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Course Prefix</th>
<th>Academic Level</th>
<th>Course Number</th>
<th>Crosslisted With</th>
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<tbody>
<tr>
<td></td>
<td>HLTH</td>
<td>UG</td>
<td>481</td>
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<tr>
<td>Complete Course Title</td>
<td>Seminar in Allied Health</td>
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<tr>
<td>Abbreviated Course Title</td>
<td>SEMINAR IN ALLIED HEALTH</td>
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<tr>
<td>Semester Credit</td>
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</table>

**Number of Sections per Academic Year:** 21  
**Enrollment per Section (Avg.):** 20  
**Proposal for:** Writing Designation

### Writing Designation

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

---

**In Workflow**

1. HLKN Department Head
2. ED 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. 01/26/18 11:05 pm  
   Melinda Sheffield Moore (zulu818): Approved for HLKN Department Head
2. 02/05/18 2:21 pm  
   Chris Cherry (chrischerry): Approved for ED College Dean UG
3. 04/03/18 3:26 pm  
   Donna Pantel (dpantel): Approved for W & C Preparer
4. 04/03/18 3:31 pm  
   Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
5. 04/11/18 4:11 pm  
   Jan Helgoth (helgoth): Approved for Faculty Senate Preparer
6. 04/12/18 3:51 pm  
   Jan Helgoth (helgoth): Rollback to Faculty Senate Preparer for Faculty Senate
7. 04/12/18 4:26 pm  
   Jan Helgoth (helgoth): Approved for Faculty Senate Preparer
8. 05/15/18 3:59 pm  
   Janet Gonzales (janetgonzales): Approved for Faculty Senate
9. 06/15/18 9:35 am  
   Janet Gonzales (janetgonzales): Rollback to Faculty Senate for Provost II
If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing.

NA

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Profession paper</td>
<td>300</td>
<td>8</td>
<td>No</td>
</tr>
<tr>
<td>Topic Proposal</td>
<td>200</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td>Scholarly Research paper</td>
<td>1500</td>
<td>46</td>
<td>No</td>
</tr>
<tr>
<td>Patient Education paper</td>
<td>250</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Add the percentage of final grade based on writing and put the total percentage here.
80

Explain how collaboration is monitored to ensure equal participation.
NA

Describe the formative feedback provided on student writing, especially on major assignments.
In class peer review on scholarly research paper; comments by professor with opportunity for re-submission on philosophy of the profession paper, scholarly research paper, and patient education paper

Describe how you provide writing instruction.
Lectures; writing activities covering thesis statements, APA formatting style, paraphrasing, and peer review

Additional Comments
Ninety percent or more of the students in this course will continue on to graduate school or to professional school in an allied health field. Researching current information in health and being able to communicate that information with a variety of people in allied health settings is an important skill to attain. Developing a philosophy of their profession helps to focus them on what they feel is important in that field and in developing a topic for their paper.

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

Attach Course Syllabus
HLTH 481 Syllabus.pdf

Reviewer Comments
Jan Helgoth (helgoth) (04/12/18 3:51 pm): Rollback: This course was not on the ECFS Letter for the May 14 Meeting sent by Georgia Hines.
Jan Helgoth (helgoth) (04/12/18 4:35 pm): Approved March 19, 2018 - FS.35.266
Janet Gonzales (janet-gonzales) (06/15/18 9:35 am): Rollback: Glitch in CARS, was not "approved" to be moved to Provost II.
HLTH 481: SEMINAR IN ALLIED HEALTH
W 9:10AM – 10:00AM; SCTS 216

Instructor Information
Name Rhonda N. Rahn, PhD, CHES
Telephone number (979) 845-3861
Email rrahn@tamu.edu
Office hours M: 9:00AM-11:00AM; T: 1:00PM-3:00PM; by appointment
Office location 318A Blocker

Course Description and Prerequisites
This course is an intensive writing seminar preparing students for admission to allied health professional school and careers. Students will research selected allied health fields/interests and discuss the transition from the college environment to a professional school/career environment, with an emphasis on professional development.

Prerequisites: Junior or Senior classification; admission to the professional phase.

Learning Outcomes
By the end of the course, students will be able to:
1. Create a professional philosophy statement.
2. Create and critique health profession resumes.
3. Develop a cover letter for a job application.
4. Demonstrate professional interviewing skills.
5. Develop skills in critiquing the work of others.
6. Demonstrate professional writing and research capabilities.
7. Identify leading journals and sources in their respective allied health field.
8. Demonstrate and exhibit an understanding of professional behavior.

Required Textbooks and/or Resource Material

Class website
There is a class website accessible at http://ecampus.tamu.edu. Click on “Log In” and use your Netid to login. Students should refer to this website often as any changes in due dates or class assignments will be listed on this website. It also contains complete assignment instructions and resources for the class. If you cannot login to this site, let me know ASAP.

Grading Policies
Students will complete the following assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy Paper (W)</td>
<td>40 pts</td>
</tr>
<tr>
<td>Topic Proposal (W)</td>
<td>30 pts</td>
</tr>
</tbody>
</table>
Outline (W)  30 pts
Scholarly Research Paper (W)  100 pts
Patient Education Piece (W)  50 pts
Resume and Cover Letter  50 pts
Mock Interview  25 pts
Class Participation  50 pts
Total  375 pts

(W) – meets writing intensive requirement

Because this course satisfies the W-course requirement of core curriculum, students must pass the writing assignments (W) to pass this class. This means that you must complete every writing assignment highlighted above; failure to complete any of the writing assignments will result in failing the course.

Grading scale
265-375 (>70%) – Pass
<264 (<70%) – Fail

Assignments
All assignments are due at the beginning of each class period on the date assigned. You must be present in class to turn in your assignments. Assignments will not be accepted via email, only through hard copy or on eCampus/Turnitin when required.

Late Work
Late assignments can only be made up by providing the instructor with a written, documented, University-excused absence that is turned in no later than one week following the original due date. All unexcused late work will be penalized 10 points for each day it is late up to 10 days when it will no longer be accepted.

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

Attendance is the first aspect leading to successful completion of this class and provides the means to receive optimal benefit for your time and money. Attendance is mandatory and will be taken every day that the class meets. For each unexcused absence, 10 points will be deducted from the student's final grade per absence. Please note: 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.

Office Hours
If you are struggling with something in this course, ask for help! I realize that my office hours do not always coincide with student schedules. I will do my utmost to make myself available to you outside of these hours; however, you must ask and make an appointment. During office hours, please bring specific questions that you are struggling with. I will not proof read your entire assignment; therefore, you must come to our meetings prepared.

Expectations during office hour meetings:
1. Come prepared with specific questions you are struggling with from course content, textbook readings, assignment instructions, etc.
2. Bring all necessary handouts/materials with you to the meeting.
3. Respect the start and end times by arriving 3-5 minutes early of the scheduled meeting.
4. We can communicate via telephone or e-mail if last minute cancellation is needed.

**Communication**
If you send me an email, please construct a professional email with a salutation, closing, and signature (i.e. name). Use appropriate sentence structure, capitalization, and punctuation.

I will make every effort to respond to e-mails within 24 hours. Please note that I do not normally respond to emails sent after 5 pm or on the weekends until the next business day.

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

**Copyright and Plagiarism**
Academic dishonesty (i.e. cheating or plagiarism) will **not be tolerated in this course**. Refer to the TAMU Student Rules and Regulations, #20-Scholastic Dishonesty. In section I.20.1.3 of the Texas A&M University Student Rules, plagiarism is defined as, “Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” 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 individual. **To avoid plagiarism, always cite your sources.**

**University Writing Center**
You are highly encouraged to utilize the resources available to you as an A&M student. The Writing Center provides feedback in person at the library, online, or via video conferencing. The Evan’s Library requires an appointment while the West campus library is available for walk-in’s. For more information, please refer to the University Writing Center’s homepage: [http://writingcenter.tamu.edu/Home](http://writingcenter.tamu.edu/Home)

“Your first pass is not your best effort”

**Aggie Code of Honor**

“**Aggies do not lie, cheat or steal, nor do they tolerate those who do.**”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.” All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the
Honor Council website at
http://student-rules.tamu.edu/aggiecode

Ask for clarification from me prior to participating in any activity that might be questionable for completion of coursework for this class. All work to be completed for this class is to be individual work except where noted otherwise. **Any incident of academic dishonesty will result in a letter grade of F in this course**

**Classroom Expectations**
This class is about preparing you for life after college. Even if you have plans to attend professional or graduate school, you will eventually be searching for a job. The skills you learn in this class can be applied to both seeking admission to professional/graduate school and searching for a job. The best way to view this class is as if it is your job.

This class is a writing intensive class and as such, the majority of your grade will be based on your writing. This class is also about **professionalism**: presenting your self professionally in your communication (both oral and written), appearance, and behaviors. Consequently, you are expected to act professionally in this class; this means that you are expected to turn assignments in on time and professionally prepared. While you will not be expected to dress professionally every day, there will be designated “professional dress” days.

You will also be required to sign an “**Expectations for Professional Behavior**” form to participate in this class; failure to comply with items on the Expectations for Professional Behavior form will result in a deduction of participation points.

**Class Rules**
It is imperative that all students behave in a considerate, respectful, and civil manner toward their classmates, instructors, and guests throughout the entirety of this course. A classroom environment with these characteristics fosters mutual respect and collaborative learning among students, which is what we all want! As such, students are expected to:

- Arrive on time and prepared for every class session
- Not be disruptive or disrespectful during class (talking during lectures, sleeping, browsing the internet, using electronics, making inappropriate comments, etc.)
- Turn all phones and other electronics on silent during class
- Treat guests with the utmost respect

**Peer Review of Writing**
One aspect of improving writing is to give and receive feedback. Students will participate in peer review of their writing for several of the writing activities in this class. Thoughtful feedback expressed in a tactful manner is a hallmark of good peer review.

1. Students will be assigned a paper to review during class.
2. Failure to bring a paper for peer review or participating in reviewing another student’s paper will result in a 10% deduction from their final grade for that assignment.
3. Students who are absent that day will still be required to participate in the peer review and should upload their paper. It is their responsibility to complete the peer review by the deadline.
**Course Topics, Calendar of Activities, Major Assignment Dates**

This class schedule is tentative. While all attempts will be made to follow this schedule, I reserve the right to make adjustments as needed that would benefit the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Reading Assignment</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Class Guidelines and Expectations</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 24</td>
<td>Writing Process / Writing a Philosophy</td>
<td>Classroom</td>
<td>APA Chap 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>Library Use – Arwen from MSL</td>
<td>Computer Lab</td>
<td></td>
<td>Philosophy Paper due</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Practice Writing- Thesis Statements</td>
<td>Classroom</td>
<td></td>
<td>Proposal due / Philosophy Paper revision due</td>
</tr>
<tr>
<td>Feb 14</td>
<td>APA Activity / Paraphrasing Activity / Outlining the paper</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 21</td>
<td>Peer Review Activity</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 28</td>
<td>Resume Writing / Cover Letters</td>
<td>Classroom</td>
<td>APA Chap 6 &amp; 7</td>
<td>Outline due</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Networking / Peer Review of Resumes</td>
<td>Classroom</td>
<td></td>
<td>Resume / Cover letter draft due</td>
</tr>
<tr>
<td>Mar 14</td>
<td>SPRING BREAK</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td>Job Search / Interviewing</td>
<td>Classroom</td>
<td></td>
<td>Resume / Cover letter due</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Peer review of Paper</td>
<td>Classroom</td>
<td></td>
<td>Paper draft due</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Communicating Professionally / Being a Professional</td>
<td>Classroom</td>
<td></td>
<td>Paper due</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Mock interviews</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 18</td>
<td>Mock interviews</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 25</td>
<td>Mock interviews Course wrap up</td>
<td>Classroom</td>
<td></td>
<td>Patient Ed Paper due</td>
</tr>
</tbody>
</table>
Class assignments are outlined below. Please refer to the instructions handed out in class and posted on the class website for more complete information.

**Writing Intensive Assignments**

**Personal Philosophy (min 300/max 400 words)**
Students will write a personal philosophy statement of chosen health-related field.

**Topic Proposal (min 200/max 300 words)**
Students will write a proposal to identify the topic for their final paper. The topic can be on a current health related topic or a current issue in one of the six allied health areas: nursing, occupational therapy, optometry, pharmacy, physician assistant or physical therapy. This topic proposal must be supported by at least five scholarly sources in a reference list.

**Expanded Outline**
Students will complete an expanded outline for the paper.

**Scholarly Discussion of Contemporary Issue (min. 1500/max 2000 words)**
Students will complete a scholarly discussion of the contemporary issue in one of the six allied health areas. Prior to turning in the paper, students will complete a proposal and an expanded outline of their paper.

*A rough draft of your research paper will be due in class the week before the final due date. Failure to produce a rough draft for the peer-review session will result in a 10% deduction from your final grade on the assignment. Bottom line: complete the draft and be prepared to receive feedback/constructive criticism.*

**Patient Education Paper (min 250/max 500 words)**
Students will complete a patient education paper based on the topic chosen for the scholarly paper. This paper is to be written from the perspective of the career you are choosing to pursue, one of the six areas in allied health: nursing, occupational therapy, optometry, pharmacy, physician assistant, or physical therapy. If you are not pursuing one of those fields you may write it from the perspective of a health educator. If you are pursuing a field other than one of the six allied health fields listed (such as dentistry), consult your instructor.

**Resume and Cover Letter**
Students will find a current job posting for which they will be qualified upon graduation. They will then create a resume and cover letter as if applying for the job.

**Mock Interview**
Students will participate in mock interviews by observing and critiquing interviews of their peers. Some students will be able to participate in interviews. All students will critique the interview.

**Participation**
Students have much to gain from this class by participating each day that the class meets. This involves contributing to the discussion, completing in-class activities, and acting in a professional manner (as
outlined in the Expectations for Professional Behavior document). Therefore, students must be in attendance in order to participate.

Students are expected to be prepared for each class, participate in the discussions, read appropriate material prior to class and actively engage on in-class activities. Failure to do so will negatively affect your participation grade. Mere attendance does not constitute participation.
New Core Component Proposal

Viewing: MMET 301-W : Mechanical Power Transmission

Last edit: 05/09/18 10:25 am
Changes proposed by: mrgolla

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Golla</td>
<td><a href="mailto:mrgolla@tamu.edu">mrgolla@tamu.edu</a></td>
<td>9798456765</td>
</tr>
</tbody>
</table>

Course Prefix               MMET
Academic Level              UG
Complete Course Title       Mechanical Power Transmission
Abbreviated Course Title   MECH POWER TRANSMISSION
Crosslisted With
Semester Credit            3
Hour(s)
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year 192  Enrollment per Section (Avg.) 16
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? Yes

Who will evaluate them?
I will train and monitor the GATs based upon the lab and written lab assignments for each week. The GATs evaluate the student’s report based upon a rubric explaining the format of each electronic lab deliverable. The second large writing assignment is the professional project that has 5 progress reports turn in by the group individuals to me electronically. I review and provide feedback after each report.

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.
I monitor the deliverable of the student to the GAT by utilizing ECampus. Each document is uploaded online before lab begins. I train the GAT to recognize important sections of the professional Memo and Report formats that I provide as an example to the student in the syllabus and lab manual. The sections must contain the data and information related to that week’s laboratory assignment but it is changed slightly from the previous semester to insure the student is doing his/her own work and not plagiarizing from the earlier semester.

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Reports 1-10</td>
<td>5000</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.
11500

Add the percentage of final grade based on writing and put the total percentage here.
34

Explain how collaboration is monitored to ensure equal participation.
During the development of the professional project the group members must submit progress reports explaining the experience and workings of the group on the project.

Describe the formative feedback provided on student writing, especially on major assignments.
I provide feedback on each progress report to the student and customize a response based upon what challenges he/she/group is experiencing at the time.

Describe how you provide writing instruction.
I provide a project guideline for the group deliverable. I reference and encourage multiple college and university resources such as the Research librarians and the University Writing Center to be used by the students. There is a description in the project guidelines informing the student of what should be included in each progress report. This allows the students to track their progress with the required time line for the final project deliverable. When I review the progress reports I provide feedback based upon the guidelines and comment upon writing styles, format, source citation, bibliography development. I also utilize Ecampus Blackboard technology and develop podcasts that show what I am expecting in a project. I provide examples of both good and poor work.

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

Attach Course Syllabus  MMET 301 Course Syllabus Fall 2018 Final Draft 050318.pdf
Reviewer Comments  Donna Pantel (dpantel) (06/05/18 4:16 pm): This course has been submitted for certification and has been approved from 1/1/2018 to 1/1/2022.
MMET 301- MECHANICAL POWER TRANSMISSION
SYLLABUS, Fall 2018, 3 Credits

Mr. Michael Golla
OFFICE: 117B Thompson Hall, 845-6765
Email: ECAMPUS ONLY
Office Hours: Online WEBEX & by appointment

Lecture:
MW 8:00– 8:50, Thom.Hall 112D, Sect 901-904
MW 9:10–10:00, Fermier Hall 110, Sect 905-908
MW 10:20–11:10, Thom.Hall 112D, Sect 909-912

Lab:
901M 10:20am-12:10 Thom009B
902 M 12:20-2:10pm Thom009B
903 M 3pm-4:50 Thom009B
904 M 5:10pm-7 Thom009B
905 T 8am-9:50 Thom009B
906 T 3:55pm-5:45 Thom009B
907 T 6pm-7:50 Thom009B
908 W 12:20pm-2:10 Thom009B
909 W 3:55pm-5:45 Thom009B
910 R 8am-9:50 Thom009B
911 R 5:30pm-7:20 Thom 009B
912 F 9am-10:50 Thom009B

Teaching Assistants:
Jayaveera Muthusamy, Ph.D. Candidate ME
Dylan Smith, MSME
Mahnoosh Sadeghi MSIE
Abhijith Madabhushi Ph.D. Candidate ME,
Raghuram Krishnan MSIE
Mayank Mishra, MSIE
Email: Ecampus

Required Lab Manual: MPT Lab manual, Fall 18 Edition, Notes N Quotes

Learning Objectives: Upon the completion of this course the student will be able to identify the engineering concepts in mechanical power transmission (MPT) and will demonstrate working knowledge of common MPT components within a MPT system to provide transmission of that power into useful work. Students will be able apply MPT concepts through a “hands-on” laboratory and writing intensive assignments. The student will be able to comprehend the skills needed for the industrial distributor with respect to MPT and integrate those skills for applications in their chosen career path.

Scholastic Dishonesty: I will enforce the Aggie Code of Honor, “Aggies Don’t Lie, Cheat or Steal, nor tolerate those who do.” I have a zero tolerance policy for academic dishonesty, this includes previous semester’s labs, homework, old exams, projects, collusion to create a test question answer bank, providing answers to a friend, coping materials from other students or any other form of plagiarism/dishonesty described in the university handbook. Violations will result in an “F” for the course and additional repercussions will be determined by the scholastic dishonesty council. http://aggiehonor.tamu.edu

Attendance Policy: It is the student’s professional responsibility to attend all lectures and labs as per their registered schedule. Excused absences stated by “Student Rule #7, http://student-rules.tamu.edu/rule07 are the only acceptable reasons for making up assignments. To complete missed work you must submit the following 2 items to the instructor, with in 1 academic week of the absence. This policy will be for both lecture and lab.

A. Texas A&M’s “Explanatory Statement for Absence from Class” form available on ECampus.
B. Proper documentation confirming the absence, i.e.; original letter from a health care professional with date & time,

<table>
<thead>
<tr>
<th>Examples of Unexcused Absence</th>
<th>Examples of Excused Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing for a job or internship</td>
<td>Death or major illness with in family</td>
</tr>
<tr>
<td>On sight visit or out of town 2nd or 3rd interview of a potential employer</td>
<td>Participation in an activity on the University Authorized and Sponsored Activity list</td>
</tr>
<tr>
<td>Activity related to a student society, ie: Golf Tournament, Career Fair, Greek Rush, Intern for a Day, etc. etc.</td>
<td>Participation in legal proceedings</td>
</tr>
<tr>
<td>Field trip that is extracurricular and not approved by A&amp;M</td>
<td>Religious Holy day (See Appendix IV for list)</td>
</tr>
<tr>
<td>Over sleeping, broken alarm, significant other didn’t wake you up, dog at my phone, bad hair day</td>
<td>Any activity approved by the Dean of undergraduate programs (letter form)</td>
</tr>
<tr>
<td>Car trouble, train delay, traffic citation, car towed</td>
<td>Student illness or injury</td>
</tr>
<tr>
<td>Recital, wedding rehearsal, family vacation</td>
<td>Military required service</td>
</tr>
<tr>
<td>I just didn’t feel like attending or “I forgot”</td>
<td>Must be approved by the Dean of undergraduate programs</td>
</tr>
</tbody>
</table>

Grades: I DO NOT CURVE! I do not negotiate for grades; this is a performance-based class that is developed to receive the grade you earn. Hard work = Rewards, Laziness = Poor performance. Total values will NOT be rounded 449.999 is not 450 it is a “B.” NO LATE WORK WILL BE ACCEPTED; TO PASS THIS COURSE YOU MUST PASS THE LAB AND THE “W” COMPONENT.

| Final Exam | 125 | A ≥ 450 |
| 2 Exams (100 points each) | 200 | B ≥ 400 |
| Hmwk/Quizzes/Progress Reports/Misc. 25 | 25 | C ≥ 350 |
| Laboratory Sessions | 100 | D ≥ 300 |
| Professional Project | 50 | |
| Total | 500 points |

Exams: Exams may be online or in class, TBA. All examinations can be: true/false, matching, multiple choice, short answer, calculations, essay, assigned readings, lecture notes, web sites cited in class, homework, lab practice, videos and guest lecturers.
**Homework/Quizzes/Progress Reports:** Homework will be assigned throughout the semester and will be based upon coursework topics, but will not be collected for a grade. Quizzes will be unannounced and at the discretion of the instructor and will be graded. Progress reports are completion grades and will be for student group feedback.

**Lab:** The PT Handbook and the lab manual are required each week in lab. There are 10 scheduled labs and a lab practical. Daily lab quizzes will be given at the beginning of the lab. Late or no lab attendance will result in missing the quiz and will not be made up unless university excused. Late lab reports will not be accepted and will be considered a zero. Proper safety attire is required at all times. See lab syllabus for more details.

**Professional Project:** This project will help develop your research and professional writing skills; it helps form knowledge of mechanical power transmission and develops your team building skills. Your project is based upon a system or component in the MPT marketplace. Your team will submit multiple progress reports with the final deliverable as stated on the syllabus; no late reports will be accepted. Topics will be determined by the team’s own interests but will remain within the scope of the course and a final topic must be approved by the professor. Teams will be assigned by lottery the 2nd week. See the Professional Project Guidelines for more detail.

**Students with Disabilities:** Americans with Disabilities Act Policy Statement, The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, 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) Please, see instructor within the first week of class concerning disability issues. Testing accommodations will be provided by the professor.

<table>
<thead>
<tr>
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<th>Text</th>
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<th>Project</th>
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<td>1</td>
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<td>W 9/6</td>
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<td>PTH 5, Golla Ch. 2</td>
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<td>Golla Ch 11</td>
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<td>Class Notes</td>
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<td>T 12/12</td>
<td>Final Exam, 8:00 – 10:00 am</td>
<td>Sections 909-912</td>
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</table>

*All dates subject to change based upon the professor’s assessment of the performance of the class*
Mechanical Power Transmission in Industrial Distribution would not be complete without learning more about products and companies in the MPT marketplace. You have a two part objective for this project. The first is to analyze a component or topic with in the scope of the course. You should gain as much knowledge on the specifics of the subject and the engineering technical knowledge needed to understand the functionality of the product. This is to include the functionality, reliability, limitations, purposes for use or even the economic life cycle, innovation and possibly environmental impact of this engineered product. The other part of the assignment is to expand your scope by finding how innovative or identifying a future challenge or viability of the product. This can be a new business, service or an improvement on a design, material enhancement or any other topic you may find that will make a change in the future operation, reliability, safety or application of your product choice. Use all sources at your disposal, however, course content & general internet sources will not be allowed as a reference for your project, for example “Wikipedia,” “Supplement lectures chapters,” “PTDA Handbook,” may not be used as a source but can be used for your general knowledge purposes and as a gateway to more appropriate sources.

Topic development and organization must be related to the MPT class and the ID profession. Your group will choose and develop your topic. Five progress reports are scheduled in the syllabus. This process will help you narrow down and focus your efforts. The organization and format (MLA, Scientific, etc.) of the final project is up to the group but, the report must have an engineering focus and a heavy emphasis should be on the technical and engineering expertise that you will need to know to work for or service customers that use MPT components in application. This is not a “compare contrast, marketing, political science, humanities, business administration, S.W.O.T analysis, but a highly focused engineering paper that represents the Industrial Distribution profession of Engineering. All final projects will be presented in hard copy in class and electronically online. No late or incomplete assignments will be accepted and will be considered a zero for the entire project, no exceptions.

Key Points
1. All reports are due as stated in the syllabus time, in PDF Format only and will not be accepted late
2. Topic choice and development will be your group’s responsibility but must be approved by the instructor.
3. 1st progress report, Memo format, includes group members names, a timeline, topics of interest.
4. 2nd progress report will include your group members, topics you are interested in, project timeline how well the group is functioning/meeting and if you met with the research librarian, Dr. Pauline Melgoza.
5. 3rd progress report topic chosen and narrowed down from my feedback, rough outline, member participation
6. 4th progress report abstract or part of your rough draft, main resources for your draft or abstract, group participation
7. You should meet at least twice this semester before the 4th Progress report with the UWA, university writing assistant for, after that date you are on your own.
8. 5th progress report part of your rough draft or abstract, this should include your main resources,
9. Final report length range; 16-28 double spaced pages of text, with 1” max margins and must meet all technical writing formats. Images, graphics, tables etc. will not count toward the length of the paper but are highly encouraged; an appendix can be used to expand the body. Citation of all sources used in your paper is mandatory. Projects without citation will receive a very low grade.
10. Grades are determined by depth of engineering content, presentation, and length. If the project does not meet the minimum 16 pages of well written content an automatic zero is given. Content includes: thoroughness of research, depth of technical data, expansion beyond “in class” education, and the emphasis of future developments or innovation. Presentation grade will include organization, documentation, citation of sources, overall length and packet organization.
11. The final professional project packet: (10”x13”) unsealed envelope, group number printed on the cover, content inside will include: printed copy of the paper, all team member’s sealed evaluations, a flash drive with a soft copy of your project in PDF format.
12. All projects are due at the beginning of the class on the due date, I will call by group number for each project, if it is incomplete or late it is a ZERO, no exceptions.
13. The flash drive storage device with the soft copy will not be returned.
14. An electronic copy of the final paper will be uploaded to “TURNITIN.com” thru a link on Ecampus, after the hardcopy is submitted in class.
15. A final project grade will be given, but individual grades can be affected by peer evaluations.

Final motivation: most companies that recruit ID grads are technically oriented and expect new talent to have the basic fundamentals & understanding of power technology systems i.e. Mechanical IDIS 303, Electrical IDIS 300, Fluid aka Hydraulics & Pneumatics IDIS 403 and Automation IDIS 400. In the future you or your classmates might work for a technical company and you will need the technical engineering knowledge of systems, & products. A professional job is required so go above and beyond the materials that are reviewed in lecture and lab. You should organize your information in a logical order so it can be understood how this product can influence a system or how they perform in the marketplace. You should focus your direction to the distributor, OEM or technician and present the project in such a fashion that it is easy to read and done professionally. Many former students have used this experience in interviews with companies to provide examples of their knowledge of a particular technology.
MMET 301- MECHANICAL POWER TRANSMISSION
LAB SYLLABUS, Fall 2018, 3 credits

Mr. Michael Golla
117B Thompson Hall,
Email: ECAMPUS ONLY
Office Hours: Online WEBEX & by appointment

Lectures:
MW 8:00– 8:50, Thom.Hall 112D, Sect 901-904
MW 9:10–10:00, Fermier Hall 110, Sect 905-908
MW 10:20–11:10, Thom.Hall 112D, Sect 909-912

Lab:
901M 10:20am-12:10 Thom009B
902 M 12:20-2:10pm Thom009B
903 M 3pm-4:50 Thom009B
904 M 5:10pm-7 Thom009B
905 T 8am-9:50 Thom009B
906 T 3:55pm-5:45 Thom009B

Teaching Assistants:
Jayaveera Muthusamy, Ph.D. Candidate ME
Dylan Smith, MSME
Mahnoosh Sadeghi MSIE
Abhijith Madabhushi Ph.D. Candidate ME,
Raghuram Krishnan MSIE
Mayank Mishra, MSIE

Lab Manual: MPT Lab manual, Fall 18 Edition, Notes-n-Quotes (979) 846-2255

Scholastic Dishonesty: I will enforce the Aggie Code of Honor, “Aggies Don’t Lie, Cheat or Steal, nor tolerate those who do.” I have a zero tolerance policy for academic dishonesty, this includes previous semester’s labs, homework, old exams, projects, collusion to create a test question answer bank, providing answers to a friend, copying materials from other students or any other form of plagiarism/dishonesty described in the university handbook. Violations will result in an "F" for the course and additional repercussions will be determined by the ID program, and Texas A&M University. http://aggiehonor.tamu.edu

Grades: I DO NOT CURVE! I do not negotiate for grades, this is a performance based class that is developed for you to receive the grade you work for. I have modeled this course on how the “real world” works. Hard work = Rewards, Poor performance = Poor compensation.

Lab Practical 30
10 Labs 70 (10points ea) = (2.5 quiz) + (2.5 Individual Memo) + (5 Lab Report)

Total 100 points

There will be 10 writing intensive lab assignments with a weekly lab quiz at the beginning of each lab and a cumulative lab practical at the end of the semester. Late work results in a zero.

Lab Attendance Policy: Attend the lab you registered for, don’t be late, and be prepared for that week’s lab. There will be no “lab switching.” Late attendance or unexcused absences will result in a zero for the quiz and any assignment due. Excused absences must follow the procedure as explained in the lecture syllabus and must meet Student Rule #7, http://student-rules.tamu.edu/rule07 Excused Absences.” It is the student’s responsibility to make up all missed work with in “1” academic week. To complete missed work you must submit the following 2 items to the instructor, with in 1 academic week of the absence. This will be for both lecture and lab.
A. Texas A&M’s “Explanatory Statement for Absence from Class” form available on Ecampus.
B. Proper documentation confirming the absence, i.e.: original letter from a health care professional with date & time

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<td>Lab#4- Brakes and Clutches</td>
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LAB POLICIES

1. ATTENDANCE POLICY
   - All students are responsible to attend each lab on time and stay for the entire lab or until dismissed.
   - Attendance will be taken at the beginning and end of each lab session, late attendance is not professional.
   - Students leaving before permission to leave has been granted by the instructor will receive a zero for that lab.
   - Lab switching is not allowed, attend the lab that you chose.
   - Absence from the lab without university excuse will result in a zero.
   - Late attendance is not acceptable and it will be treated as an unexcused absence; you will not be allowed to make up quiz.
   - University excused absences have 2 weeks to make up the lab
   - Late lab reports will not be accepted and will be considered a zero.

2. GENERAL CONDUCT
   - Wear safety glasses at all times. Students not wearing or do not have safety glasses will be asked to leave, getting a zero.
   - The PT Handbook and the lab manual are required for each lab, please bring them with you each meeting.
   - No running or horse play and be watchful of oils, trip hazards, and obstructions
   - No shorts, dresses, or cutoffs, wear something you don’t mind getting dirty and oily
   - Wear only closed toed shoes (boots preferable)
   - Turn off all mobile phones and paging devices
   - Know the location of the first aid kits
   - No BATTALIONS, food, drinks, or tobacco in the labs
   - Always ask the instructor to help if you are unsure of how to operate the equipment
   - All students are required to thoroughly clean up their work area and lab at the end of each session.

3. MECHANICAL LAB SAFETY CHECKLIST
   - Check the following before mechanical equipment is to be operated.
   - Check for any lab attendee for loose clothing, hair that is not properly secured, jewelry or any item that may get caught in rotating equipment.
   - Note all pinch points of equipment
   - Safety glasses must be worn by all lab attendees
   - Check to see that all guards are securely in place, if necessary
   - Both students and instructor should wear safety goggles.
   - Visually inspect components for signs of damage, loose connection, missing parts, or potential hazards
   - Stand clear of trainer bench on initial start up.
   - Do not energize trainer until unit has been checked by qualified personnel (Instructor)

4. GRADING POLICY
   - There is a zero tolerance policy on plagiarism or copying other student’s work. Offenders will receive in a “F” in the course and will be turned in to the ID program coordinator for further academic repercussions.
   - Lab Assignments must be turned in on time and in the proper format (example is given in the manual) and must include the name, section, and UIN. Failure will result in a zero.
   - All reports are considered professional work and must be typed and grading will be based upon technical writing skills and report delivery. Your report should not contain handwritten or torn pages from the lab manual, scanned handwritten work, and all electronic documents must be submitted in PDF format. Noncompliance results in a zero.
   - All pictures, images, JPEGs, GIFs, quotes and information contained in your report must be properly referenced.
   - All the lab assignments are due online before the beginning of the next lab. Late assignments will result in zero for that lab.
   - Individual memos (in proper format) are required for each lab unless specifically mentioned by the instructor.
   - Instructions for the Labs which require group reports will be mentioned by the instructor as and when required.

Please go through the above mentioned safety policies, attendance and grading policies thoroughly and sign the lab safety contract and the acceptance form and return them to the instructor.
Scholastic Dishonesty: I will enforce the Aggie Code of Honor, Aggies Don’t Lie, Cheat or Steal, nor tolerate those who do. There is a zero tolerance policy for academic dishonesty. Violations will result in an "F" for the course. Additional repercussions will be determined by the program coordinator in compliance with Texas A&M regulations. [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

I fully understand the Laboratory policies of the Engineering Technology and Industrial Distribution Department at Texas A&M University. I also understand that failure to abide by these rules stated in these policies can result in permanent dismissal from the Engineering Technology Laboratories and could face further repercussions as deemed necessary by the administration.

Signature of Student ____________________________       Date ___________________
Print Full Name _______________________________   Student UIN#____________
Section # ____________________________________

Please read and fully understand the safety policies before signing this sheet.

Sign and return this sheet to your lab instructor.
Scholastic Dishonesty: I will enforce the Aggie Code of Honor, Aggies Don't Lie, Cheat or Steal, nor tolerate those who do. There is a zero tolerance policy for academic dishonesty. Violations will result in an "F" for the course. Additional repercussions will be determined by the program coordinator in compliance with Texas A&M regulations. 
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Signature of Student ____________________________       Date ___________________
Print Full Name _______________________________   Student UIN#____________
Section # ____________________________________

Please read and fully understand the safety policies before signing this sheet.

Sign and keep this sheet with you for future reference.
Lab Memo Format (Individual)

The memo should not exceed one page and might be 4-5 paragraphs.
First Para: Purpose
Second Para: Procedure
Third Para: Results
Fourth Para: Conclusions/Recommendations
Fifth Para: Real World Applications

An example of the lab memo is provided on the course website and also in the Lab packet for reference.

---

Memo

To: [Name of the TA]
From: [Student’s Name]
Section #: [Section Number]
Date: 4/5/2018
Re: Subject.

Purpose:
The purpose of this lab is to understand and review the basic concepts of force, work, equilibrium and efficiency through simple experiments.

Procedure:
[Write the procedure employed for calculating the readings.]

Results:
The Results for the labs are enclosed in the attached lab handouts.

Conclusions/Recommendations:
We learnt to draw force diagrams and resolve the forces into x and y direction. For a body to be in equilibrium the net force acting on it should be zero. Through Colson hoist we understood how simple machines make our work easier

Real World Applications:
Building of bridges and trusses includes the concept of equilibrium. To lift heavy loads we use pulleys and levers. Inclined planes are used to move materials from a high altitude to a lower one.
Lab Report Format (Group)

Lab reports are all to be typed and formatted on paper OTHER than the LAB HANDOUT. These reports should adhere to the format below. Graphs and charts can be inserted from the software.

I. Title

II. Introduction/Purpose- a brief statement on the subject, objective, and the constraints of the lab. Include what is GIVEN and what is REQUIRED.

III. Approach/Methodology- An explanation of the techniques and equipments used to accomplish the lab objective. Include an explanation of the purpose of work performed and data gathered. Also include an explanation of pertinent theories/equations used and expected results.

IV. Data- A simple orderly recording of the data generated by performing the lab. Graphs and charts can be inserted here. All raw data must be in typed format such as excel spreadsheets or MSWord tables, no hand written data will be accepted.

V. Summary/Conclusion: This should include why the lab was important for you, what are the application areas /uses of the lab performed and what are your recommendations/views about the lab.
New Core Component Proposal

Date Submitted: 05/03/18 1:36 pm

Viewing: PHLT 310-W : Public Health Writing

Last edit: 05/21/18 1:29 pm

Changes proposed by: aggieangela

Contact(s)

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<th>Name</th>
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<td>Angela Clendenin</td>
<td><a href="mailto:clendenin@sph.tamhsc.edu">clendenin@sph.tamhsc.edu</a></td>
<td>979-436-9499</td>
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Course Prefix: PHLT

Academic Level: UG

Complete Course Title: Public Health Writing

Abbreviated Course Title: PUBLIC HEALTH WRITING

Crosslisted With:

Semester Credit: 1

Proposal for:

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

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.

Graduate Teaching Assistants help students in developing Writing Workshops, which are presentations about some component of grammar and includes an interactive activity related to the topic. The Teaching Assistants are also responsible for assisting students with questions about assignments.

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

To pass this course you must pass the W component.

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

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<td>Executive Summary</td>
<td>400</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>1000</td>
<td>40</td>
<td>No</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
<td>--------------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>Writing for the Public</td>
<td>600</td>
<td>30</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.

As the Writing Workshops are performed in groups, each group fills out an evaluation after their presentation where they have to score the others in the group, in addition to themselves. This includes evaluating each other according to how much a student contributed to the presentation part, as well as the leading of the interactive activity.

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

Each student will submit a draft for each assignment, which will be returned with extensive feedback from the professor. In addition, each assignment will include a face-to-face peer review in class for each assignment. A rubric with comments is also attached to each final version submitted. Each final version is also marked up with feedback.

Describe how you provide writing instruction.

Writing instruction is taught through group presentation on specified topics, interactive activities such as "Citation Scramble," and providing real world examples from the discipline in class where the structure, style, audience, and purpose are analyzed. Beginning in Fall 2018, there will also be in-class quizzes on the APA Publication Manual (the required text for the course) as APA is the style adopted by the School of Public Health.

Additional Comments

This is a W course that is up for re-certification.

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

Attach Course Syllabus

PHLT 310 Syllabus Spring 2018.pdf

Reviewer Comments

Donna Pantel (dpantel) (06/05/18 4:21 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.

Donna Pantel (dpantel) (06/05/18 4:23 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
Course title and number: PHLT 310: Public Health Writing
Term: Spring 2018
Meeting times and location: Mondays 12:40 pm to 1:30 pm, Wednesdays 10:20 am to 11:10 am

Instructor Name(s): Angela Clendenin, PhD
Teaching Assistant(s): Dawn Robertson, Classroom Bldg. 104
Telephone number: 979.436.9499
Email address: clendenin@sph.tamhsc.edu
Office hours: M-Th 8-9:00am; M and Tues 2-4pm Or by appointment if needed
Office location: SPH A217

Course Description:
This 1-credit writing-intensive course is designed to help students become more familiar with the types of writing they are likely to do as public health students or public health professionals. It is expected that the course increases the student’s ability to do these types of writing; strengthens their general writing skills; and establishes a foundation for continuing to develop their writing skills. Outside readings and library literature searches will be used for writing assignments and will be provided by the instructor as each assignment is introduced. Lecture slides will be made available within 24 hours of class.

Prerequisites:
Public Health major; junior or senior classification; or approval of instructor

Learning Outcomes and Course Objectives:

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective (CEPH Domains, see Appendix A last page of syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 4. Value the scope and nature of problems and challenges addressed by the field of public health.</td>
<td>Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities Identify the best approaches for communicating with different audiences, including policymakers, health professionals, and the general public. (9.2)</td>
</tr>
<tr>
<td>Program Goal 3. Appreciate the breadth, depth, and variety of intellectual and practical skills employed in the field of public health.</td>
<td></td>
</tr>
</tbody>
</table>
Illustrate basic concepts related to data in public health including collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential

Conduct a literature review on public health topic. (9.1)
Assess the quality of source material. (2.6, 9.4)
Provide appropriate feedback through the peer review process. (9.1)

Program Goal 4. Appreciate the variety of communication methods and cultural competence required in the field of public health.

Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools.

Identify structure and key sections of public health writing. (9.2)
Compare and contrast different public health written works in style, audience, and purpose. (9.1, 9.2)
Create written pieces demonstrating proper grammar and mechanics. (9.1, 9.2)
Conduct self-critique of written work. (9.1)

Textbook and/or Resource Material

Required Textbook:

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1    | Course Introduction  
|      | Scope and Principles of Public Health Writing  
|      | Evidence-based Writing in the Discipline  
|      | **Introduction to Assignment 1** | None |
| 2    | University Writing Center representative  
|      | Memorandums and Executive Summaries  
|      | Writing Workshop | Assignment 1: Executive Summary Draft Due by 9:00 am on your class day (1/28 for Monday Section; 1/21 for Wednesday Section) |
| 3    | Medical Sciences Library representative  
|      | Writing Workshop | In-class Peer Review Session for Assignment 1 (Wednesday Section) |
| 4    | Incorporating Evidence in Public Health Writing  
|      | Tools for Researching Public Health Writing  
|      | Writing Workshop | Assignment 1: Final Version Due for Wednesday Section by 9:00 am on your class day  
|      | | In-class Peer Review Session for Assignment 1 (Monday Section) |
| 5    | PH Writing to Inform Policy Makers  
|      | Use of Policy Briefs  
|      | Writing Workshop  
|      | **Introduction to Assignment 2** | Assignment 1: Final Version Due for Monday Section by 9:00 am on your class day |
| 6    | Analyzing Public Health Policy Briefs  
|      | Writing Workshop |  |
| 7    | Writing to Inform the Public  
|      | Citation versus Attribution  
|      | Writing Workshop | Assignment 2: Policy Brief Draft Due by 9:00 am on your class day |
| 8    | From Executive Summary to Policy Brief  
|      | Writing Workshop | In-class Peer Review Session for Assignment 2 |
Grading Policies

The graded assignments and the percentage of your grade they will constitute are the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 – Executive Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2 – Policy Brief</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment 3 – Writing for the Public</td>
<td>30%</td>
</tr>
<tr>
<td>Writing Workshop Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

Participation and Attendance is measured based on the following three criteria – participation in class discussions, attendance in class, and peer review effort:

Final grading in this course will be Satisfactory/Unsatisfactory. To pass this course you must pass the W component with no less than a 70%.

Assignment Instructions:

As good writing is a stepwise process, submission of a draft and final version is the minimum requirement for all major writing assignments. Feedback from classmates and the instructor should be used in preparing the version to be graded. ABSOLUTELY NO LATE DRAFTS WILL BE ACCEPTED because it creates problems with the peer review process. Failure to submit a draft on time will result in 10 points off the grade on the final version. FINAL VERSIONS THAT ARE SUBMITTED LATE WILL BE DEDUCTED 5 POINTS PER DAY LATE up to five days. After five days, the assignment will receive a zero. It is your responsibility to ensure your papers are completely and correctly submitted according to the instructions in the eCampus portal. All assignments MUST be submitted as Microsoft Word documents, double-spaced, in 12 pt Times New Roman type. Failure to follow directions will result in a deduction in points.

I. Assignment 1 – Executive Summary (400 words minimum)

In 1 ½ to 2 pages (Times New Roman, 12 pt type, double-spaced), you are to write an Executive Summary for a meeting of potential donors about the Public Health Studies major as a program they should consider supporting. You may include your reason for pursuing the degree, but this is NOT to be written from first person or second person perspective. Include items of interest learned in your PHS courses so far. Explain the importance of having writing intensive courses in the degree plan (the improvement of writing skills necessary after graduation). Conclude with suggestions for how students in PHS get the most out of/are accountable for their learning experience.
II. **Assignment 2 – Policy Brief (1000 words minimum)**
Choose a public health topic that interests you. You will write a policy brief for a decision-maker concerning your topic of choice. The sections to be included in the brief will be covered in class. You will need to identify a minimum of NINE (9) quality references from peer-reviewed literature. Appropriate APA-formatted in-text citations for these references, as well as a correctly formatted reference page must be included. A draft of your reference page will be required to be submitted prior to submission of the initial draft to ensure appropriate source material has been used.

III. **Assignment 3 – Writing for the Public (600 words minimum)**
Using the same topic you selected for your policy brief, presume the decision-maker agreed with your overall call to action. You are to write an article for a magazine or newspaper informing the public of the decision and its impact. For this assignment, you will use attribution to give credit for source material instead of in-text citations. A reference page must be included at the end of the document. All nine (9) sources used previously must be incorporated into the article. At the top of the page, indicate the magazine and/or newspaper you are hypothetically writing this article for.

IV. **Writing Workshops on Grammar**
Punctuation; Phrases and Clauses; Which vs. That and the use of However, Although, Therefore; Subject-Verb and Noun-Modifier agreement; Prepositional phrases; or Flow

You will be divided into pre-determined groups. Each group will draw for a topic from the above list. On the designated class session, your group will present these topics using examples from your own previous works (no names need to be included) to demonstrate both incorrect and correct grammar and/or mechanics. This is similar to “here is how it was done wrong, here is how it was identified as an error, and here is how it needs to corrected). You will have 10 minutes to present the topic and then 15-20 minutes to lead the rest of the class in an interactive activity related to the topic.

V. **Attendance and Participation** – As stated below, attendance is an expectation. Absences will be considered excused as defined under Student Rule 7. In addition to regular attendance and participation in class discussions and activities, Grammar Brush-Up exercises and the amount of effort in the peer review exercises as demonstrated by the quality of the critique (questions for the author, identification of typos, suggestions to improve clarity or flow, etc) will be used to determine the participation grade at the end of the semester.

A rubric will be used to evaluate drafts and final versions of assignments. As this is a writing course as opposed to a more topic-focused course the rubric used will be necessarily generic as grammar and mechanics represent a significant portion of the score. When appropriate, rubrics will identify specific components necessary to a written piece to be evaluated. In most cases, these components and expectations will be delivered during class time as part of class discussion.

**Attendance and Make-up Policies**

**Attendance**: Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

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

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons...
absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.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.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**Other Pertinent Course Information**

- **Be prepared before you come to class and be an active participant in class:** It is the students’ responsibility to read the assigned text readings and/or other assigned readings prior to class, and be ready for discussion.

- **Be in class and be on time:** Late arrivals are disruptive to the learning experience. Please inform the instructor of any scheduling conflicts prior to the beginning of class. If you are absent, it is your responsibility to gain access to and understand the material covered from your fellow students, as the information may involve directions for an assignment.

- **Ask for help if you need it:** The instructor will provide guidance for assignments in class. If directions are not clear, it is the students’ responsibility to come to the instructor if they have questions.

- **Follow the instructions:** It is the students’ responsibility to make sure that the format of the assignments follows the instructor’s guidelines. Assignments should be completed using Microsoft Word. Students may choose to use Google Doc or other word processing software when completing the assignments. However, it is the students’ responsibility to make sure the formatting is correct before submitting the assignment. Assignments will not be accepted if they are in PDF format, so be sure when working in Google Docs, you understand how to save and use the document as a Word document. All citations must be in correct APA format.

- **Did you read the syllabus?** The syllabus is a working document. Changes in the class schedule/calendar or other information may be made at any time during the semester. You will be responsible for these changes. If you are not in class, you may miss a change.

- Every effort will be made to ensure that power point lecture files, notes, articles, and assignments are available online on the eCampus course website in a timely manner. All the assignment will be available and turned in via eCampus. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. It is your responsibility to pay attention to class announcements sent out during the semester. You should not share any material with people who are not enrolled in this class currently or in the future unless permission is expressly granted by the instructor.

- Please understand I do not read slides, but instead have somewhat minimal slides. You are expected to be in class, take notes, and participate in discussions. If you miss class, it is your responsibility to ask another student for notes or information. I highly recommend making a study group for any and all of your classes.

- You are allowed to use electronic appropriately during the class. If you have to use electronic during the lecture, please silence your device and avoid disruption to others in the class. Checking Facebook, Twitter, Instagram, e-mail, Pinterest, shopping, and watching Game of Thrones are examples of activities that should not be conducted during lecture time.

- **Ring day is not a University-approved absence**

- Late papers will result in a 5-point per day deduction off the final grade. I do not offer extra credit assignments. Grades will only be rounded if the grade is .5 or closer to the next higher grade (A grade of 88.5 will round to an 89, a grade of 89.5 will round to a 90, etc.).
I will not know that you are struggling with course concepts unless you speak with me. Office hours are provided for that purpose. If you can’t make it to my office hours, please email requesting an appointment.

**eCampus**

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website), or contact Phuong Huynh in the School’s Office of Academic Assessment and Instructional Technology. Phuong may be reached at phuong@sph.tamhsc.edu. For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

**Reference Formatting**

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: http://guides.library.tamu.edu/CitingSources

Purdue OWL APA Format Website: https://owl.english.purdue.edu/owl/resource/560/01/

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.
End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

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

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html.

Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their University assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my University assigned e-mail address will be revealed to classmates and the instructor.”
Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
# APPENDIX A: CEPH Public Health Domains

## 1. Overview of Public Health:
Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society

| 1.1 | Public Health History |
| 1.2 | Public Health Philosophy |
| 1.3 | Core PH Values |
| 1.4 | Core PH Concepts |
| 1.5 | Global Functions of Public Health |
| 1.6 | Societal Functions of Public Health |

## 2. Role and Importance of Data in Public Health:
Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

| 2.1 | Basic Concepts of Data Collection |
| 2.2 | Basic Methods of Data Collection |
| 2.3 | Basic Tools of Data Collection |
| 2.4 | Data Usage |
| 2.5 | Data Analysis |
| 2.6 | Evidence-based Approaches |

## 3. Identifying and Addressing Population Health Challenges:
Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

| 3.1 | Population Health Concepts |
| 3.2 | Introduction to Processes and Approaches to Identify Needs and Concerns of Populations |
| 3.3 | Introduction to Approaches and Interventions to Address Needs and Concerns of Populations |

## 4. Human Health:
Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

| 4.1 | Science of Human Health and Disease |
| 4.2 | Health Promotion |
| 4.3 | Health Protection |

## 5. Determinants of Health:
Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

| 5.1 | Socio-economic Impacts on Human Health and Health Disparities |
| 5.2 | Behavioral Factors Impacts on Human Health and Health Disparities |
| 5.3 | Biological Factors Impacts on Human Health and Health Disparities |
| 5.4 | Environmental Factors Impacts on Human Health and Health Disparities |

## 6. Project Implementation:
Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation

| 6.1 | Introduction to Planning Concepts and Features |
| 6.2 | Introduction to Assessment Concepts and Features |
| 6.3 | Introduction to Evaluation Concepts and Features |

## 7. Overview of the Health System:
Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

| 7.1 | Characteristics and Structures of the U.S. Health System |
| 7.2 | Comparative Health Systems |

## 8. Health Policy, Law, Ethics, and Economics:
Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government

| 8.1 | Legal dimensions of health care and public health policy |
| 8.2 | Ethical dimensions of health care and public health policy |
| 8.3 | Economical dimensions of health care and public health policy |
| 8.4 | Regulatory dimensions of health care and public health policy |
| 8.5 | Governmental Agency Roles in health care and public health policy |

## 9. Health Communications:
Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

| 9.1 | Technical writing |
| 9.2 | Professional writing |
| 9.3 | Use of Mass Media |
| 9.4 | Use of Electronic Technology |
New Core Component Proposal

Viewing: PHLT 311-W : Narrative Approach to Public Health

Last edit: 05/21/18 1:37 pm
Changes proposed by: aggieangela

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Clendenin</td>
<td><a href="mailto:clendenin@sph.tamhsc.edu">clendenin@sph.tamhsc.edu</a></td>
<td>979-436-9499</td>
</tr>
</tbody>
</table>

Course Prefix: PHLT  
Course Number: 311

Academic Level: UG

Complete Course Title: Narrative Approach to Public Health

Abbreviated Course Title: NARRATIVE APPROACH PUBLIC HLTH

Crosslisted With:

Semester Credit: 1

Proposal for:
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

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.

The Teaching Assistants are also responsible for assisting students with questions about assignments.

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>Weekly Pre-election Writing</td>
<td>100</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Analysis of a PH Narrative</td>
<td>500</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Blog post on a PH course</td>
<td>750</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>PH Narrative or Book Review</td>
<td>900</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

Students are assigned into groups at the beginning of the semester, and each group signs up to lead a class discussion of one of the weekly articles AS A PIECE OF WRITING. They discuss the literary devices, the quality of the writing, and the effectiveness of the narrative article to serve the purpose of a public health narrative. Each group fills out an evaluation after their presentation where they have to score the others in the group, in addition to themselves. This includes evaluating each other according to how much a student contributed to the presentation.

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

Each student will submit a draft for each assignment, which will be returned with extensive feedback from the professor. In addition, each assignment will include a face-to-face peer review in class for each assignment. A rubric with comments is also attached to each final version submitted. Each final version is also marked up with feedback.

Describe how you provide writing instruction.

Writing instruction is taught through analysis of weekly public health articles, as well as specific lectures on writing techniques and the challenges writers face in writing about public health topics.

Additional Comments
This is a W course that is up for re-certification.

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

Attach Course Syllabus: [PHLT 311 Syllabus Spring 2018.pdf](#)

Reviewer Comments
Donna Pantel (dpantel) (06/05/18 4:23 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
Instructor Information

Course title and number: PHTL 311 Narrative Approach to Public Health
Term: Fall 2017
Meeting times and location:
- Mondays: 10:20-11:10 AM
- Wednesdays: 12:40-1:30 PM
- Fridays: 10:20-11:10 AM
Instructor Name(s): Angela Clendenin, PhD
Teaching Assistant(s): Dawn Robertson, Classroom Bldg. 104
Telephone number: 979-436-9499
Email address: clendenin@sph.tamsc.edu
Office hours: Mon-Thurs 8-9 am; M and Tues 2-4 pm
Or by appointment if needed
Office location: SPH Admin 217

Course Description

This 1-credit course is designed mainly to help students to explore public health and continue to strengthen their writing skills. This course is designated as writing intensive and therefore emphasizes writing and revising. Because conciseness is valued in public health, emphasis will be on quality rather than quantity of writing. The course consists mainly of reading, discussing, writing about, and composing brief nonfiction or narratives on public health topics.

Prerequisites

Public Health major, PHTL 310 or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings and taking part in role plays, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective (CEPH Domains, see Appendix A last page of syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal 2.</strong> Value the scope and nature of problems and challenges addressed by the field of public health.</td>
<td>Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities</td>
</tr>
<tr>
<td>Program Goal 3. Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.</td>
<td>Illustrate basic concepts related to data in public health including collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential.</td>
</tr>
</tbody>
</table>
Program Goal 4. Appreciate the variety of communication methods and cultural competence required in the field of public health.

| Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools. | Evaluate writing styles and techniques used in public health narratives (9.1, 9.2) |
| Compare and contrast different forms of public health narrative (9.1, 9.2) |
| Construct and discuss different examples of public health narratives (9.1, 9.2) |
| Demonstrate clarity of writing to include: grammar, mechanics, spelling, and flow (9.1, 9.2) |

Textbook and/or Resource Material

Required readings will be provided to the class each week via eCampus. Initial article by Thompson and Kreuter will be emailed to students prior to the first class day with the expectation it is to be read prior to coming to class.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading/Major Assignment</th>
</tr>
</thead>
</table>
| 1    | • Preflection Journal: Thompson article  
      • Course Introduction  
      • Recap writing basics from BSPH 310  
For next week: Where Health & Environment Converge  
Assignment #1: "A tall cool drink of ... sewage?" by Elizabeth Royte, New York Times magazine, August 2008 |
| 2    | • Preflection Journal: Where Health & Environment Converge  
      • Discussion: Plagiarism  
      • Discussion: Selected Aspects of Writing  
      • supporting points with evidence  
      • searching PubMed  
      • preparing bibliographic citations  
      • Introduction: Assignment #1 (Draft/Peer Review Instructions)  
      • Introduction: Reading for Next Week | For next week: Preflection: World Ghana: Digital Dumping Ground |
| 3 | Preflection Journal: World Ghana: Digital Dumping Ground  
   + Discussion: Selected Aspects of Writing  
     - Wordiness  
     - Passive/Active Voice  
     - Repetition  
   + Writing Due: Draft of Writing Assignment #1 (about 500 words)  
   + Introduction: Reading for Next Week | Writing Due: Assignment #1 Draft by 9:00 am  
   
   For next week:  
   - Preflection: Babies Know |
|---|---|---|
| 4 | Preflection Journal: Babies Know  
   + Discussion: Problem-Based Learning—Narratives in Environmental Health  
   + Feedback: Draft of Writing Assignment #1  
   + Introduction: Assignment #2  
   + Introduction: Reading for Next Week | For next week:  
   - Preflection: Toxic Tour |
| 5 | Preflection Journal: Toxic Tour  
   + Discussion: Selected Aspects of Writing  
     - Gearing Writing to the Audience  
     - Choosing/ Maintaining Focus  
     - Point of View  
     - 5 W’s and H  
   + Writing Due: Assignment #1  
   + Introduction: Reading for Next Week | Writing Due: Assignment #1 by 9:00 am  
   
   For next week:  
   - Preflection: How American Healthcare Killed My Father |
| 6 | Preflection: How American Healthcare Killed My Father  
   + Discussion: Draft of Assignment #2  
   + Follow up on questions about articles, assignments, writing concerns  
   + Writing Due: Draft of Writing Assignment #2 (about 750 words)  
   + Introduction: Reading for Next Week | Writing Due: Assignment #2 Draft (about 750 words) by 9:00 am  
   
   For next week:  
   - Preflection: An Unsuspecting American with no Medicare Coverage – Me! |
| 7 | Preflection Journal: An Unsuspecting American with no Medicare Coverage – Me!  
   + Feedback: Draft of Writing Assignment #2  
   + Discussion: Interviewing as a Skill for Writers, Researchers, and Public Health Professionals  
   + Demonstration/Exercise: Doing an Interview  
   + Introduction: Assignment #3  
     (Note: Please start identifying someone to interview.)  
   + Introduction: Reading for Next Week | For next week (March 21):  
   - Preflection: Double Helix: When the System Fails the Intertwined Needs of Caregiver and Patient |
| 8 | Preflection Journal: Double Helix: When the System Fails the | Writing Due: Assignment #2 by 9:00 am |
| Page | Intertwined Needs of Caregiver and Patient
| --- | --- |
| 9  | Discussion: Selected Aspects of Writing
|   | Use of Anecdotes, Metaphors, Quotes, & other Literary Techniques
|   | **Writing Due:** Assignment #2
|   | Introduction: Reading for Next Week
|   | **Writing Due:** Draft of Assignment #3 by 9:00 am
|   | For next week: Preflection: The Loneliness of Fighting a Rare Cancer
| 10 | Preflection Journal: The Loneliness of Fighting a Rare Cancer
|   | Discussion: Draft of Assignment #3
|   | Discussion: Selected Aspects of Writing
|   | Use of Anecdotes, Metaphors, Quotes, & other Literary Techniques
|   | Three steps to follow after writing
|   | **Writing Due:** Assignment #3 Draft
|   | Introduction: Reading for Next Week
|   | For next week: Preflection: Man Marries Diabetes
| 11 | Preflection Journal: Man Marries Diabetes
|   | Feedback: Draft of Writing Assignment #3
|   | Discussion: Issues in Writing about experiences in Public Health
|   | Introduction: Reading for Next Week
|   | **Writing Due:** Assignment #3 by 9:00 am
|   | For next week: Preflection: What’s Wrong With Me?
| 12 | Preflection Journal: What’s Wrong With Me?
|   | Discussion: Basics of Book Reviewing and Public Health Fiction
|   | Examples of each
|   | **Writing Due:** Assignment #3
|   | Introduction: Reading for Next Week
|   | Writing Due: Assignment #3 by 9:00 am
|   | For next week: Preflection: Our Feel Good War on Breast Cancer
| 13 | Preflection Journal: Our Feel Good War on Breast Cancer
|   | Discussion: Compare/Contrast styles of Public Health Writing
|   | Structure
|   | Audience
|   | Purpose
|   | Stylistic Tools
|   | Introduction: Reading for Next Week
|   | For next week: Preflection: The Quiet Scare: Confronting Syphilis in Palm Springs
| 14 | Preflection Journal: The Quiet Scare: Confronting Syphilis in Palm Springs
|   | Viewing/Discussion: The Tamale Lesson
|   | Introduction: Reading for Next Week
|   | For next week: Preflection: Blood Pressure: The Mystery Number
| 15 | Preflection Journal: Blood Pressure: The Mystery Number
|   | Viewing/Discussion: Excerpts from One or More Televised Public Health Narratives
|   | Course-wrap up
|   | NEXT WEEK: NO FINAL EXAM, NO
Final Examination (not required, Student Rule 8.1)  |  CLASS
---|---

**Grading Policies**

The graded assignments and the percentage of your grade they will constitute are the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preflection journals (14)</td>
<td>15%</td>
</tr>
<tr>
<td>Analysis of public health narrative (500 words)</td>
<td>15%</td>
</tr>
<tr>
<td>Blog post on a public health course (750 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Public health narrative/Book review (900 words)</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation/Peer review</td>
<td>10%</td>
</tr>
</tbody>
</table>

Participation and Attendance is measured based on the following three criteria – participation in class discussions, attendance in class, and peer review effort:

Final grading in this course will be **Satisfactory/Unsatisfactory**. To pass this course you must pass the W component with no less than a 70%.

**Assignment Instructions:**

As good writing is a stepwise process, submission of a draft and final version is the minimum requirement for all major writing assignments. Feedback from classmates and the instructor should be used in preparing the version to be graded. **ABSOLUTELY NO LATE DRAFTS WILL BE ACCEPTED** because it creates problems with the peer review process. Failure to submit a draft on time will result in 10 points off the grade on the final version. **FINAL VERSIONS THAT ARE SUBMITTED LATE WILL BE DEDUCTED 5 POINTS PER DAY LATE up to five days. After five days, the assignment will receive a zero.** It is your responsibility to ensure your papers are completely and correctly submitted according to the instructions in the eCampus portal. All assignments MUST be submitted as Microsoft Word documents, double-spaced, in 12 pt Times New Roman type. Failure to follow directions will result in a deduction in points.

I. **Preflection Journals.** Each week, students will receive an article from one of the core public health disciplines to read. Upon arrival in class the following week, students will be given 10 minutes to write their responses to provided questions about the article. These reflection papers will be handed in at the end of the class. Students who arrive late to class and miss a preflection journal assignment will be expected to make up the missing exercise, or the student will have a reduction in the participation grade unless they provide documentation of a university-excused absence. Make-up for university-excused absences is discussed below.

II. **Assignment #1 (about 500 words)** Read “A tall cool drink of ... sewage?” by Elizabeth Royte, New York Times magazine, August 2008. Then (1) In about 400 words, identify techniques the author uses to make the article clear and interesting. Support your points with examples. (2) Do a PubMed search for an article covering the public health topic represented in the story. In **non-technical terms**, present the main point of the article found in no more than 100 words. At the end of the 100-word analysis, provide the citation, in the format specified in class, for the public health article that you used; the article should have been published in the last 5 years.

III. **Assignment #2 (about 750 words)** You have been tasked by the School of Public Health to write a blog about your experience as a Public Health Studies major. You must include an anecdote about an experience in one of your courses that exemplifies your larger point about the Public Health Studies program. You must also include a direct quote from that course’s professor and a direct quote from a fellow student (who may or may not have had that course or that professor). Also, the conclusion should include a piece of advice for future students considering this program.
IV. Assignment #3 (about 900 words) Please do ONE of the following:

   a. Write a public health narrative based on your own experience or someone else’s with a theme that fits into one of the core disciplines of public health. The narrative should incorporate public health information from authoritative sources, and it should draw on items learned in this course. At the end of the narrative, provide a reference page of sources used; guidance regarding bibliographic format will be provided in class. Remember, your final piece will be read by the professor and/or teaching assistant, so you may want to consider if your experience is something too personal to share or not.

   b. Write a review of a non-fiction book-length work of public health writing. The review should summarize and characterize the book, present content that you found of particular interest, and evaluate the book as a piece of writing. Examples of the books will be provided to the class, but you have the option of looking for one yourself for approval by the instructor.

Attendance and Make-up Policies

Attendance: Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

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

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.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.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Other Pertinent Course Information

- Be prepared before you come to class and be an active participant in class: It is the students’ responsibility to read the assigned text readings and/or other assigned readings prior to class, and be ready for discussion.

- Be in class and be on time: Late arrivals are disruptive to the learning experience. Please inform the instructor of any scheduling conflicts prior to the beginning of class. If you are absent, it is your responsibility to gain access to and understand the material covered from your fellow students, as the information may be on an exam. ALL material covered may or may not appear on an assignment or exam.

- Ask for help if you need it: The instructor will provide guidance for assignments during class. If the directions are not clear, it is the students’ responsibility to come to the instructor if they have questions.
Follow the instructions: It is the students’ responsibility to make sure the format of the assignments followed the instructor’s guidelines. Assignments should be completed using Microsoft Word. Students may choose to use Google Doc or other word processing software when completing the assignments. However, it is the students’ responsibility to make sure the formatting is correct before submitting the assignment. Assignments will not be accepted if they are in PDF format, so be sure when working in Google Docs, you understand how to save and use the document as a Word document. All citations must be in correct APA format.

Did you read the syllabus? The syllabus is a working document. Changes in the class schedule/calendar or other information may be made at any time during the semester. You will be responsible for these changes. If you are not in class, you may miss a change.

Every effort will be made to ensure that power point lecture files, notes, articles, and assignments are available online on the eCampus course website in a timely manner. All the assignment will be available and turned in via eCampus. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. It is your responsibility to pay attention to class announcements sent out during the semester. You should not share any material with people who are not enrolled in this class currently or in the future unless permission is expressly granted by the instructor.

Please understand I do not read slides, but instead have somewhat minimal slides. You are expected to be in class, take notes, and participate in discussions. If you miss class, it is your responsibility to ask another student for notes or information. I highly recommend making a study group for any and all of your classes. Do not expect to just read my slides and pass your quizzes and tests.

You are allowed to use electronic appropriately during the class. If you have to use electronic during the lecture, please silence your device and avoid disruption to others in the class. Checking social media, email, shopping, and watching Netflix are examples of activities that should not be conducted during lecture time.

Ring day is not a University-approved absence.

Late papers will result in a 5-point per day deduction off the final grade. I do not offer extra credit assignments. Grades will only be rounded if the grade is .5 or closer to the next higher grade (A grade of 88.5 will round to an 89, a grade of 89.5 will round to a 90, etc.).

I will not know that you are struggling with course concepts unless you speak with me. Office hours are provided for that purpose. If you can’t make it to my office hours, please email requesting an appointment.

eCampus

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website), or contact Phuong Huynh in the School’s Office of Academic Assessment and Instructional Technology. Phuong may be reached at phuong@sph.tamhsc.edu. For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

Computer Requirements for Online Courses

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH
Computer Requirements for Online Courses” web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

Reference Formatting

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: http://guides.library.tamu.edu/CitingSources

Purdue OWL APA Format Website: https://owl.english.purdue.edu/owl/resource/560/01/

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

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

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies
regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html.

Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their University assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my University assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
### APPENDIX A: CEPH Public Health Domains

1. **Overview of Public Health**: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
   - 1.1 Public Health History
   - 1.2 Public Health Philosophy
   - 1.3 Core PH Values
   - 1.4 Core PH Concepts
   - 1.5 Global Functions of Public Health
   - 1.6 Societal Functions of Public Health

2. **Role and Importance of Data in Public Health**: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
   - 2.1 Basic Concepts of Data Collection
   - 2.2 Basic Methods of Data Collection
   - 2.3 Basic Tools of Data Collection
   - 2.4 Data Usage
   - 2.5 Data Analysis
   - 2.6 Evidence-based Approaches

3. **Identifying and Addressing Population Health Challenges**: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
   - 3.1 Population Health Concepts
   - 3.2 Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
   - 3.3 Introduction to Approaches and Interventions to Address Needs and Concerns of Populations

4. **Human Health**: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
   - 4.1 Science of Human Health and Disease
   - 4.2 Health Promotion
   - 4.3 Health Protection

5. **Determinants of Health**: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
   - 5.1 Socio-economic Impacts on Human Health and Health Disparities
   - 5.2 Behavioral Factors Impacts on Human Health and Health Disparities
   - 5.3 Biological Factors Impacts on Human Health and Health Disparities
   - 5.4 Environmental Factors Impacts on Human Health and Health Disparities

6. **Project Implementation**: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
   - 6.1 Introduction to Planning Concepts and Features
   - 6.2 Introduction to Assessment Concepts and Features
   - 6.3 Introduction to Evaluation Concepts and Features

7. **Overview of the Health System**: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries
   - 7.1 Characteristics and Structures of the U.S. Health System
   - 7.2 Comparative Health Systems

8. **Health Policy, Law, Ethics, and Economics**: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
   - 8.1 Legal dimensions of health care and public health policy
   - 8.2 Ethical dimensions of health care and public health policy
   - 8.3 Economical dimensions of health care and public health policy
   - 8.4 Regulatory dimensions of health care and public health policy
   - 8.5 Governmental Agency Roles in health care and public health policy

9. **Health Communications**: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology
   - 9.1 Technical writing
   - 9.2 Professional writing
   - 9.3 Use of Mass Media
   - 9.4 Use of Electronic Technology
New Core Component Proposal

Viewing: RPTS 474-W : Management of Programs and Services for Youth

Writing Designation

<table>
<thead>
<tr>
<th>Number of Sections per Academic</th>
<th>Enrollment per Section (Avg.)</th>
<th>25</th>
</tr>
</thead>
</table>

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

Who will evaluate them?

Graduate students will evaluate and grade weekly practicums and end of module assignments according to the rubric and then provide written comments and oral feedback to the students. OA - Parts 1, 2, 3 will also follow this same format with grades assigned by the instructor who will also read the papers and TA feedback before sharing with the student.

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

Graduate student monitoring includes weekly meetings with the graduate assistant to review course content, provision and review of grading rubrics and examples of appropriate feedback.

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>Weekly Practicums - 14@140 points</td>
<td>3500</td>
<td>25</td>
<td>Yes</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>End Of Module Applications - 9@90 points</td>
<td>2250</td>
<td>16</td>
<td>No</td>
</tr>
<tr>
<td>Organizational Analysis 1 - @50 points</td>
<td>1500</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td>OA 2 - @50 points</td>
<td>2000</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td>OA 3 - @50 points</td>
<td>3000</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td>Grant Proposal -@110 points</td>
<td>3000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Final Reflection - @60 points</td>
<td>750</td>
<td>12</td>
<td>No</td>
</tr>
</tbody>
</table>

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

16000

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.

Collaborative practicum projects are completed in class under the direction of the TA and Instructor with roles of the team members changed weekly.

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

Practicums, end of module assessments and the final reflection (see writing assignments listed above) are used throughout the semester to give feedback and identify key areas in which students need additional resources and reinforcement in writing and content areas. These practiced reflections and assessments allow the students to practice different styles of writing and receive feedback from the instructor and assistant on required content and style of the writing.

Segmented assignments are designed and used to scaffold into two major written assignments. For example, revisions of Parts 1 and 2 are included in Part 3 - final organizational analysis paper. Feedback is given on each of these to assist students in improving their writing for the final paper. This paper then guides the grant proposal paper. Written drafts can be submitted up until one week prior to due date for one-on-one oral feedback during instructor's office hours.

Organizational Analysis Report Structure

- Org. Selection Report
- Org. Chart & Leadership Interview
- Org. Analysis- Part 1, 2, 3
- Oral Presentation and Writing assessment

In class lectures and grant writing workshop will be conducted for the grant writing assignment.

Grant Proposal

- Grant Paper
- Grant Oral Presentation

Describe how you provide writing instruction.

Each week a section of the lecture will focus on presenting varied writing techniques and sharing detailed assignment instructions and grading rubrics. Examples of previous assignment submissions (with instructor feedback) are available to students for review. Following the return of graded assignments, the instructor will lead discussions with students on common and specific issues found in content, organization, structure, and grammar.

Additional Comments

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

Attach Course Syllabus 2018 RPTS474W Syllabus.docx

Reviewer Comments

Corliss Outley (coutley) (04/16/18 3:57 pm): Rollback: test
Donna Pantel (dpantel) (06/05/18 4:31 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
Meeting Times & Location:

Instructor:  Dr. Jill Martz  
Office:  432 AGLS  
E-mail:  jill.martz@tamu.edu  
Phone:  979-862-8819  
Office Hours:  by appointment  
1:00 – 3:00, Tues & Thurs.

TA: Rowan Cooper  
Office:  121 AGLS  
E-mail:  rowcoop08@tamu.edu  
Office Hours:  9-11 Mon. 11-1 Weds.

COURSE OVERVIEW and INTRODUCTION

Course Purpose:
The realities of the environment in which today’s youth serving agencies operate require successful youth development professionals to understand the practical administrative aspects of their organizations. The purpose of this course is to provide students with an understanding of basic principles and strategies for managing and leading youth agencies and organizations.

Course Description:
Organizational behavior, administration and management of public, non-profit and commercial youth programs and agencies; strategic planning, marketing, financial resource development, budgeting and fiscal management; contemporary issues facing youth development field; international perspective on youth agencies. Topics will include: organizational culture; strategic planning; capacity building; evaluation; marketing and communication; human resource management; financial resource development; and budgeting and fiscal management. We will also look at key contemporary issues facing the youth development field. While we will spend some time covering basic management concepts, this course is designed to be a step beyond a basic management/supervision course (i.e., RPTS 304).

Prerequisites: RPTS 304, 370, 371; Junior or Senior Classification

Course Outcomes:
- Analyze and evaluate the organizational capacity of a youth serving organization through use of an assessment tool.
- Apply concepts to identify operational effects of the culture and environment on youth serving organizations;
- Evaluate approaches to the organizational structure of youth serving organizations and how they influence effectiveness;
- Demonstrate an understanding of the challenges and opportunities associated with stakeholder management, including working with boards and advisory groups;
- Assess strategic planning processes used in youth development organizations;
- Differentiate the relationships between values, vision, and mission statements and their roles in organizational stewardship;
- Analyze and discuss the role of marketing and public relations in youth serving organizations;
- Describe principles, processes, and techniques used in selecting, organizing, motivating, disciplining, and evaluating personnel to meet the objectives of the organization;
- Identify sources of revenue and methods of acquiring financing to support youth programs and create a grant proposal to support a youth serving organization.
- Develop budget processes and financial analysis methods used in youth serving organizations;
Identify and articulate key contemporary issues facing youth serving organizations;
Demonstrate effective written communication skills;
Develop a broad understanding of the skills and competencies needed to successfully manage and lead effective youth organizations.

Module Outline:
Each module is outlined below. Outlines include “learning objectives” and “module content.” Students are responsible for reviewing all materials and completing all course work on time.

Method of Instruction:
All course materials will be provided on the eCampus website. http://ecampus.tamu.edu/

- Technical Help for eCampus can be found:
  - Help Desk: http://helpdesk.tamu.edu/ (979-845-8300)
  - eCampus Help Site: http://ecampus.tamu.edu/student-help.php

A variety of methods will be used to meet the needs of different learning styles and enable students to learn the course content. Learning style background and information can be found by visiting the following:
http://www.literacyworks.org/mi/assessment/findyourstrengths.html

Software & Technical Skills:

- Students will need access to the internet and eCampus to download and review course materials.
- All assignments will be submitted online. Students will need to be able to upload and download files (Images, Adobe PDFs, MS Word Documents, and MS PowerPoints).

Required Texts and Readings

- Selected reading from academic journals and other sources available through eCampus

STUDENT RESPONSIBILITY, UNIVERSITY & CLASSROOM INFORMATION

- Student-Instructor Communication:
  - Office visits: I am available to meet with you and encourage you to set up a meeting (in person or by phone). I recommend that you try to schedule an appointment ahead of time as I have offices in two locations. If you have any questions, ideas you wish to explore, problems related to the class, or just need to talk, please contact me.
  - in most cases, office visits are more helpful before a “crisis” than after.
  - Emails: Sunday-Thursday will be answered within 24 hours. Friday-Saturday will be answered on Monday.
  - Grading: Assignments will generally be graded by the Friday following the deadline. Due to work related travel, there may be an occasional exception.
  - Announcements: Check the link to this class regularly on eCampus. If there are assignment updates, changes made to the syllabus/schedule or delays in grading, you will be notified on this site.
  - Attendance: This class is designed to provide opportunities for analyzing situations and learning diverse points of view. Attendance is important and expected with practicum exercises completed and discussed in class. Tuesday and Thursday class attendance and practicum discussions will count for 5 points each day for a weekly total of 10 points. For online students, these practicums will be completed weekly and submitted online. With the approval of the instructor, missed class practicum discussions/lecture attendance points can be made up by completing the in-class assignment(s) in writing and turning it in within a week of the missed class. Student rule 7 provides guidelines for University-excused absences (http://student-rules.tamu.edu/rule07). When possible, arrangements for make-up work should be made prior to an absence.
• **Assignments** Students must submit written assignments on or before due dates. **Late submission of assignments will be reflected in grading.** Exceptions will be made only if arrangements have been made prior to the deadline, or documentation for a University-excused absence is submitted. As an intensive writing course, special emphasis will be put on presenting thoughts in a professional manner and providing student feedback.

  **Papers must be:** typed (12-point font and double-spaced) with the use of proper grammar and formal English composition. Points will be subtracted for inaccurate or informal written language.

  **Review your work,** use spell check and a dictionary or thesaurus as needed and follow the American Psychological Association, APA, 6th edition, publication manual for references.

• **Diversity** is the strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may and should be argued but each speaker/writer is to be respected. I encourage you to acknowledge your diversities by actively engaging with one another. It is especially important that you are tolerant of other students, whose opinions differ from your own, while debating the opinions and remaining respectful of the individuals who hold them.

• 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 would like to be considered for disability accommodations, you must first register with Disability Services and provide medical documentation to support your request for consideration. Disability Services is currently located at the White Creek complex on west campus. For additional information, call 979-845-1637 or 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. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

• **Writing Center** - provides one-to-one consultations on writing or public speaking with a College Reading and Learning Association certified consultant. Two types of consultations are available: online or in-person. Locations: Evans Library or West Campus Library locations or call the Write Line at (979) 845-2160. http://writingcenter.tamu.edu/

• **Academic Success Center** - provides academic support free of charge to all TAMU students. They offer Supplemental Instruction (SI), tutoring, transfer student services and Independent Study Labs (ISL) for developmental education students. PAS provides training for SI leaders, tutors and peer mentors. http://slc.tamu.edu

**COURSE EXPECTATIONS/ASSIGNMENTS**

*Active participation in all lectures, practicums and other assignments is an expectation for this course. Students must submit written assignments on or before due dates. Late assignments will be reflected in the grade. Exceptions are granted only if arrangements have been made with the instructor prior to the deadline.*

*Most weeks of class will have 1-3 practicum exercises which the classroom section will complete in class. The online section will submit practicums (1 weekly) through eCampus. Missing class or failure of online students to submit work will result in no credit for attendance/practicum completion. All students must successfully complete OA 1, 2 & 3, grant proposal and reflection to pass this class. The calendar and syllabus are subject to changes. Any changes will be announced on eCampus or by email.*
Points earned for the completion of assignments is as follows:

- Attendance/Practicums/Assignments (P) per each week of class 14 @ 10 points each = 140 points
- End of Module Assessments (EOM) 9 @ 10 points each = 90 points
- Organizational Analysis (OA) Parts 1,2 & 3 each worth 50 points = 150 points
- Grant Proposal = 110 points
- Class Reflection = 60 points.

Total Points = 550

**GRADING**

The course is organized in modules with various assignments for each module. Work will be evaluated on clarity, quality, completeness and demonstrated professionalism. The point system and evaluation criteria is as follows:

<table>
<thead>
<tr>
<th>Participation/Assignments (Total points = 550)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Practicums - 14 wks @10 = 140</td>
<td>Most modules will have an end of module activity that corresponds with the lecture and/or reading for that topic. Activities will vary from module to module.</td>
</tr>
<tr>
<td>End of Module - 9 @10 = 90</td>
<td>It is important for students to: 1) address the assignment in detail, 2) use at least one reference from the readings to back up an opinion or assessment (i.e. the textbook or other readings).</td>
</tr>
<tr>
<td>OA Part 1 = 50</td>
<td></td>
</tr>
<tr>
<td>OA Part 2 = 50</td>
<td></td>
</tr>
<tr>
<td>OA Part 3 = 50</td>
<td></td>
</tr>
<tr>
<td>Grant Project = 110</td>
<td></td>
</tr>
<tr>
<td>Final Reflection = 60</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Points</th>
<th>Letter Grade</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100% (495 + total points)</td>
<td>A</td>
<td>Assignments must be virtually free from errors in writing, word usage, and sentence structure. The papers will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.</td>
</tr>
<tr>
<td>80-89% (440 - 494 total points)</td>
<td>B</td>
<td>Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The papers will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.</td>
</tr>
<tr>
<td>70-79% (385 - 439 total points)</td>
<td>C</td>
<td>Assignments in this grade category will show serious difficulty in managing completion of the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The papers will illustrate a basic understanding of the topic.</td>
</tr>
<tr>
<td>60-69% (330 - 384 total points)</td>
<td>D</td>
<td>Assignments in this category will fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued or redefined to accommodate what the students’ wants or is able to say. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indications of the students attempt to understand the assignment will be present.</td>
</tr>
<tr>
<td>Less than 60% (329 or fewer points)</td>
<td>F</td>
<td>Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.</td>
</tr>
</tbody>
</table>
## Module 1: Introduction - Course Syllabus, Outline and Overview

- **Upon completing this module, students will be able to:**
  - Identify course expectations, requirements, goals and outcomes
  - Identify writing expectations for the course

### Lecture
Welcome and Course Introduction – slides and lecture

### Readings
- APA Citation Guidelines,
- JYD pgs. 7-19,
- Writing Well - slides

### Practicums:
- Personal Competency Assessment from HBM Table 1.3 Pgs. 9 & 10
- Personal Asset Inventory

### End of Module Assessment (EOM):
Find a youth serving organization that you are not familiar with and describe them in 300 words. Include your method of finding them, their branding message (what they stand for, their logo, how the general public would describe them) and their vision, mission, values and goals in your description. See eCampus assignment for details.

## Module 2: Youth Development Organizations, Branding

- **Upon completing this module, students will be able to:**
  - Construct elements of youth organizations and their environments
  - Explain how program elements help reach organizational goals
  - Explain the importance of organizational-level practices and provide examples related to youth development
  - Summarize ways in which a youth-serving agency (at the organizational level) can help ensure its programs remain consistent with the framework for positive youth development.

### Lecture
Youth Development Organizations - slides and lecture
Branding, PR, Marketing – slides and lecture

### Readings
- HBM Ch. 8&9
- NRC Executive Summary
- Roth & Gunn (2003)
- Selke (2012)
- JYD - Voluntary Youth Serving Orgs. Pgs. 139 – 154

### Practicums
- YD Organizational Practices
- Communicating Your Brand

### EOM Assessment
Which of the 11 recommendations in the *Community Programs to Promote Positive Youth Development* book funded by the National Research Council and found in the Executive Summary do you consider most salient 12 years after publication? Why? (Publication is available through the TAMU library - recommendations begin on page 8) See eCampus for details.

### OA Assignment
Name of local Organizational Analysis proposed site due by email to instructor and approved

## Module 3: Assessing Capacity Part 1 – Aspirations

- **Upon completing this module, students will be able to:**
  - Identify and analyze aspects of organizational capacity and their importance to youth development organizations.
  - Assess the capacity of vision, mission, value and goal statements for a specific youth development organization
  - Identify elements of high capacity and their importance
  - Outline effective strategies directors can implement in organizations to produce positive cultural changes

### Lecture
Building Capacity – slides and lecture
Review of McKinsey Assessment Tool

### Readings
- DeVita & Fleming(2001)
- Robolt, Baizerman, Rana & Korum (2013)
- McKinsey Capacity Assessment Tool and Grid

### Practicums
- Building Capacity
- Youth Agencies & Environments

### EOM Assessment
OA – Part 1: Aspirations – Describe your youth serving organization. Use the McKinsey capacity assessment tool to analyze the strength of their mission, vision and goals. See eCampus assignment for details.
<table>
<thead>
<tr>
<th>Module 4: Leadership and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completing this module, students will be able to:</strong></td>
</tr>
<tr>
<td>1. Identify temperaments and personality traits of self and others</td>
</tr>
<tr>
<td>2. Identify and summarize attributes of a successful CEO</td>
</tr>
<tr>
<td>3. Recognize and articulate organizational values</td>
</tr>
<tr>
<td>4. Develop goals based on organizational values as well as mission and vision statements</td>
</tr>
<tr>
<td><strong>Lecture</strong></td>
</tr>
<tr>
<td>Leadership and Management - slides and lecture</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>HBM – Ch. 1, 2 &amp; 3</td>
</tr>
<tr>
<td>Balsar &amp; Carmin (2009)</td>
</tr>
<tr>
<td>Block &amp; Rosenberg (2002)</td>
</tr>
<tr>
<td><strong>Practicums</strong></td>
</tr>
<tr>
<td>Leadership and Management Utilizing Team Strengths</td>
</tr>
<tr>
<td><strong>EOM Assessment</strong></td>
</tr>
<tr>
<td>Identify and summarize 3 leadership videos on TED Talks and list 3 or more key points from each. Be prepared to share and discuss.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5: Stakeholder, Partner, Board Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completing this module, students will be able to:</strong></td>
</tr>
<tr>
<td>1. Identify the challenges and benefits of engaging with diverse stakeholder groups</td>
</tr>
<tr>
<td>2. Distinguish the difference between stakeholders and partners</td>
</tr>
<tr>
<td>3. Articulate best practices to effectively engage with stakeholders to enhance organizational processes</td>
</tr>
<tr>
<td>4. Distinguish between different types and structures of partnerships</td>
</tr>
<tr>
<td>5. Synthesize how to overcome barriers to ensure that partnerships with other organizations successful</td>
</tr>
<tr>
<td>6. Identify common issues regarding stakeholder engagement and discuss strategies for improvement</td>
</tr>
<tr>
<td>7. Identify and differentiate management and leadership behaviors when working with boards</td>
</tr>
<tr>
<td><strong>Lecture</strong></td>
</tr>
<tr>
<td>Challenges and Opportunities: Engaging Stakeholders and Partners - slides and lecture</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>HBM Ch. 5 &amp; 6</td>
</tr>
<tr>
<td><strong>Practicums</strong></td>
</tr>
<tr>
<td>Partnerships Working with Boards</td>
</tr>
<tr>
<td><strong>EOM Assessment</strong></td>
</tr>
<tr>
<td>Partnerships and Stakeholders - See eCampus assignment for details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 6: Assessing Capacity Part 2 – Strategy and Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completing this module, students will be able to:</strong></td>
</tr>
<tr>
<td>1. Analyze the Strategy or Human Resources capacity of a youth serving organization and complete the Organizational Analysis Part 2</td>
</tr>
<tr>
<td>2. Conduct a telephone or in-person interview with representatives of the agency selected for the Organizational Analysis</td>
</tr>
<tr>
<td><strong>Lecture</strong></td>
</tr>
<tr>
<td>McKinsey Strategy and Human Resources Assessments - slides and lecture</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>See modules 4 and 5</td>
</tr>
<tr>
<td>HBM Ch. 6</td>
</tr>
<tr>
<td><strong>Practicums</strong></td>
</tr>
<tr>
<td>Work on OA</td>
</tr>
<tr>
<td><strong>Individual Assignment</strong></td>
</tr>
<tr>
<td>OA - Part 2: McKinsey Strategy or Human Resources Analysis. Use the McKinsey assessment tool to review the Strategy or Human Resources capacities of the program selected for your OA and describe your findings. See eCampus assignment for details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 7: Program Planning – Logic Models</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completing this module, students will be able to:</strong></td>
</tr>
<tr>
<td>1. Construct a &quot;Logic Model&quot; for an organization or program.</td>
</tr>
<tr>
<td>2. Relate organizational goals and activities to program outcomes.</td>
</tr>
<tr>
<td>3. Design a summative evaluation to measure program performance based on desired program outcomes.</td>
</tr>
<tr>
<td>4. Discuss the relationship between accountability and evaluation.</td>
</tr>
</tbody>
</table>
### Module 8: Program Outcomes - Evaluation Strategies

**Upon completing this module, students will be able to:**
- Articulate the rationale for and processes used in organizational and program evaluation;
- Identify strategies to use in measuring short, intermediate and long term outcomes
- Construct a sample youth development program evaluation plan and determine appropriate instruments

**Lecture**
Evaluation Strategies – slides and lecture

**Readings**
- JYD 82-94
- HBM Ch. 14

**Practicums**
- Evaluation Part 2

**EOM Assessment**
Design a sample evaluation strategy using formative and summative evaluation questions and age appropriate strategies that could be used by the youth serving organization selected for your analysis. See eCampus assignment for details.

### Module 9: Strategic Planning, SWOT

**Upon completing this module, students will be able to:**
- Use feedback from previous assignments to make revisions and complete the analysis of a self-selected youth development organization
- Conduct a SWOT analysis
- Identify strategic issues and strategies for addressing them

**Lecture**
Strategic Planning - slides and lecture

**Readings**

**Practicums**
- Culture Change
- YouthCast Strategic Planning and YouthCast SWOT

**Individual Assignment**
OA Part 3 - Use previous feedback to revise sections 1 & 2 and complete Part 3 of your OA. For Part 3 – Complete a graphic representation of a SWOT analysis for your youth development organization and then describe it in narrative form. Use this analysis to identify 2 issues the organization should address and include strategies for doing so. As your closing section, describe the capacity of the organizational culture according to the McKinsey tool and predict the likelihood of success by your organization in addressing these strategic issues. See eCampus assignment for details.

### Module 10: Funding and Grant Writing

**Upon completing this module, students will be able to:**
- Create a grant proposal
  - Articulate a youth serving organizations’ aspirations and other critical information for grant proposals
  - Advocate organizational needs to funders
  - Create a logic model utilizing previous feedback
  - Design a budget for a grant proposal

**Lecture**
Funding thru Grant Writing - slides and lecture
Readings
- NRC Ch. 9
- HBM Ch. 12 (pp. 286-298)
- Proposal Writing Short Course and Proposal Budgeting Basics at foundationcenter.org.
  - Proposal Writing Short Course: http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html
  - Proposal Budgeting Basics: http://foundationcenter.org/getstarted/tutorials/prop_budgt/

Practicum and EOM Assessment
Begin work on grant assignment to support the group identified for your OA. See eCampus assignment for details.

<table>
<thead>
<tr>
<th>Module 11: Budgeting and Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completing this module, students will be able to:</strong></td>
</tr>
<tr>
<td>- Identify the benefits of fiscal management and accountability for a youth serving organization</td>
</tr>
<tr>
<td>- Create line-item budgets and determine actual program costs</td>
</tr>
<tr>
<td>- Develop ways to increase an organization’s revenue for the long term</td>
</tr>
<tr>
<td>- Determine the benefits of different types of revenue for youth programs.</td>
</tr>
<tr>
<td>- Identify and analyze revenues and expenses from an annual youth organization budget report</td>
</tr>
</tbody>
</table>

**Lecture**
- Budgeting – slides and lecture
- Fund Raising – slides and lecture

**Readings**
- BGC Annual Report
- HBM Ch. 13
- Skills to Pay Bills

**Practicums**
- Financial Management Resources

**EOM Assessment:**
Budgeting. See eCampus assignment for details.

<table>
<thead>
<tr>
<th>Module 12: Human Resources – Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completing this module, students will be able to:</strong></td>
</tr>
<tr>
<td>- Examine the hiring process and associated challenges and opportunities.</td>
</tr>
<tr>
<td>- Strategize how to organize and conduct the hiring process.</td>
</tr>
<tr>
<td>- Create a position description</td>
</tr>
<tr>
<td>- Identify aspects of hiring models and staff development and their use within an organization.</td>
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**Lecture**
- Human Resource Management - slides and lecture

**Readings**
- HBM Ch. 10
- Salas, E. & Cannon-Bowers, J. A.
- Other Readings on eCampus

**Practicums**
- Interview Questions
- Managing Volunteers

**EOM Assessment:**
Recruitment, Hiring and Selection. See eCampus assignment for details.

<table>
<thead>
<tr>
<th>Module 13: Human Resources – Performance Appraisals/Motivation</th>
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<tbody>
<tr>
<td><strong>Upon completing this module, students will be able to:</strong></td>
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<tr>
<td>- Examine and explain the importance of paid and volunteer staff training.</td>
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<tr>
<td>- Examine policies/ best practices regarding staff and volunteer training and performance evaluation to improve administrative processes and strategies</td>
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</tbody>
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**Lecture**
- ISOTURE Volunteer Management – slides and lecture

**Readings**
- HBM Ch. 11
- JYD 126-128
- ACA – Who’s on the Bus?
- Other Readings on eCampus
### Practicums
- Staff Training, Motivation and Recognition
- Staff Discipline and Rewards

**EOM Assessment:**
No EOM Assessment this week – work on grant proposal due April 22.

### Module 14: Risk Management and Public Relations

Upon completing this module, students will be able to:
- Strategize various risk and crisis management techniques to assess and address risks within youth organizations
- Examine risk management situations and determine the issues and how to prevent such an event in the future.

**Lecture**
- Risk Management – slides and lecture
- ADA, Title IX and Child Protection – slides and lecture

**Readings**
- HBM Ch. 4
- ACA Crisis Response Trng.
- ACA Risk Management
- Nat’l 4-H Hdqtrs. - Best Practices

**Practicums**
- Risk Mgmt. Assessment
- Crisis Management

**EOM Assessment:**
- Grant proposal project to support group selected for your OA and brief description for class discussion due April 29

### Module 15: Innovations and Wrap-Up

Upon completing this module, students will be able to:
- Identify and articulate key contemporary issues facing youth serving organizations;
- Develop a broad understanding of the skills and competencies needed to successfully manage and lead effective youth organizations.

**Lecture**
- New Directions in Youth Development – slides and lecture

**Readings**
- JYD 95-108 and 155-166
- Zeldin, Camino & Mock (2005)
- Zeldin, Christens & Powers (2012)

**Individual Assignment:**
- Summary/Self-Reflection Due 1st Day of finals
# COURSE SUMMARY

<table>
<thead>
<tr>
<th>Week /Module Focus</th>
<th>Weekly Practicum (P) Topics</th>
<th>Other Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>C/W Totals - See End of Course Summary Document</strong></td>
<td></td>
<td>EOM</td>
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<tr>
<td><strong>January 15</strong></td>
<td>(P) Personal Competency Assessment (5 points)</td>
<td>EOM</td>
<td>P = 10</td>
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<tr>
<td><strong>Module/Week 1</strong></td>
<td>(P) Personal Asset Inventory (5 points)</td>
<td></td>
<td>EOM = 10</td>
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<tr>
<td><strong>Course Syllabus, Outline,Overview</strong></td>
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<tr>
<td><strong>January 22</strong></td>
<td>(P) YD Organizational Practices</td>
<td>EOM</td>
<td>P = 10</td>
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<tr>
<td><strong>Module/Week 2</strong></td>
<td>(P) Communicating Your Brand</td>
<td></td>
<td>EOM = 10</td>
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<tr>
<td><strong>Youth Organizations, Branding</strong></td>
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<tr>
<td><strong>Module/Week 3</strong></td>
<td>(P) Youth Agencies and Environments</td>
<td>Due February 4</td>
<td>OA 1 = 50</td>
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<tr>
<td><strong>Building and Assessing Capacity Organizational Analysis Part 1 - Aspirations</strong></td>
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<td><strong>February 5</strong></td>
<td>(P) Leadership and Management</td>
<td>EOM</td>
<td>P = 10</td>
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<tr>
<td><strong>Module/Week 4</strong></td>
<td>(P) Utilizing Team Strengths</td>
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<td>EOM = 10</td>
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<tr>
<td><strong>Leadership and Management Temperament Assessment</strong></td>
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<td><strong>February 12</strong></td>
<td>(P) Stakeholders/Partners</td>
<td>EOM</td>
<td>P = 10</td>
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<tr>
<td><strong>Module/Week 5</strong></td>
<td>(P) Working with Boards</td>
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<td>EOM = 10</td>
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<tr>
<td><strong>Stakeholder, Partner, Board Relations</strong></td>
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<td><strong>February 19</strong></td>
<td>(P) Interview OA site</td>
<td>OA Part 2 Due February 25</td>
<td>P = 10</td>
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<tr>
<td><strong>Module/Week 6</strong></td>
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<td>OA 2 = 50</td>
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<tr>
<td><strong>Organizational Analysis Part 2 Strategy and Human Resources</strong></td>
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<td><strong>February 26</strong></td>
<td>(P) Program Evaluation Part 1</td>
<td>EOM</td>
<td>P = 10</td>
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<td><strong>Module/Week 7</strong></td>
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<td>EOM = 10</td>
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<td><strong>Program Planning - Logic Models</strong></td>
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<td><strong>March 5</strong></td>
<td>Program Evaluation Part 2</td>
<td>EOM</td>
<td>P = 10</td>
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<td><strong>Module/Week 8</strong></td>
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<td>EOM = 10</td>
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<tr>
<td><strong>Outcome Evaluation Strategies</strong></td>
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<td><strong>March 12</strong></td>
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<td>SPRING BREAK</td>
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### March 19
**Module/Week 9**  
Organizational Analysis Part 3  
SWOT, Issues, Culture  
4/12  
(P) Culture Change  
(P) YouthCast Strategic Planning, SWOT Analysis  
OA Part 3 Due March 25  
McKinsey: Culture, SWOT, Issues Interview Site  
P = 10  
OA 3 = 50

### March 26
**Module/Week 10**  
Funding and Grant Writing  
2.5/4  
(P) Grant Research and Resources  
Use EOM for Practicum  
EOM Grant Writing Worksheet  
Combined  
P = 10  
EOM = 10

### April 2
**Module/Week 11**  
Budgeting and Finance  
2.5/4  
(P) Resources  
(P) Financial Management  
EOM  
P = 10  
EOM = 10

### April 9
**Module/Week 12**  
Human Resources - Hiring  
2.5/4  
(P) Interview Questions  
(P) Managing Volunteers  
EOM  
P = 10  
EOM = 10

### April 16
**Module/Week 13**  
Performance Appraisal, Motivation  
2.5/4  
(P) Staff Training, Motivation, Recognition  
(P) Staff Discipline and Rewards  
No EOM – work on grant proposal due April 22.  
P = 10  
Grant = 110

### April 23
**Module/Week 14**  
Crisis and Risk Management  
2.5/12  
(P) Crisis Management  
(P) Risk Management  
No EOM  
P = 10

### Exam Week
**Module/Week 15**  
Innovations and Wrap-Up  
2.5/5  
Summary, Reflection  
Reflection due first day of finals 60  
R = 60

### Exams
1/5  
Total Points = 550

**Contact Hours:** Lecture, weekly feedback on assignments, interviews  
**Work hours:** practicums, EOM’s OA’s, grant proposal, reflection  
**Total:** 45 hours contact  
90 hours work