Course Change Request

New Course Proposal

Date Submitted: 04/28/18 10:26 am

Viewing: **COMM 245 : Difficult Dialogues on Power, Privilege, and Difference**

Last edit: 07/05/18 11:09 am

Changes proposed by: n-street

Contact(s)

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

Course prefix     COMM  
Course number    245  
Department        Communication  
College/School    Liberal Arts  
Academic Level    Undergraduate  

Undergraduate course level justification (Select One)

<table>
<thead>
<tr>
<th>College/Program Course Level Rubric</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Effective term  2019-2020  

Complete Course Title  Difficult Dialogues on Power, Privilege, and Difference  

Abbreviated Course Title  DIFFCULT DIALOG PWR PRIVL DIFF  

Catalog course description

Introduction to the practice of difficult dialogues; skills development in the use of the dialogical tools of active listening, perspective-taking, deliberation, collaborative decision-making, teamwork and collective problem-solving in the context of bias, prejudice, discrimination, power, equity and privilege.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced?  No  

Crosslistings  No  

crosslisted with  

Stacked  No  

Stacked with  

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

Repeatable for credit?  No  

CIP/Fund Code  0901000001  

Default Grade Mode  Letter Grade (G)  

Method of instruction

In Workflow

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

Approval Path

1. 04/29/18 10:27 am Kevin Barge (kbarge): Approved for COMM Department Head  
2. 05/01/18 2:24 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review  
3. 05/01/18 2:34 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG  
4. 06/18/18 2:53 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG  
5. 06/19/18 3:13 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG  
6. 06/20/18 1:15 pm Sandra Williams (sandra-williams): Approved for UCC Preparer  
7. 07/05/18 9:51 am Sandra Williams (sandra-williams): Rollback to LA College Dean UG for UCC Chair  
8. 07/05/18 11:09 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

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

**Syllabus:**
*Upload syllabus*

**Upload syllabus**
COMM 245-Difficult Dialogue draft syllabus-final revised.docx

**Letters of support or other documentation**
No

**Additional information**

**Reviewer Comments**
- **Sandra Williams (sandra-williams) (05/01/18 2:19 pm):** Minor edits made to form.
- **Bob Knight (bob-knight) (07/02/18 9:19 am):** Title IX requires the reporting of a sexual abuse but the victim can remain anonymous so the description about Title IX is wrong.
- **Sandra Williams (sandra-williams) (07/05/18 9:51 am):** Rollback: Rolling back as requested.
- **Sandra Williams (sandra-williams) (07/06/18 9:26 am):** Concerns addressed.
- **Sandra Williams (sandra-williams) (07/09/18 9:29 am):** UCC approved July 2018.
COMM 245 - Difficult Dialogues on Power, Privilege, and Difference

Class Meetings
TR 12:45-2:00 PM; 003 Bolton Hall

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

Course Description
Introduction to the practice of difficult dialogues; skills development in the use of the dialogical tools of active listening, perspective-taking, deliberation, collaborative decision-making, teamwork, and collective problem-solving in the context of bias, prejudice, discrimination, power, equity, and privilege.

Prerequisites: NONE

This course will focus on difficult dialogues on power, privilege, and difference using communication theories and concepts. Students will learn to appreciate the importance of shared guidelines for reaching collective goals through active listening, perspective-taking, deliberation, collaborative decision-making, teamwork, and collective problem-solving. Students will learn about and reflect on bias, prejudice, discrimination, power, equity, and privilege. They will practically apply these concepts to difficult and complex topics in our community (such as race relations, poverty, immigration, affordable healthcare, equal pay for equal work, and gun control) using the dialogical tools learned in class.

Student Learning Outcomes

At the end of the course, students will be expected to:
- Identify and discuss about their own biases and prejudices
- Demonstrate active listening to various perspectives and viewpoints on difficult social issues relating to power, privilege and difference
- Articulate their thoughts, feelings, and positions on various difficult social issues relating to power, privilege and difference
- Analyze, identify, and utilize the necessary listening, conflict management, and leadership skills needed for effective facilitation of small groups.
- Explain fundamental theories and terms related to dialogue, collaboration and facilitation through class discussions and assignments
- Explain the role of facilitators and their power to influence group collaboration processes through assignments and class discussions.
**Required Course Materials**

All other required course materials will be made available through ecampus.tamu.edu.

**A Note on “Cultural Discourse” Courses**
This is a Cultural Discourse course that will delve into topics such as power, oppression, privilege, and difference. A substantial portion of your grade will be based on weekly small group discussions. You will not be able to pass this course without having completed the small group discussions and reflection papers. Considering the nature of this course, it is especially important that we establish a few ground rules in the classroom to encourage engaged, mindful, and honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated.

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

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

**Title IX**
For issues related to Title IX (reporting and criminal actions), please consult [https://urc.tamu.edu/title-ix/](https://urc.tamu.edu/title-ix/). On anonymity see [https://urc.tamu.edu/title-ix/title-ix-frequently-asked-questions/](https://urc.tamu.edu/title-ix/title-ix-frequently-asked-questions/). Please note that certain University employees, such as the Title IX Coordinator, managers, supervisors, and/or other designated employees, may have an obligation to respond to reports of sexual harassment, even if the individual making the report requests that no action be taken or that the information be kept confidential. If you would like to talk to someone who does not have to report your disclosure to the university authorities, please talk with campus mental-health counselors, pastoral counselors, social workers, psychologists,
health center employees, or any other person with a professional license requiring confidentiality.

Assessment

Midterm and Final Reflection Papers (50%): The midterm and final reflection papers will each carry 25% of your grades. They will each be 3-4 pages double-spaced assignments. They consist of your notes and reflections from your learning journal.

A learning journal helps you keep track of your reactions, thoughts, emotions, reflections and ideas relating to your learning from this course. It can be about any and all aspects of the course such as lectures, readings, guest lectures, practicum sessions, and outside class activities. You can also connect your learning from this course with other courses, co-curricular, extra-curricular, or life experiences. Through the process of writing and critical thinking, you can identify your strengths, weaknesses, and learning styles. It is best if you maintain a weekly journal rather than wait till the last minute to complete these assignments. This is because reflective learning requires time and practice. Your reflections could be about the dialogue/facilitation process, about memorable moments, themes that emerged, about communication design elements, and/or about your personal reflections on bias, privilege, and power.

Here are some questions that the midterm and final reflection paper might address: (a) what in the readings, class discussions, or practicum sessions was particularly interesting, surprising, or new to you

(a) What are some things you agree with or identify with? What are some things you disagree with? Explain why and how. (b) In what ways might information from this course be useful to you? (c) What questions remain for you?

Critical Thinking Assignments (30%): These will be short assignments that will be completed in class. The assignments will ask you to reflect on and apply the concepts and theories discussed in the course. Along with individual reflection and application, group work, discussion, and presentation of ideas may also be included in these assignments. Some examples of these assignments include identity mapping exercise, implicit bias exercise, and privilege walk exercise.

Aggie Experience Reflection Paper (10%): Attend any Aggie Agora workshop or talk to complete this reflection paper. More details will be made available on ecampus. There are a lot of programs to choose from: Wednesday workshops, Friday lectures, coffee hours, Marquee lectures, and Difficult Dialogue sessions. Check out the calendar here: (https://libarts.tamu.edu/about/engagement/aggieagora/)

Class Participation (10%)

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

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

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

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

Tentative Course Schedule
This is a tentative schedule. All chapter numbers refer to the textbook.

<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Topic</th>
<th>Assigned readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining Dialogue; dialogue versus debate</td>
<td>Chap 1; Listening to understand</td>
<td>Form groups</td>
</tr>
<tr>
<td>2</td>
<td>How does dialogue work? What is social identity and gender role socialization?</td>
<td>Chap 2</td>
<td>Exercise 1: Identity mapping exercise</td>
</tr>
<tr>
<td>3</td>
<td>Practicum 1</td>
<td>Articles relating to practicum topic 1</td>
<td>Facilitated difficult dialogue #1: Equal pay for equal work</td>
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<td>---------------------------------------------------------</td>
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<tr>
<td>4</td>
<td>When is dialogue useful? What is meant by stereotypes, prejudice, discrimination?</td>
<td>Chap 3</td>
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<tr>
<td>5</td>
<td>Organizing a dialogue process</td>
<td>Chap 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Practicum 2</td>
<td>Articles relating to practicum topic 2</td>
<td>Facilitated difficult dialogue #2: Race relations</td>
</tr>
<tr>
<td>7</td>
<td>Designing a dialogue</td>
<td>Chap 5</td>
<td>Midterm reflection paper is due</td>
</tr>
<tr>
<td>8</td>
<td>Facilitating a dialogue; Difference between implicit and explicit bias</td>
<td>Chap 6</td>
<td>Exercise 2: Implicit bias exercise</td>
</tr>
<tr>
<td></td>
<td>Spring break</td>
<td></td>
<td>No class</td>
</tr>
<tr>
<td>9</td>
<td>Practicum 3</td>
<td>Articles relating to practicum topic 3</td>
<td>Facilitated difficult dialogue #3: Immigration</td>
</tr>
<tr>
<td>10</td>
<td>Moving from dialogue to action; What is the difference between power and privilege?</td>
<td>Chap 7</td>
<td>Reflection paper on Practicum 3 is due</td>
</tr>
<tr>
<td>11</td>
<td>Assessing dialogue effectiveness; What is meant by meritocracy and colorblind racism?</td>
<td>Chap 8</td>
<td>Exercise 3: Privilege walk exercise</td>
</tr>
<tr>
<td>12</td>
<td>Practicum 4</td>
<td>Articles relating to practicum topic 4</td>
<td>Facilitated difficult dialogue #4: Myth of the American Dream</td>
</tr>
<tr>
<td>13</td>
<td>Future of dialogue and</td>
<td>Chap 9</td>
<td></td>
</tr>
<tr>
<td>deliberation</td>
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<td></td>
</tr>
<tr>
<td>14</td>
<td>Course wrap-up and discussion</td>
<td>Final reflection paper is due</td>
<td></td>
</tr>
</tbody>
</table>

There is no Final Exam in this course. The Final Reflection paper serves this purpose.
Course Change Request

New Course Proposal

Date Submitted: 05/09/18 4:42 pm

Viewing: COMM 338: Critical Race Discourse

Also listed as: AFST 338

Last edit: 06/19/18 3:15 pm
Changes proposed by: n-street

Contact(s)

<table>
<thead>
<tr>
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<td>979-862-6968</td>
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</tbody>
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Course prefix: COMM  
Course number: 338

Department: Communication
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One):

<table>
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<tr>
<th>Course prefix</th>
<th>Course number</th>
<th>Department</th>
<th>College/School</th>
<th>Academic Level</th>
<th>Undergraduate course level justification</th>
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<tbody>
<tr>
<td>COMM</td>
<td>338</td>
<td>Communication</td>
<td>Liberal Arts</td>
<td>Undergraduate</td>
<td>Critical analysis of communication and dialogue on race; causes and symptoms of structural racism; social/racial hierarchies as they influence and are influenced by communication and dialogue.</td>
</tr>
</tbody>
</table>

Effective term: 2019-2020

Complete Course Title:
Critical Race Discourse

Abbreviated Course Title:
CRITICAL RACE DISCOURSE

Catalog course description:
Critical analysis of communication and dialogue on race; causes and symptoms of structural racism; social/racial hierarchies as they influence and are influenced by communication and dialogue.

Prerequisites and Restrictions:
Junior or senior classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?: No

Crosslistings:
AFST 338

Crosslisted With: Yes

Stacked: No

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

Repeatable for credit?: No

CIP/Fund Code: 0901000001

Default Grade Mode: Letter Grade (G)

Method of instruction:
Lecture

Approval Path

1. 05/09/18 4:46 pm
   Kevin Barge (kbarge): Approved for COMM Department Head
2. 05/09/18 4:52 pm
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
3. 05/14/18 3:34 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 05/14/18 4:53 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
5. 06/18/18 2:56 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
6. 06/19/18 3:15 pm
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 06/20/18 1:15 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 07/09/18 9:29 am
   Sandra Williams (sandra-williams): Approved for UCC Chair
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

No

Will this course be taught as a distance education course?

No

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

Yes

Will classroom space be needed for this course?

Yes

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

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?

Yes

Proposed Core Foundational Component Area

Core Lang, Phil, Culture(KLPC)

Approved Foundational Component Area

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

No

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

Yes

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus [COMM AFST 338 CD Syllabus-updated.docx](file)

Letters of support or other documentation

No

Additional information

We are proposing the course cross-listed with AFST for CD and KLPC

5-9-18: We have updated the syllabus to include the grading scale as well as reference to Student Rule 7.

Reviewer Comments

Terra Bissett [t.bissett] (05/04/18 9:17 am): Minor edits made to form.

Terra Bissett [t.bissett] (05/04/18 9:23 am): Rollback: Syllabus: Missing grading scale; Late Policy – statement referring to “I do not accept late work” – What about University excused absences?
Steve Oberhelman (s-oberhelman) (05/04/18 12:02 pm): Rollback: see comments for improving syllabus
Terra Bissett (t.bissett) (05/14/18 3:32 pm): Updates Received.
COMM 338/ AFST 338
Critical Race Discourse

Dr. Kristan Poirot
Bolton 102C
Poirot@tamu.edu
Office Hours: Monday: 12:30-3:00; Wed, by appointment.

Course Description

Critical analysis of communication and dialogue on race.

Prerequisites: Junior/Senior classification or approval of instructor

Student Learning Outcomes

At the conclusion of this course, students should be able to:

- discuss black freedom movements in the U.S. since the early nineteenth century, identifying important figures, surges of activity, precipitating events, and activists’ rhetorical strategies.
- describe critically and evaluate speeches and print discourse in the context of structural racism.
- discuss contemporary and historical issues related to race in productive, civil, and knowledgeable ways.
- demonstrate the ability to work effectively and collaboratively in a group to promote a civil dialogue on a contemporary issue in Bryan/College Station, Texas.

Required Texts


Course readings available on the library’s course e-reserve system.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reading Quizzes (20 @ 5 pts. Each)</td>
<td>100pts</td>
</tr>
<tr>
<td>Civil Dialogue Group Project</td>
<td>100pts</td>
</tr>
<tr>
<td>Small Group Discussion &amp; Reflections</td>
<td>150pts</td>
</tr>
<tr>
<td>Exams</td>
<td>150pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 pts</strong></td>
</tr>
</tbody>
</table>
Grade Scale
A= 450-500 pts  B=400-449 pts  C=350-399 pts  D-300-349 pts  F=0-299 pts

Daily Reading Quizzes:
Each day that reading is required, you should expect to take a short-answer reading quiz. Each will be worth 10 points and I will record the highest 20 scores (dropping your lowest grades, usually 1-2). The quiz will begin promptly at 10:20 each day. You will have only 5 minutes to complete it, and it will be taken up at 10:25. If you arrive to class after 10:25, you miss the opportunity to take the quiz. If you have an unexcused absence, you may not make-up the quiz. If you have an excused absence, you will bring in a typed summary of the reading that was due the day of the absence as a substitute for the quiz grade. As per university policy, the summary is due within 30 days of the date of the absence (or last absence if there is number of consecutive absences). It would be helpful, however, to turn in any summary as soon as possible.

Civil Dialogue Group Project:
At the end of the semester, groups of 5-8 in this course will promote, host, and mediate a public discussion on a contemporary race or civil rights issue. Each group’s goal will be to make this discussion a “civil dialogue” as understood through course materials and concepts.

Group Discussions & Reflections
In order to practice discussion techniques and plan for these events, students will regularly participate in small group discussions on contemporary race issues that pertain to course concepts, readings, and materials. Written reflections and assessments will be due the class period following every dialogue. **Students must participate in 10 small groups sessions and turn in 10 reflections to receive a passing grade in the class.** (Make-up equivalences will be offered to all students with excused absences)

In short, continued enrollment in this course is an agreement to participate in it as an *active member in class discussions*. If a student does not wish to regularly participate in-class discussions, student working groups, and/or engage the larger A&M community on issues related to racial diversity, they will not be able to meet core course requirements.

Exams: There will be two exams. The first exam will be worth 50 points. The final comprehensive exam will be worth 100 points. These exams may consist of multiple choice, short answer, and essay questions. Students will receive a review sheet for each exam.

Course Policies

Attendance Policy: Regular class attendance is crucial. I will take roll every day. If a student has more than **THREE** unexcused absences, their final grade will be dropped by 25 points per absence beyond the three. It is the student’s responsibility to get notes and assignments from classmates when class is missed (excused or unexcused) It is also the student’s responsibility to provide proper documentation for an absence to count as excused. Go to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for explanation of what qualifies as an excused absence.

*Because this course meets the Cultural Discourse University Core Requirement, in order to receive a passing grade, a student cannot miss more than 2 small group discussions with unexcused absences.*
**Late Policy:** I do not accept late work without documentation of a University Excused absence. Please see Student Rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) Unless otherwise noted, all assignments are due at the beginning of class on due date.

If a student misses a day of a point generating activity, the student may NOT make it up if the absence is unexcused. If the absence is excused they must make arrangements with me for an alternative assignment within one week of their return to class. Please see Student Rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Academic Honesty & Integrity:**
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

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

**Tentative Schedule**
Community Engagement Reports are due every Monday, beginning Week 3

**Week 1: Course Introduction**

**W:** Syllabus and introductions

**F:** Klinker & Smith, p. 1-9

**Week 2: Engaging Race: Course Discussion Guidelines & Aspirations**

**M:** Holder, “We Should Have an Open Dialogue”
McIntosh, “Invisible Knapsack”

**W:** “Engaging Race” Small Group Discussion 1
Personal Assessment/Reflection# 1 Due

**F:** Small Group Reports – Creating Course Guidelines & Aspirations
Week 3: Predecessors & Precipitating Events: Slavery – Reconstruction

M: Klinker & Smith, Ch. 1 -2

W: Campbell & Burkholder, Descriptive Analysis

F: Douglass, “What to the Slave is the Fourth of July”
   "Describing Douglass" Small Group Discussion 2

Week 4: Predecessors & Precipitating Events: Reconstruction, Racial Uplift, Anti-Lynching

M: Klinker & Smith, Ch. 3
   Small Group Reflection Due

W: Wells, “Southern Horrors”
   Simone, “Strange Fruit”
   Washington, “Atlanta Compromise”

F: “BTHO Obama” Small Group Discussion 3

Week 5: Predecessors & Precipitating Events: Convict Labor & War

M-W: Watch: 13th
   Small Group Reflection Due (Monday)

   Klinker & Smith, Ch. 4

F: “Mass Incarceration” Small Group Discussion 4

Week 6: Exam – Civil Dialogue Prep/Small Group

M: Exam Review
   Small Group Reflection Due

W: Exam #1

F: Civil Dialogue Planning Meeting

Week 7: Brown vs. Board & Emmett Till

M: Klinker & Smith Ch. 7, p. 242-253

W: Till Bradley, “1955 Address to Bethel AME”

F: “Describing Violence” Small Group Discussion 5

Week 8: Montgomery Bus Boycott
Week 9: Student Movements

M: McGuire, Ch. 2
Small Group Reflection Due

W: King, “Holt Street Address”
Civil Dialogue Planning Meetings

F: “Segregation Then & Now?” Small Group Discussion 6

Week 10: Birmingham/Project C

M-W: Klinker & Smith, p. 253-260
Watch: Freedom Rides
Small Group Reflection Due (Monday)

F: Baker, “Bigger than a Hamburger”
“Student Movements @ TAMU” Small Group Discussion 7

Week 11: March on Washington

M: Klinker & Smith, p. 261-271
Small Group Reflection Due

W: Statement of Alabama Clergy to King
King, “Letter from a Birmingham Jail” (1963)

F: “Communicating to Hostile Audience” Small Group Discussion 8

Week 12: Radical Confrontations?

M: Malcolm X, “Ballet or Bullet”

W: Carmichael, “Black Power”
Civil Dialogue Planning Meetings

F: “Media & Black Power” Small Group Discussion 10
Week 13: Where are We Now?/Civil Dialogue Planning

M: Klinker & Smith, Ch. 9

W: Obama, "A More Perfect Union"

F: “Getting to the more perfect union” Small Group Discussion 11 (Make-Up Session)

Week 14: Community Civil Dialogues/Course Wrap-Up

M-W: Community Civil Dialogues
    *Personal Assessment/Reflection# 2 Due*

F: Exam review & Course-Wrap-up

Final Exam as per Texas A&M Final Exam Schedule
Course Change Request

New Course Proposal

Date Submitted: 05/09/18 5:03 pm

Viewing: COMM 343: Communication and Cultural Discourse

Last edit: 05/09/18 5:03 pm
Changes proposed by: n-street

Contact(s)

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

Course prefix: COMM  
Course number: 343

Department: Communication
College/School: Liberal Arts
Academic Level: Undergraduate

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

Effective term: 2019-2020

Complete Course Title:
Communication and Cultural Discourse

Abbreviated Course Title:
COMM & CULTURAL DISCOURSE

Catalog course description:
Examination of key concepts and theories relevant to communicating in an increasingly diverse world; consideration of the mutual constitution of culture and communication; investigation of multiple axes of identity; critical/cultural approach; public advocacy project.

Prerequisites and Restrictions:
Junior or senior classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings:
No

Crosslisted With:
No

Stacked:
No

Stacked with:
No

Semester Credit

Contact Hour(s)

Lecture: 3  
Total: 3

Lab: 0

Other: 0

Repeatable for credit?
No

CIP/Fund Code: 0901000001

Default Grade Mode: Letter Grade (G)

Method of instruction:
Lecture

Will sections of this course be taught as:
No

In Workflow

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

Approval Path

1. 05/09/18 5:18 pm  
Kevin Barge (kbarge): Approved for COMM Department Head

2. 05/14/18 3:36 pm  
Terra Bissett (t.bisse): Approved for Curricular Services Review

3. 05/14/18 4:53 pm  
Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG

4. 06/18/18 2:59 pm  
Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

5. 06/19/18 2:53 pm  
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Sandra Williams (sandra-williams): Approved for UCC Preparer

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Sandra Williams (sandra-williams): Approved for UCC Chair
non-traditional? (i.e., parts of term, distance education)

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

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

<table>
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<th>Program(s)</th>
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<td>(BA-TCMS) Telecommunication Media Studies - BA</td>
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<tr>
<td>(BS-TCMS) Telecommunication Media Studies - BS</td>
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<tr>
<td>(BA-COMM) Communication - BA</td>
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Has/will this course be(en) submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area

Core Lang, Phil, Culture(KLPC)

Approved Foundational Component Area

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

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

---

### Course Syllabus

Syllabus: Upload syllabus

Upload syllabus [COMM 343-Communication and Cultural Discourse Syllabus-updated.docx](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer)

Letters of support or other documentation

No

Additional information

We are proposing this new course for KLPC and for Cultural Discourse. This course is open to all majors. It is an option in the COMM and the TCMS degrees to count toward the major but is in no way limited to these degrees.

3-9-18 updated syllabus to reflect consistent prerequisites; accurate Honor Code site
Reviewer Comments

Terra Bissett (t.bissett) (05/04/18 9:30 am): Minor edits made to form.
Terra Bissett (t.bissett) (05/04/18 9:34 am): Rollback: Syllabus: Prerequisites must match form/syllabus; provide correct Aggie Honor Code link
Terra Bissett (t.bissett) (05/04/18 11:20 am): Rollback: Syllabus: Prerequisites must match form/syllabus; provide correct Aggie Honor Code link
Terra Bissett (t.bissett) (05/14/18 3:36 pm): Updates Received.
COMM 343-500 Communication & Cultural Discourse  
TR/Time TBD  
TBD

**Instructor:** Tasha Dubriwny  
**Email:** tdubriwny@tamu.edu  
**Office:** Bolton Hall 004  
**Office Hours:** MW 2:20-3:50 p.m.

**COURSE DESCRIPTION**
Examination of key concepts and theories relevant to communicating in an increasingly diverse world; consideration of the mutual constitution of culture and communication; investigation of multiple axes of identity; critical/cultural approach; public advocacy project.

**Prerequisites:** Junior or Senior classification or approval of instructor.

This course examines key concepts and theories relevant to communicating in an increasingly diverse world. The course begins by examining how culture and communication mutually constitute one another. With this grounding, we move on to explore how multiple axes of identity, including gender, race, class, sexuality, age, and ability, are shaped by interpersonal, institutional, and social processes. Using a critical/cultural approach, we will investigate how systems of power and knowledge perpetuate systems of domination, yet how the fluidity of such systems allows for resistance and social change. Students will gain theoretical and conceptual knowledge that they will apply in a public advocacy project of their own choosing.

**STUDENT LEARNING OUTCOMES**
By the end of this course you should be able to:

- explain the role of communication in constructing identity, community, and social reality
- critically analyze how culture shapes understandings of difference and diversity
- reflect on personal biases, prejudice, and privilege
- demonstrate critical reading, analytical, and media literacy skills
- demonstrate how to promote informed dialogue about difficult issues

**REQUIRED TEXT**
- Supplemental readings on eCampus

**E-CAMPUS & EMAIL**
I use e-Campus in this course (ecampus.tamu.edu).

I will also be contacting you via email. Please check your email daily and let me know if there is a problem with your account or you are not receiving my emails

**COURSE REQUIREMENTS/ASSESSMENT**
The final course grade will be based on the following distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Event Write-ups (3 at 20 pts. each)</td>
<td>60</td>
</tr>
<tr>
<td>Journals (4 at 25 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>Exams (2 at 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Take Away Points (15 at 2 points each)</td>
<td>30</td>
</tr>
<tr>
<td>In-Class Dialogue Moderation</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Dialogue Participation</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>350</td>
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### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>90-100%</td>
<td>315-350 pts</td>
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<tr>
<td>B</td>
<td>80-89%</td>
<td>280-314 pts</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>245-279 pts</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>210-244 pts</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0-209 pts</td>
</tr>
</tbody>
</table>

**Journal (4 at 25 points each = 100 points):** At the end of each unit, you will turn in a journal write-up in which you answer the two prompts listed after the weekly schedule. These prompts ask you to engage both in reflection and in analysis of the readings and our in-class discussions. Each reflective journal should be approximately 1000 words long (500 words/prompt).

**In-Class Discussion Take-Away Points (15 at 2 points each = 30 points):** Almost every day in class we will be holding small group discussions about difficult issues. I have listed the broad topics of the discussions in the weekly schedule, and I will give you specific prompts and questions to think about on the day of the discussion. Discussions will be approximately 20-30 minutes. These discussions are key to our understanding of the material in class. Your participation in the discussions is vital. We will lay groundwork for “good discussions” during the first week of class. At the conclusion of each small group discussion in class, I will give you three minutes to write down two “take-away” points and turn them in. Take-Away points are worth 2 points each. Make-up assignments will only be given to students with excused absences.

**Aggie Experience Event Write-ups (3 at 20 points each = 60 points):** During the semester, you will need to attend three events that are relevant to broad topic of communication and diversity. These can be an invited speaker to A&M, a workshop, a protest, a play or musical, etc. After your attendance or participation, you will need to write up a one-and-a-half to two page paper (double-spaced) discussing what you learned and critically analyzing the event (did it communicate effectively? fulfill its stated purpose? engage the audience? etc.). More details will be given in class. We will also keep a class list of appropriate opportunities; if you know of an event, please let me know!

**Exams (2 at 50 points each = 100 points):** The midterm and final exams will consist of multiple choice and short answer questions. The final exam will also include a short reflection essay in which you will engage in personal reflection about the materials of the course and your own experiences. Study guides will be given for each exam at least one week in advance.

**In-Class Dialogue Moderation (50 points) and Participation (10 points):** In the final week of class, we will be taking part in two in-class dialogues. Students will be divided into two groups at the beginning of the semester. Each group will be “hosting” a dialogue in class about either the Black Lives Matter movement or Reproductive Justice. Groups will be responsible for 1) creating and distributing fact sheets about the topics at hand one week before the dialogue is scheduled (fact sheets must be approved by me in advance) and then 2) moderating the dialogue with classmates with the focus on active listening and building empathy. Students not in the “host” group are responsible for participating in the dialogue. A full explanation of this assignment is available on ecampus.

**COURSE POLICIES**

**Attendance:** Attendance is mandatory. You are allowed two unpenalized unexcused absences. After that point, each unexcused absence will result in a 10 point grade deduction. If you have a university excused absence, I require documentation. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). If you are absent from class, you are responsible for the material covered.

**Deadlines/Exams:** All assignments are to be turned in (or posted online) at the beginning of class on the due date. I do not accept late assignments UNLESS you have an excused absence. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Tests can only be made up in the case of excused absences.
**Grades:** Grades are not given in this class, they are earned. Your grades will be the result of your performance on assignments and your class participation. Grades are not based on (a) how much time or effort you put in, (b) how badly you want or feel you deserve a good grade, (c) the fact that you didn't miss a single class, or (d) the fact that you need to maintain a certain GPA.

If you have concerns regarding a grade on a given assignment, please thoroughly reread the question and/or my comments. If you then still believe the grade is inaccurate please schedule an appointment to see me or visit my office hours. All concerns should be addressed in a timely manner (e.g., ideally within a week of receiving the grade).

**Laptops:** Personal computers and wireless Internet are a key part of today's learning environment, but they can also distract you from the class discussion and dampen participation. You may bring your laptops to class for **note taking**; however, use of the web is allowed during class only when authorized by your instructor for augmenting group discussions. Please refrain from emailing or accessing SNS during class sessions, unless directed by the instructor for specific learning activities. Violations of these policies by individuals may result in laptop computers being banned from the classroom for **all** students.

**Cell Phones:** Please turn your cell phone **off** before entering the classroom.

**Classroom Environment:** Learning takes place when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussion. My pedagogical policy is based on mutual respect: all students are encouraged to use the classroom as a space in which to speak and to voice their opinions. I welcome lively discussions and disagreements as part of critical intellectual exchange. At the same time, my expectation is that you will respect not only the instructor but also your fellow classmates when they are participating in discussion, whether you agree with them or not. Derogatory comments based on race, ethnicity, gender, class, sexual orientation, religion, disability, or nationality will not be tolerated in the physical or virtual classroom space.

**ACADEMIC INTEGRITY STATEMENT**
Cheating, plagiarism, turning in work that is not your own, and other forms of academic dishonesty will not be tolerated in this course. Please only submit your own ideas and words. If you have any confusion about any of these practices, please see me. The university assumes you are familiar with academic integrity policies. Should you be found to have committed a violation, ignorance of these standards and policies will not be accepted as an excuse. For further clarification, [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

Remember: “An Aggie does not lie, cheat or steal, or tolerate those who do.” I have **zero tolerance** for any form of academic dishonesty, and any violation of this policy will be dealt with swiftly and strictly.

**ADA COMPLIANCE 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). If you require special accommodation for an assignment or exam please let me know as soon as possible.
**THE UNIVERSITY WRITING CENTER**
The University Writing Center (UWC) offers undergraduate students one-on-one help at any stage of the writing process. Located on the second floor of the Sterling C. Evans Library, the UWC also offers online assistance and computer-based lessons. See their Web page [http://uwc.tamu.edu/](http://uwc.tamu.edu/) for details and hours of operation.

**STUDENT LEARNING OUTCOMES**
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see [TAMU Student Learning Outcomes](http://uwc.tamu.edu/).
<table>
<thead>
<tr>
<th>Unit/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Small Group Discussion Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td>Foundations</td>
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<tr>
<td>Wk 1 Tue</td>
<td>Introduction to Class</td>
<td></td>
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<tr>
<td>Thur</td>
<td>What is communication?</td>
<td>Chapter 1, Chapter 2</td>
<td>Communication in a Global Society</td>
<td>Take-Away Points</td>
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<tr>
<td>Wk 2 Tue</td>
<td>What is dialogue?</td>
<td>Ramasubramanian, Sousa, and Gonlin, “Facilitated Difficult Dialogues on Racism”</td>
<td>How do we engage in dialogue across differences</td>
<td>Take-Away Points</td>
</tr>
<tr>
<td>Wk 3 Tue</td>
<td>What is Culture?</td>
<td>D.G. Moon, “Concepts of ‘Culture’: Implications for Intercultural Research”</td>
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<tr>
<td>Thur</td>
<td>Advocacy</td>
<td>Chapter 3</td>
<td>Do you engage in advocacy?</td>
<td>Take-Away Points</td>
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<td><strong>UNIT 2</strong></td>
<td>Communication Processes</td>
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<tr>
<td>Wk 4 Tue</td>
<td>Communication as a means of social action</td>
<td>Chapter 4</td>
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<td>Reflection Journal #1</td>
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<td>Thur</td>
<td>Compassionate and Critical Listening</td>
<td>Chapter 5</td>
<td>Listening across differences</td>
<td>Take-Away Points</td>
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<td>Wk 5 Tue</td>
<td>Groups and Alliances in Cultures</td>
<td>Chapter 5</td>
<td></td>
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<td>Thur</td>
<td>Groups and Alliances in Cultures</td>
<td>Goffman, “Stigma,” pp. 1-40</td>
<td>Stigmatized identities, stigmatized groups</td>
<td>Take-Away Points</td>
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<tr>
<td>Wk 6 Tue</td>
<td>Interpersonal Relationships</td>
<td>Chapter 10</td>
<td>Difficult interpersonal conversations</td>
<td>Take-Away Points</td>
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<tr>
<td>Thur</td>
<td>MIDTERM EXAM</td>
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<td><strong>UNIT 3</strong></td>
<td>Identity and Difference</td>
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<td>Wk 7 Tue</td>
<td>Identity and Perception</td>
<td>Chapter 6</td>
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<td>Reflection Journal #2</td>
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<td>Thur</td>
<td>Intersectionality</td>
<td>Landry, “Intro”</td>
<td>Intersectionality and the Matrix of Domination</td>
<td>Take-Away Points</td>
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<tr>
<td>Wk 8 Tue</td>
<td>Intersectionality, continued</td>
<td>Hill Collins, “Intersectionality’s Definitional Dilemmas”</td>
<td>Intersectionality and Structural Oppression</td>
<td>Take-Away Points</td>
</tr>
<tr>
<td>Thur</td>
<td>Privilege</td>
<td>Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”</td>
<td>Your privilege</td>
<td>Take-Away Points</td>
</tr>
<tr>
<td>Wk 9 Tue</td>
<td>Language and Culture</td>
<td>Chapter 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur</td>
<td>Language and Culture</td>
<td>Reynolds, “I’d rather be dead than disabled: The ableist conflation of the meanings of disability.”</td>
<td>How do we talk about (dis)ability?</td>
<td>Take-Away Points</td>
</tr>
</tbody>
</table>

**Unit 4: Power**

| Wk 10 Tue | Embodied knowledge and nonverbal communication | Chapter 8 | Paddy Ladd, “Understanding Deaf Culture” | Reflection Journal #3 |
| Thur | Embodied knowledge, continued | Foucault, “Two Lectures on Power and Knowledge” | Power, Knowledge, and Institutions | Take-Away Points |
| Week 11 Tue | Media Literacy | Stuart Hall, “Encoding Decoding” | | |
| Thur | Media Literacy, continued | Ono and Blue, “Deciphering Pocahontas” | Colonialism: historical and present-day | Take-Away Points |
| Week 12 Tue | Mediated Cultures | Chapter 9 | Citizenship in a Global World | Take-Away Points |
| Thur | Language and Power | Dyer, “The Role of Stereotypes” | | |

**Week 13**


**Thur**

| Unit 5 | In Class Dialogues | | | |

| Week 14 Tue | Case Study: Black Lives Matter | Fact Sheets | Reflection Journal #4 | |

6
Reflection Journal Prompts:

Please draw from our readings, our in-class discussions, and your own experiences when writing your reflection journal entries.

Reflection Journal 1 Prompts:
- Why do you think it is difficult to engage in dialogue about difficult issues? What strategies can we use to engage in successful dialogue?
- How are culture, communication, and advocacy linked?

Reflection Journal 2 Prompts:
- What stigmatized groups do you belong to, if any? How do you grapple with stigma? How do you stigmatize others? What are your own biases and prejudices?
- How can we build coalitions through active listening?

Reflection Journal 3 Prompts:
- We often think of “intersectionality” in terms of identity, but early theorists insisted on locating intersectionality within theories of structural oppression. Looking at Texas A&M, what organizational structures maintain different hierarchies on campus?
- Identify a way in which you experience privilege and discuss your feelings about that privilege.

Reflection Journal 4 Prompts:
- Why is citizenship in a global world an important framework for our study of media?

Thur | Case Study: Reproductive Rights | Fact Sheets
Course Change Request

New Course Proposal

Date Submitted: 05/09/18 5:08 pm

Viewing: COMM 346: Media, Culture and Identity

Last edit: 07/05/18 11:10 am
Changes proposed by: n-street

Contact(s)

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</tr>
</tbody>
</table>

Course prefix: COMM  
Course number: 346  
Department: Communication  
College/School: Liberal Arts  
Academic Level: Undergraduate

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

Effective term: 2019-2020

Complete Course Title
Media, Culture and Identity

Abbreviated Course Title
MEDIA, CULTURE & IDENTITY

Catalog course description
Media representations relating to power, privilege and difference; communication theories and concepts centered on how media and technology-use shape, and are shaped by, identity; critical analysis of media as sites for negotiation and construction of identities such as gender, race, ethnicity, sexuality, social class, physical/mental ability, nationality and religion; reflection on and analysis of bias, prejudice, discrimination, power, equity and privilege.

Prerequisites and Restrictions
Junior or Senior classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Crosslisted With

Stacked
No

Stacked with

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

Repeatable for credit?
No

CIP/Fund Code: 0901000001

Default Grade Mode: Letter Grade (G)

Method of instruction
Lecture

In Workflow
1. COMM Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
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6. 06/20/18 1:15 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 07/05/18 9:51 am
   Sandra Williams (sandra-williams): Rollback to LA College Dean UG for UCC Chair
8. 07/05/18 11:10 am
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

No

Will this course be taught as a distance education course?

No

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

Yes

Will classroom space be needed for this course?

Yes

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

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?

Yes

Proposed Core Foundational Component Area

Core Lang, Phil, Culture(KLPC)

Approved Foundational Component Area

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

No

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

Yes

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

COMM 346 Media culture and identity syllabus-updated revised.docx

Letters of support or other documentation

No

Additional information

3-9-18: Added missing reference to Student Rule 7

Reviewer Comments

Terra Bissett (t.bissett) (05/04/18 9:44 am): Minor edits made to form.

Terra Bissett (t.bissett) (05/04/18 9:46 am): Rollback: Syllabus: Missing link to student rule 7 under attendance and make-up policies

Terra Bissett (t.bissett) (05/04/18 11:21 am): Rollback: Syllabus: Missing link to student rule 7 under attendance and make-up policies
Terra Bissett (t.bissett) (05/14/18 3:38 pm): Updates Received.
Bob Knight (bob-knight) (07/02/18 9:50 am): See comment about Title IX on COMM 245
Sandra Williams (sandra-williams) (07/05/18 9:51 am): Rollback: Rolling back as requested.
Sandra Williams (sandra-williams) (07/06/18 9:26 am): Concerns addressed.
COMM 346 - Media, Culture, & Identity  
Semester: TBD

Class Meetings

TR 12:45-2:00 PM; 018 Bolton Hall

Instructor Information

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

Course Description

Media representations relating to power, privilege, and difference; communication theories and concepts centered on how media and technology use, shape and are shaped by identity; critical analysis of media as sites for negotiation and construction of identities such as gender, race, ethnicity, sexuality, social class, physical/mental ability, nationality, and religion; reflection on and analysis of bias, prejudice, discrimination, power, equity, and privilege.

Prerequisites: NONE; junior or senior classification or approval of the instructor.

This course will focus on media representations relating to power, privilege, and difference using communication theories and concepts. The readings and discussions will center on how media and technology use shape and are shaped by identity. Media will be analyzed as sites for negotiation and construction of identities such as gender, race, ethnicity, sexuality, social class, physical/mental ability, nationality, and religion. Students will learn about and reflect on bias, prejudice, discrimination, power, equity, and privilege. They will practically apply these concepts to critically analyzing media texts using the media theories and concepts learned in class.

Student Learning Outcomes

At the end of the course, students will be expected to

● Reflect on and discuss about their own biases and prejudices
● Articulate their thoughts, feelings, and positions on various media and popular culture relating to power, privilege and difference
● Explain theories and concepts that inform us about how the media shape our attitudes and beliefs about cultural difference
● Demonstrate critical media literacy skills by carefully and systematically observing, evaluating, and analyzing media texts
● Read, discuss, and reflect upon topics relating to the role of media in social power, privilege, and oppression
Required Course Materials

The required textbook for this course is:

Other course materials will be posted on eCampus (ecampus.tamu.edu).

A Note on “Cultural Discourse” Courses

This is a Cultural Discourse course that will delve into topics such as power, oppression, privilege, and difference. A substantial portion of your grade will be based on weekly small group discussions. You will not be able to pass this course without having completed the small group discussions and reflection papers. Considering the nature of this course, it is especially important that we establish a few ground rules in the classroom to encourage engaged, mindful, and honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated.

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement

Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website: http://aggiehonor.tamu.edu/
Title IX
For issues related to Title IX (reporting and criminal actions), please consult https://urc.tamu.edu/title-ix/. On anonymity see https://urc.tamu.edu/title-ix/title-ix-frequently-asked-questions/. Please now that certain University employees, such as the Title IX Coordinator, managers, supervisors, and/or other designated employees, may have an obligation to respond to reports of sexual harassment, even if the individual making the report requests that no action be taken or that the information be kept confidential. If you would like to talk to someone who does not have to report your disclosure to the university authorities, please talk with campus mental-health counselors, pastoral counselors, social workers, psychologists, health center employees, or any other person with a professional license requiring confidentiality.

Assessment

Midterm and Final Exams (60%) – The exams will consist of multiple choice questions and short essays relating to discussion topics (such as gender, race, social class, privilege, power, discrimination, bias, digital divide, and media literacy) and will be completed in class. The midterm and final exam will each be worth 30% of the course grade.

Critical Thinking Assignments (CTAs) 30% – These will be short assignments that will be completed in class. The assignments will ask you to reflect on and apply the concepts and theories discussed in the course. Along with individual reflection and application, group work, documentary films, discussion, and presentation of ideas may also be included in these assignments. Some examples of these assignments include identity mapping exercise, implicit bias exercise, heterosexual privilege checklist, and reflecting on documentary films on gender identity, whiteness and Islamophobia.

Aggie Experience Reflection Paper (10%): Attend a talk or film screening related to media, culture, and identity to complete this reflection paper. More details will be made available on ecampus.

Attendance Policy
You are strongly encouraged to attend all class sessions. Note that there is a strong correlation between class attendance and grades. Being in class will allow you to ask questions and participate in class discussions, which will greatly enhance your understanding of the materials. Make-up work is available only for students with documentation of University Excused absences. Please see Student Rule 7. http://student-rules.tamu.edu/rule07/

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

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

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

Tentative Course Schedule

This is a tentative schedule. All chapter numbers refer to the textbook.

<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Topic</th>
<th>Assigned readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Cultural Studies, multiculturalism, and media culture</td>
<td>Chap. 1</td>
<td>Form groups</td>
</tr>
<tr>
<td>2</td>
<td>Girlhood, fashion magazines, and American identity</td>
<td>Chap 19</td>
<td>CTA 1 (e.g.: identity mapping exercise)</td>
</tr>
<tr>
<td>3</td>
<td>Sexual objectification and advertising</td>
<td>Chap. 30</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Female celebrity, ageing, and hyper-scrutiny</td>
<td>Chap. 33</td>
<td>CTA 2 (e.g.: a documentary film related to this unit)</td>
</tr>
<tr>
<td>5</td>
<td>Gender, disability, and reclaiming community</td>
<td>Chap. 65</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sex/gender binaries in the digital age</td>
<td>Chap. 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>--</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>Misogyny, hip hop music, and race</td>
<td>Chap. 25</td>
<td>CTA3 (e.g.: implicit bias exercise)</td>
</tr>
<tr>
<td>9</td>
<td>Spring break</td>
<td></td>
<td>No class</td>
</tr>
<tr>
<td>10</td>
<td>Hegemonic femininity and Hispanic representations in Latinidad</td>
<td>Chap. 46</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Social class, white masculinity, and sitcoms</td>
<td>Chap. 52</td>
<td>CTA4: (e.g.: a documentary film related to this unit)</td>
</tr>
<tr>
<td>12</td>
<td>Orientalism, Islamophobia, and popular culture</td>
<td>Chap. 43</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Post-racial and post-feminist representations in TV dramas</td>
<td>Chap. 55</td>
<td>CTA5: (e.g.: a documentary film related to this unit)</td>
</tr>
<tr>
<td>14</td>
<td>Digital protests and racial politics in social media</td>
<td>Chap 68</td>
<td>CTA6 (e.g., privilege checklist exercise)</td>
</tr>
</tbody>
</table>

See Final Exam schedule on Registrar’s webpage for day and time of the FINAL EXAM
(will actually post it here when that information is available.)
Course Change Request

New Course Proposal

Date Submitted: 05/15/18 9:46 am

Viewing: CVEN 449: Visualization and Building Information Modeling in Structural Engineering Design

Last edit: 07/09/18 8:22 am
Changes proposed by: kbrumbelow

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Brumbelow</td>
<td><a href="mailto:kbrumbelow@tamu.edu">kbrumbelow@tamu.edu</a></td>
<td>979-862-7633</td>
</tr>
</tbody>
</table>

Course prefix: CVEN  
Course number: 449

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

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate): Graduate

Effective term: 2019-2020

Complete Course Title

Visualization and Building Information Modeling in Structural Engineering Design

Abbreviated Course Title: VISZN & BIM IN STR ENG DESGN

Catalog course description

Graphical communication in the structural engineering design process; introduction to Building Information Modeling (BIM); construction documents and contract drawings in structural engineering applications, data analysis and project visualization.

Prerequisites and Restrictions

Grade of C or better in CVEN 250 and CVEN 345.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment

And/Or ( )

Course Prefix/Number Min Grade/Score Academic Level ) Concurrency?
<table>
<thead>
<tr>
<th>Crosslistings</th>
<th>No</th>
<th>Crosslisted With</th>
<th>CVEN 749 - Advanced Visualization and Building Information Modeling in Structural Engineering Design</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>1</td>
</tr>
<tr>
<td>Contact Hour(s)</td>
<td>1</td>
</tr>
<tr>
<td>Lecture:</td>
<td>1</td>
</tr>
<tr>
<td>Lab:</td>
<td>0</td>
</tr>
<tr>
<td>Other:</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>1408010006</td>
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<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
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<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

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

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

- Required (select program)
- Elective (select program)

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

Course Syllabus

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Syllabus:
Use course syllabus form

Meeting times and locations
T 5:30-6:20; HEB 217

Learning outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create structural engineering drawings according to conventional practices and standards.</td>
</tr>
<tr>
<td>Demonstrate techniques in computer-aided design using Building Information Modeling (BIM) software.</td>
</tr>
<tr>
<td>Demonstrate the use of creative design skills to solve ill-defined problems.</td>
</tr>
<tr>
<td>Demonstrate the ability to create written documents related to typical structural engineering work environment.</td>
</tr>
<tr>
<td>Demonstrate basic visualization techniques appropriate to structural engineering projects.</td>
</tr>
</tbody>
</table>

Instructor information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
<th>Office hours</th>
<th>Office location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey M. Otey</td>
<td>979-845-1648</td>
<td><a href="mailto:j-otey@tamu.edu">j-otey@tamu.edu</a></td>
<td>MWF 9:00-10:00</td>
<td>DLEB 213</td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material
ASCENT. Autodesk® Revit 2018 Structure Fundamentals. SDC Publications.

Grading scale
Grade Ranges: A: 90-100%, B: 80-89.99%, C: 70-79.99%, D: 60-69.99%, F: <59.99%

Grading Policies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>How is grade determined</th>
<th>Additional work for graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
<td>Instructor grading of assignments</td>
<td>Additional homework problems will be assigned for graduate students only.</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>20%</td>
<td>Class attendance roll and in-class participation assignments. Class participation will be assessed by quizzes at the beginning of class determining whether the reading assignment has been completed and the completion of in-class assignments.</td>
<td></td>
</tr>
<tr>
<td>Design Project</td>
<td>30%</td>
<td>Instructor grading of project</td>
<td>Project guidelines for graduate section will include elevated expectations for deliverables consistent with graduate-level work and tie-ins to other graduate-level coursework.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>Instructor grading of exam</td>
<td>Additional exam problems will be given for graduate students only.</td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

University rules related to excused and unexcused absences are located on-line at [Student Rule 7](http://student-rules.tamu.edu/rule07).

Attendance and class participation is mandatory. Students are expected to complete the reading assignments before class and to come to class prepared to discuss that lecture’s specific topic. Students are expected to remain engaged with the instructor and to display professional behavior in respect to electronic devices. Excused absences will be defined and handled in accordance with TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07).

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required readings</th>
<th>Assignment due date</th>
<th>Major exam date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Revit; Draw and modify tools</td>
<td>ASCENT Chap 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Structural projects</td>
<td>ASCENT Chap 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grids and columns</td>
<td>ASCENT Chap 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Foundations</td>
<td>ASCENT Chap 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Framing</td>
<td>ASCENT Chap 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please select the appropriate ADA statement for your location

Texas A&M University - Main Campus

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Academic Integrity

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

Letters of support or other documentation
No

Additional information

Reviewer Comments

Kelly Brumbelow (kbrumbelow) (05/11/18 4:07 pm): Rollback: Rollback to add stacked graduate course

Terra Bissett (t.bissett) (05/14/18 3:41 pm): Minor edits made to form.

Terra Bissett (t.bissett) (05/14/18 3:43 pm): Rollback: Syllabus: please include additional work for graduate students under grading policies.

Terra Bissett (t.bissett) (05/15/18 1:18 pm): Updates Received.

Jon Jasperson (jon.jasperson) (07/03/18 2:43 pm): The syllabus does not meet the minimum syllabus requirements document regarding class participation. "If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined." Additional details regarding how participation will be graded is needed.

Sandra Williams (sandra-williams) (07/09/18 8:23 am): Update received. Concerns addressed.


Reported to state?

Add

CS

Key: 18570
Course Change Request

New Course Proposal

Date Submitted: 04/26/18 3:23 pm

Viewing: ENGR 432 : Subsea Project Implementation

Last edit: 07/05/18 1:37 pm
Changes proposed by: jingram

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Ingram</td>
<td><a href="mailto:jingram@tamu.edu">jingram@tamu.edu</a></td>
<td>979-458-9811</td>
</tr>
</tbody>
</table>

Course prefix  ENGR
Course number  432

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

Undergraduate course level justification (Select One)
Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level  Graduate
(alternate)  Undergraduate

Effective term  2019-2020

Complete Course Title
Subsea Project Implementation

Abbreviated Course Title SUBSEA PROJ IMPLEMENT

Catalog course description
Overview of the realization of a subsea development project; includes all stages from discovery to pre-commissioning of the subsea infrastructure.

Prerequisites and Restrictions
Grade of C or better in ENGR 430.

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

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGR 430</td>
<td>C</td>
<td>UG</td>
<td>No</td>
</tr>
</tbody>
</table>

In Workflow

1. CLEN Department Head
   04/27/18 1:45 pm
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
2. Curricular Services Review
   05/04/18 9:59 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. EN Committee Preparer UG
   05/23/18 8:42 am
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
4. EN Committee Chair UG
   06/01/18 9:58 am
   Prasad Enje (enje): Approved for EN Committee Chair UG
5. EN College Dean UG
   06/01/18 9:58 am
   Prasad Enje (enje): Approved for EN College Dean UG
6. UCC Preparer
   06/04/18 8:27 am
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. UCC Chair
   07/09/18 9:30 am
   Sandra Williams (sandra-williams): Approved for UCC Chair

Approval Path

1. 04/27/18 1:45 pm
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
2. 05/04/18 9:59 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 05/23/18 8:42 am
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
4. 06/01/18 9:58 am
   Prasad Enje (enje): Approved for EN Committee Chair UG
5. 06/01/18 9:58 am
   Prasad Enje (enje): Approved for EN College Dean UG
6. 06/04/18 8:27 am
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 07/09/18 9:30 am
   Sandra Williams (sandra-williams): Approved for UCC Chair
Crosslistings | No | Crosslisted With |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Semester | 3 |
| Credit | |
| Hour(s) | |
| Contact Hour(s) | |
| (per week): | |

| Lecture: | 3 |
| Lab: | 0 |
| Other: | 0 |
| Total | 3 |

Repeatable for credit? | No |
Three-peat? | No |
CIP/Fund Code | 1424010006 |
Default Grade Mode | Letter Grade (G) |
Alternate Grade Modes | Satisfactory/Unsatisfactory |
Method of instruction | Lecture |
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | Yes |

Learning Outcomes
Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.
The same learning outcomes will be required for distance students. All coursework will be the same.

Hours
Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.
Lectures delivered on class meeting days for face to face students. Distance students can view recorded lectures and will also meet with the professor online.

Will this course be taught as a distance education course? | Yes |
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. | Yes |
Is 100% of this course going to be taught in Texas? | Yes |
Will classroom space be needed for this course? | Yes |
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)
Has/will this course be(en) submitted for core curriculum consideration? | No |
Has/will this course be(en) submitted for
Course Syllabus

Syllabus: Use course syllabus form

Meeting times and locations
MWF 1:50-2:40 Location TBD

Learning outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the phases (pre-FEED, FEED, EPCI) of a subsea development project, including decision gates.</td>
</tr>
<tr>
<td>2. Explain the key decision drivers associated with field development concept selection.</td>
</tr>
<tr>
<td>3. Explain how the different disciplines of engineering relate to and affect one another.</td>
</tr>
<tr>
<td>4. Explain the importance of Interface Management and identify key interfaces.</td>
</tr>
<tr>
<td>5. Describe an EPCI project team and the different roles within the team.</td>
</tr>
<tr>
<td>6. Describe the critical Project Documentation - Project Execution Plan, Installation Plan, Management of Change, etc.</td>
</tr>
</tbody>
</table>

Instructor information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
<th>Office hours</th>
<th>Office location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Ingram</td>
<td>979-458-9811</td>
<td><a href="mailto:jingram@tamu.edu">jingram@tamu.edu</a></td>
<td>MW 12-1:30</td>
<td>EABB</td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material
There is no textbook for this course. Class notes will be provided.

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Grading Policies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>How is grade determined</th>
<th>Additional work for graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
<td>graded written assignments</td>
<td>For the graduate version of the class, students will complete a project in addition to homework assignments. Undergraduate students only have homework assignments.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
<td>online quizzes</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>online exam</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>online exam</td>
<td></td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

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

Attendance and course participation at your designated time is mandatory. Classes will be held on campus on Mondays and Wednesdays. The Monday lectures will be recorded for distance students. Class will be held online on Wednesdays for the distance students. We will not meet for class on Fridays as Quizzes will be given online on Fridays. However, the instructor reserves the right to hold class on any given Friday if it is deemed necessary. All lectures will be recorded for later viewing.

Proper attendance will be measured by attending class, watching the video lectures (as applicable), active participation in class discussion, submitting assignments, taking quizzes and taking exams. Distance education students are highly encouraged to check that your computer plug-ins and that your internet access are suited for this task prior to the first Bb Collaborate session using https://blackboard.secure.force.com/publickbarclevie?id=kA770000000CbIW
Please select the appropriate ADA statement for your location.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

Letters of support or other documentation

No

Additional information

This course is the undergraduate version of the course ENGR 632 (required course for the Subsea Engineering Program).

Reviewer Comments

Sandra Williams (sandra-williams) (02/07/18 10:26 am): Rollback: If you require a grade of C in your enforced prerequisite table, you must indicate that in the "Catalog Prerequisites and Restrictions". What is concurrent enrollment in ENGR 630? Do you mean stacked? If so, what is the difference in grading between UG and GR students.

Tim Jacobs (tjjacobs) (02/07/18 8:56 pm): Rollback: Hi Julie, I don’t think we should enforce a C or better policy on ENGR 430, if concurrency is also allowed. We can require a grade of C or better for 430 if it were to be part of a minor; thus the student would need to retake 430 to earn the C or better but could move forward with 432. If you would rather the student pass 430 with a C or better before taking 432, then remove the concurrency.

Sandra Williams (sandra-williams) (02/13/18 10:48 am): Rollback: Please reference my comments from 02/07/18...if you require a grade of C or better, you must state that in the catalog prerequisites/restrictions field (ex. Grade of C or better in...)

Terra Bissett (t.bissett) (05/04/18 9:52 am): Comments addressed.

Terra Bissett (t.bissett) (05/04/18 9:57 am): Minor edits made to form.

Jon Jasperson (jon.jasperson) (07/03/18 2:50 pm): From the syllabus, "Students not participating sufficiently may be penalized. The instructor will give the student a warning before this action is taken." The syllabus needs to explicitly show how this might impact the course grading policy. For example, how is "not participating sufficiently" defined? What percentage of the overall grade will be impacted?
jingram (07/05/18 12:13 pm): Participation section to be removed from syllabus. This is leftover from a previous version of the course had "participation and attendance" as 5% of the course grade.
Sandra Williams (sandra-williams) (07/06/18 9:16 am): Concerns addressed.

Reported to state?
Add

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

New Course Proposal

Date Submitted: 05/11/18 1:53 pm

Viewing: MAST 250 : Archaeological Field Methods

Last edit: 07/09/18 10:55 am

Changes proposed by: overcomer

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Paula Morris</td>
</tr>
</tbody>
</table>

Course prefix: MAST
Course number: 250

Department: Liberal Studies
College/School: Galveston Campus
Academic Level: Undergraduate

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

Academic Level: Graduate

Effective term: 2019-2020 Galveston

Complete Course Title: Archaeological Field Methods

Abbreviated Course Title: ARCH FIELD METHODS

Catalog course description:
Fundamentals of archaeological field methods, including surveying, planning and conducting excavations, interpreting stratigraphy, identifying features, recovering artifacts, sampling for environmental analysis and recording all aspects of archaeological process.

Prerequisites and Restrictions:
Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced?: No

Crosslistings: No

Crosslisted With: Stacked with: No

Semester: 3
Contact Hour(s): 4
Lecture: 2
Lab: 2
Other: 0

Repeatable for credit?: No
Three-peat?: No
CIP/Fund Code: 4503010001
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture and Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No
Will this course be taught as a distance education course?
No
Is 100% of this course going to be taught in Texas?
Yes
Will classroom space be needed for this course?
Yes
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)
Program(s)
(BA-MAST) Maritime Studies - BA

Has/will this course be(en) submitted for core curriculum consideration?
Yes
Proposed Core Foundational Component Area
Core Life/Physical Sci (KLPS)
Approved Foundational Component Area

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

### Course Syllabus

Syllabus: Upload syllabus
Upload syllabus [MAST 250 Archaeological Field Methods Syllabus.docx](https://nextcatalog.tamu.edu/courseleaf/approve?role=Faculty%20Senate%20Preparer)

Letters of support or other documentation
Yes
Reported to state?

Add

Key: 18567
MAST 250 Archaeological Field Methods

Fall 2019  
Friday 9 AM-1 PM  
Location: TBA

Instructor Information
Name: Laura White  
Telephone: +1 (409) 741-4067  
Email: lauragwhite@tamu.edu  
Office Hours: TBA  
Office: SAGC 307

Catalog Description
Fundamentals of archaeological field methods, including surveying, planning and conducting excavations, interpreting stratigraphy, identifying features, recovering artifacts, sampling for environmental analysis and recording all aspects of archaeological process.

Course Structure
This course will meet once weekly, on Fridays, and will consist of practical sessions and lectures. Please wear weather appropriate clothing to get dirty, sturdy footwear, and bring water and sun protection.

Learning Outcomes:
- Discover a variety of methods of archaeological survey, excavation, and recording, and demonstrate the ability to choose the most appropriate method depending upon the circumstances of the project at hand.
- Critically analyze the techniques used by other archaeologists in past excavations, and judge whether the techniques and research design were appropriate and effective.
- Explain the ethical and legal considerations of archaeological excavation.
- Recognize hands-on archaeological techniques and gain proficiency in carrying out practical skills demonstrations.
- Design a research plan when given a series of project parameters.

Core Curriculum Objectives and Evaluations (Life and Physical Sciences)
At the end of the semester, students will demonstrate:
- **Critical Thinking Skills:** creative thinking; innovation, inquiry; and analysis, evaluation, and synthesis of information.
  - This course enhances critical thinking skills through reading and class discussion of key concepts and ideas in archaeology. Critical thinking will be necessary to use Middle Range Theory in order to use archaeological remains to draw conclusions about the past. Furthermore, critical thinking skills will be necessary to determine which methods of archaeological analysis are most appropriate, and why. Critical thinking skills will be evaluated through the grading of a mock research proposal, through the oversight of field notes, and through the grading of a critical analysis of field reports completed by professional archaeologists.
- **Communication Skills:** effective development, interpretation, and expression of ideas through written, oral, and visual communication.
  - Students’ proficiency in written communication will be evaluated through the grading of their written essays, see details below. Students’ oral and visual communication will be evaluated through their submission of a presentation at the end of the term, and through oversight of their group communication during group projects.
- **Empirical and Quantitative Skills:** manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
  - Students will be required to complete empirical and quantitative analysis during class exercises, particularly in the exercises for excavation and for mapping. Archaeology is the most scientific of the
social sciences, and a significant amount of empirical data will be collected and analyzed during this course.

- **Teamwork**: ability to consider different points of view and work effectively with others to support a shared purpose or goal.
  - Students will be expected to either work in groups to complete a number activities throughout the term, including oral/visual presentations, and in- and out-of-class exercises.

**Textbook and/or Resource Material**

- All other required readings will be provided on e-learning.

**Grading Policies**

Grade scale (%): A=100-90, B=89-80, C=79-70, D=69-60, F=less than 60

<table>
<thead>
<tr>
<th>Grading Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Assignments:</td>
<td></td>
</tr>
<tr>
<td>- Survey</td>
<td>40%</td>
</tr>
<tr>
<td>- Mapping</td>
<td>10%</td>
</tr>
<tr>
<td>- Excavation and Recording</td>
<td>10%</td>
</tr>
<tr>
<td>- Geophysical Survey</td>
<td>10%</td>
</tr>
<tr>
<td>Field Notes</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis/Comparison of Excavation Reports</td>
<td>20%</td>
</tr>
<tr>
<td>Research Proposal Writing</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Additional detailed information about the assignments, other than what is listed at the end of this syllabus, will be given in separate handouts.

**Make-up Policies**

There are mandatory in-class demonstrations and activities; therefore, days that you miss must be made up within 30 days with proper documentation/university approved excuse. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1) Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence: (i) Texas A&M University Explanatory Statement for Absence from Class form available at http://www.tamug.edu/studentrules/Academic_Rules/Absence%20Statement.pdf or (ii) Confirmation of visit to a health care professional affirming date and time of visit.

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. If you have an unexcused absence, your attendance and participation grade will reflect accordingly based on the grade guidelines. Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Decorum and Civility**

Because this class is so focused on student interaction and group discussion, discourteous behavior will not be tolerated. Discourteous behavior includes playing on cell-phones or laptops in class, excessive off-task discussion, and disrespectful behavior toward your peers or instructors. Penalties for discourteous behavior at its worst may result in ejection from class. You may read more about classroom behavior in the TAMU Galveston student rules: http://www.tamug.edu/studentrules/Academic_Rules/21_Classroom_Behavior.html
Course Schedule (Tentative)

1  Week I
   i. Syllabus, expectations, research design and research questions
2  Week II
   i. Intro to field archaeology, archaeological ethics and laws
3  Week III
   i. The survey process (field walking, shovel testing, coring, aerial photography)
4  Week IV
   i. Mapping: pace and compass and triangulation
5  Week V
   i. Mapping: total station and transit/theodolite
6  Week VI
   i. Excavation: practical concerns and setting up the trench
7  Week VII
   i. Excavation: sediments, soils, stratigraphy, and environments
8  Week VIII
   i. Excavation: profiles, field recording, and documenting
9  Week IV
   i. Excavation: buried deposits and special features, sampling strategies for environmental and dating evidence
10 Week X
   i. Geophysical Prospection and Remote Sensing: ground penetrating radar and resistivity
11 Week XI
   i. Geophysical Prospection and Remote sensing: magnetometry and metal detection
12 Week XII
   i. Chemical methods of prospection
13 Week XIII
   i. Field Artifact Processing: cleaning, cataloging, documentation
14 Week XIV
   i. No class: Thanksgiving
15 Week XV
   i. Makeup class
16 Final Exam
   i. Presentations

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 the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html.

Academic Integrity
For additional information please visit: http://www.tamug.edu/HonorSystem
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Statement on the Family Educational Rights and Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to https://howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.
The complete FERPA notice to students and the student records policy is available at the Office of the Registrar webpage: http://registrar.tamu.edu/Catalogs-Policies-Procedures/FERPA/FERPA-Notice-to-Students#0-StatementofRights.

Items that can never be identified as public information are a student’s social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

**Statement on Course Evaluations**

The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at http://pica.tamu.edu or your Howdy portal.
Assignment Guidelines

MAST ????: Archaeological Field Methods

Group Assignments and Discussions (40%)
At the beginning of the course, you will be assigned to a group randomly, who, barring major disaster, you will complete group work with for the rest of the term.

- In-Class Exercises (4 x 10% = 40% total)
  - You will complete 4 in-class exercises which require hypothesis formulation, data collection, data processing, and the drawing and revision of conclusions based on what you learn. Generally speaking, you will be guided through these exercises with worksheets, and will be required to hand them in at the end of class on the class day one week FOLLOWING their introduction. Only one copy will be needed per group.

Field Notes (20%) DUE November 22
Thorough notes on archaeological work are perhaps the most important task in the field. Detailed and extensive notes will allow you, and others in the future, to reconstruct your excavations and survey work after it has been completed. Field notes are an essential tool for tracking data needed to write accurate and detailed reports. Your notes may consist of text, maps, sketches, field forms, and any other format that documents and details the specifics of your work. Individually kept field notes are required and should be written in a notebook that is separate from any other work related to this course or others. Other items such as lot forms and maps will be shared amongst students in each group. A digital copy of your completed field notes is due on November 22. Notes will be graded on clarity, thoroughness, detail, and organization.

Analysis of Field Reports (20%) DUE October 11
Choose two publications relating to a similar/comparable type of excavation or field project (e.g., the excavation publications of two Neolithic burial mounds, or two Roman villas, or two landscape surveys) and write a 1500 word essay which discusses the various ways in which each report uses text, imagery, format/layout, and specialist reports to present the information, and the effectiveness of this for each report.

Write up your analysis in such a way that it is understandable to the grader without them necessarily having access to the two publications concerned: to facilitate this you can include in your essay up to a maximum of six pages made up of photocopies from your chosen reports — to provide examples of styles of text, layout and imagery which characterize your chosen reports. MORE DETAILS TO FOLLOW!

Proposal (20%)
In this class, you will be responsible for completing a research proposal that details a proposed course of action to explore all facets of survey, excavation, and field conservation for a theoretical archaeological site of your choosing. You'll need to have your site approved by me in the third week of class.

Think of this proposal as a document that you might use to convince a funding body to give you enough money/support/time to complete your proposed analysis. A proposal should consist of a brief introduction, a literature review of your materials and proposed methods, an explanation of how the methods will be used, a justification for why your methods are necessary (as opposed to other methods), a budget, and a timeline.

Please keep in mind that the sky is the limit when it comes to choosing your proposed sites. Be creative! Consider asking other professors here about some of the things they've come across on their excavations. You are welcome to choose something REALLY challenging to write a short proposal over (e.g. a complex site including burials, or a heavily stratified urban site, or an underwater site) or something simple (e.g. a chert source site). Either way, your proposal should reflect all facets of survey and excavation that might be anticipated. MORE DETAILS TO FOLLOW!

We will go over the details of this assignment (and read some actual proposals) later in the term, but keep in mind that your proposal needs to be no more than 4 pages, bibliography non-inclusive.
You will be required to briefly present your proposal to the class at the end of term. Please do your best to give your colleagues an informed portrait of what you are proposing, and use some sort of presentation aid (PPT, Prezi, etc.). The rubric by which your work will be graded is attached.

**Plagiarism Policy**
Plagiarism consists of passing off someone else’s ideas, words, or writing as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. **PLEASE NOTE THAT YOU MUST BE PARTICULARLY VIGILANT AGAINST PLAGIARISM IN A CLASS WITH WRITING ASSIGNMENTS.** For example, if you write a COMPLETELY original paper based on several sources but do not cite these sources clearly in the text and in the bibliography, you are committing plagiarism. Evidence of plagiarism will result in a failing grade. Plagiarism is one of the worst academic sins, for it destroys the trust among colleagues without which research cannot be safely communicated. For more information about plagiarism, please consult the Texas A&M University Galveston Student Rules: [http://www.tamuq.edu/honorsystem/descriptions.html](http://www.tamuq.edu/honorsystem/descriptions.html)
Presentation Rubric

Date:____________________________
Name:____________________________
Subject:___________________________
Total Time of Presentation (less than 15 minutes):____________(0/5)

1. Was the presentation organized and did it follow a logical progression?
   1  2  3  4  5

2. Was the information presented accurate and free of error?
   1  2  3  4  5

3. Did the presenter involve students, hold their attention, and control the class as needed?
   1  2  3  4  5

4. Was the estimated time of the lesson used effectively?
   1  2  3  4  5

5. Was the topic presented enthusiastically?
   1  2  3  4  5

6. Was the presentation innovative or creative?
   1  2  3  4  5

7. Was the presentation polished and professional?
   1  2  3  4  5

8. Was the presenter adequately prepared to answer questions?
   1  2  3  4  5

9. Did the presenter adequately address the question prompts in the syllabus?
   1  2  3  4  5

TOTAL__________________________
Rationale for MAST 250 Archaeological Field Methods

This proposed new course will serve as a program building course for students who wish to attend Field Schools and participate in research and conservation projects which include grants and permits. It will be included as a Major Coursework elective in the MAST degree plan, as well as serving as a core curriculum Life and Physical Science course for non-science majors.

The course differs from MARS 310, Field Methods in Marine Science in the following ways:

1. MAST 250 is a field methods course for non-science majors and will not assume its students to have a vigorous science background.
2. MAST 250 asks questions from the human and historical perspective rather than from an environmental perspective.

CIP code 45.0102: “A program that focuses on the design of research studies, measurement of variables, data analysis, and formulation of models. Includes instruction in experimental, quasi-experimental, and case study methods; historical research; participant observation; questionnaire design; sampling theory; and statistical methods.”
Course Change Request

New Course Proposal

Date Submitted: 02/14/18 10:25 am

Viewing: PHIL 470: Animal Welfare, Ethics and Law

Last edit: 07/05/18 11:53 am
Changes proposed by: lradzik

Contact Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
</tbody>
</table>

Course prefix          | PHIL                | Course number | 470 |
Department             | Philosophy & Humanities |
College/School         | Liberal Arts       |
Academic Level         | Undergraduate      |

Undergraduate course level justification (Select One)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Academic Level (alternate)</td>
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<tr>
<td>Graduate</td>
</tr>
</tbody>
</table>

Effective term         | 2019-2020          |

Complete Course Title  | Animal Welfare, Ethics and Law |
Abbreviated Course Title | ANIMAL WELFARE, ETHICS & LAW |

Catalog course description

Key conceptions of animal welfare; approaches to animal ethics; analysis of important ideas in animal law; consideration of animal contexts such as agricultural, experimental, wild, companion and zoo animals.

Prerequisites and Restrictions
Junior or senior classification, or approval of instructor.

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

Crosslistings No Crosslisted With

Stacked No Stacked with

Semester 3 Contact Hour(s) (per week): Lecture: 3 Total 3 Lab: 0 Other: 0
Credit Hour(s)
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 3801040001

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

Approval Path
1. 02/14/18 3:21 pm Theodore George (t-george): Approved for PHUM Department Head
2. 02/21/18 8:17 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 03/06/18 6:30 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
4. 03/06/18 6:32 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 03/06/18 6:37 pm Steve Oberhelman (s-oberhelman): Rollback to LA Committee Preparer UG for LA College Dean UG
6. 03/08/18 6:16 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
7. 04/25/18 1:36 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
PHIL 470: Animal Welfare, Ethics and Law

Default Grade Mode: Letter Grade (G)

Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture

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

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

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

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

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

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

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: PHIL 470 Animal Welfare Ethics and Law revision.docx

Letters of support or other documentation: No

Additional information

Reviewer Comments:

Steve Oberhelman [s-oberhelman] [03/06/18 6:37 pm]: Rollback: Accidentally approved without UIC approval.

Jon Jasperson [jon.jasperson] [07/03/18 3:13 pm]: The syllabus implies that excused absences must be
approved in advance. This statement needs (if possible) added to comply with Student Rule 7.

Linda Radzik (lradzik) (07/05/18 11:10 am): I've sent a new version of the syllabus to Sandra. It removes the language about advance notification and instead gives the language from Student Rule 7 about the timing of the submission of excuses for absences.

Sandra Williams (sandra-williams) (07/06/18 9:27 am): Concerns addressed.

Reported to state?

Add
Course title/number  Phil 470 Animal Welfare, Ethics and Law
Term (e.g., Fall 200X)  xxx
Meeting times and location  xxx

Catalog Description and Prerequisites:
Prerequisites: Junior or Senior classification, or permission of the instructor
Course description: Key conceptions of animal welfare; approaches to animal ethics; analysis of important ideas in animal law; consideration of animal contexts such as agricultural, experimental, wild, companion and zoo animals.

Learning Outcomes:
Students who have successfully completed this course should be able to:
- Differentiate multiple conceptions of animal welfare and approaches to assessing animal welfare
- Analyse, compare and contrast different theoretical and value approaches to animal ethics both orally and in writing
- Recognize and apply key ideas in animal law, and be able to appraise the importance of welfare and ethics to animal law
- Critically interpret and evaluate specific cases involving animal welfare, ethics and law in contexts such as agriculture, wildlife management, animal research, zoos and companion animals
- Better support their own ethical positions and demonstrate the ability to construct arguments for them.
- Join in group discussions about animal welfare, ethics and law in an open-minded, reasoned and reasonable way
- Coordinate successfully with team members, and communicate effectively with an audience, by preparing and presenting an interdisciplinary case study that brings together work in animal welfare, ethics and law

Instructor Information:
Name: Clare Palmer
Phone: 979-862-1435
e-mail: c.palmer@tamu.edu
Office hours: M/W 2.30-3.30 and other times by appointment
Office location: 301K YMCA

REQUIRED MATERIALS:
All class readings will be available online through the library’s course reserve system: http://library.tamu.edu/

CLASS SCHEDULE:

SECTION 1: ANIMAL WELFARE

Week 1:
1. Introduction to the class
2. What are animals like? Thinking about animal minds and behaviors

**Week 2:**
1. What is animal welfare? Conceptions of welfare
2. Measuring and assessing animal welfare

**Week 3:**
1. Agricultural animal welfare
2. Zoo animal welfare

**SECTION 2 ANIMAL ETHICS**

**Week 4:**
1. Animal Welfare and Animal Ethics
2. Different Theoretical Approaches to Animal Ethics: Value Theory and Ethical Theory

**Week 5:**
1. Contractarian Approaches to Animal Ethics
2. Utilitarian Approaches to Animal Ethics

**Week 6:**
1. Rights Approaches to Animal Ethics
2. Ethics of Care and Contextual Approaches to Animal Ethics

**Week 7: Individual Case Study Due**
1. Wild animal ethics
2. Companion animal ethics

**Week 8:**
1. Laboratory animal ethics
2. Biotechnology and animal ethics

**SECTION 3: ANIMAL LAW**

**Week 9:**
Personhood, Rights and Legal Standing (Including viewing Steven Wise’s film “Unlocking the Cage: Who is a Legal Person?”)

**Week 10**

**Week 11**

**SECTION 4: INTERDISCIPLINARY CASE STUDIES**

**Weeks 12 & 13: Case Studies**
Student groups will work with selected case studies that require research into animal welfare, ethics and law. Example cases include: the import of 18 African elephants to US zoos in 2016; the controversy surrounding orca captivity exacerbated by the film “Blackfish”; debates around de-extinction of the passenger pigeon; the legal case concerning “personhood” of the chimps Hercules and Leo at Stony Brook University.

In **week 12** the nature of the case-study task will be explained, and student groups will have class time to select a case study and to work on their projects.

In **week 13, Group Case Study Due**
Student groups will present their case study analyses to the entire class; every presentation will be followed by discussion.

**Week 14: Catch up and review for final exam**
Discussion of common themes and key topics raised by the cases from the previous week; reviewing material; practice at answering examination questions.

**Week 15: Final Exam**

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

**Academic Integrity**

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

Plagiarism in this class will be subject to the university penalties for plagiarism. If you are in doubt as to how you are using sources, check. Please note: Signing an attendance sheet on behalf of someone who is absent is a form of cheating.

**Assessment, Attendance and Grading**

**Attendance Policy:**
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Students are expected to attend class and to complete all assignments. If you are unable to attend class, you are responsible for providing satisfactory evidence to substantiate the reason for absence, in writing (by e-mail is acceptable), within one week of the last day of the absence. Legitimate reasons for excused absences can be found online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Religious Holidays:**
If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor and alternative arrangements will be made.
Make-up policy:
If you miss a class test for a university-excused reason, substitute assessment will be provided, although it may not be in the same test format as the original assessment missed. If you miss a test for an unexcused reason, you cannot make up the lost grades. Please keep in mind that in accordance with Student Rule 7 you should notify me of an absence prior to missing class if possible.

Grade Assignment and Weighting:
Grades will be weighted as follows:

1. Attendance: 2.5%
2. Participation: 2.5%
3. Six unannounced reading quizzes: 15%
4. Individual case study: 25%
5. Group case study: 25%
6. Final exam: 30%

Grading will be on standard letter grade scale:
- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = <60

Assessment:

1. Attendance:
I will pass around an attendance sheet in each class. You are permitted one unexcused absence without penalty. If you have one or no unexcused absences, you will get full points here. For each unexcused absence beyond one here, you will lose 0.5 attendance points up to 2.5 points. (2.5% of final grade)

2. Participation:
Participation requires contributing to class, in particular asking and answering questions and showing engagement with the issues we’re talking about. Strong performance in terms of participation should also show familiarity with readings and with previous class discussions, understanding of key ideas, and respect for others in the class. Other ways of participating include sending links to relevant articles/news stories to post in e-campus, or ideas/questions you want to discuss in class. Anything that contributes to the class or that shows you are engaged with the class fits into this category. (2.5% of final grade)

3. Reading Quizzes:
There will be 6 reading quizzes in the course of the semester. These will not be announced in advance. Each quiz will have 10 questions. Some questions will be multiple choice, others will require very short answers (just a couple of words). These quizzes are to test that you have done the reading and understood basic claims/arguments in the reading. (15% of final grade)

4. Individual case study:
At the beginning of week 7, you should hand in an analysis of a case study. The case study will have been provided several weeks earlier to the entire class. The case will be a real one in which both animal welfare and animal ethics are important, and you will be required to answer specific questions about it as part of your analysis. (25% of final grade)
5. Group case study:
You will be asked to form a group and to choose a case that includes aspects of animal welfare, ethics and law. (Some cases will be suggested, but you may also choose your own case). You will have to give a group presentation to the class and answer class questions about your case. You will also have to hand in written work concerning aspects of animal welfare, ethics and law relating to the case; your powerpoint slides (if you use them) a list of source material, and an account of the role each group member played in the creation of the presentation. (25% of final grade).

6. Final Exam:
This test will include some short answer questions, one case study, and one essay. The test is cumulative, and will require you to draw on material from across the whole course. (30% of final grade).

Indicative Resources

Animal Welfare

Mason, Georgia. Can’t stop, won’t stop: is stereotypy a reliable animal welfare indicator? Animal Welfare 13: S57-69

Animal Ethics

Horta, Oscar. 2010. The ethics of the ecology of fear against the nonspeciesist paradigm: A shift in the aims of intervention in Nature. *Between the Species* 13/10. DOI: https://doi.org/10.15368/bts.2010v13n10.10


Animal Law


Course Change Request

New Course Proposal

Date Submitted: 05/09/18 4:39 pm

Viewing: **SOCI 377: Entrepreneurial Thought Leaders Seminar**

Last edit: 07/05/18 11:37 am

Changes proposed by: twoods

Programs referencing this course

- MINOR-ENTR: Entrepreneurship - Minor

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia H. Thornton</td>
<td><a href="mailto:phthornton@tamu.edu">phthornton@tamu.edu</a></td>
<td>650-380-5011</td>
</tr>
</tbody>
</table>

Course prefix: SOCI

Course number: 377

Department: Sociology

College/School: Liberal Arts

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

- College/Program Course Level Rubric

Effective term: 2019-2020

Complete Course Title: Entrepreneurial Thought Leaders Seminar

Abbreviated Course Title: ENTREPRENRL THOUGHT LEADER SEM

Catalog course description:

Origins of entrepreneurial cognition and motivation; entrepreneurial thought leaders share lessons from real world experiences in non-profit, profit-making enterprise, government, public policy, and social mission domains; reflection on thought leaders experience in innovation and entrepreneurship; build exposure to entrepreneurial thinking, role modeling, mentoring, social capital.

Prerequisites and Restrictions:

- Should catalog prerequisites / concurrent enrollment be enforced?: No

Crosslistings:

- Crosslisted With: No

Stacked:

- Stacked with: No

In Workflow

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

Approval Path

1. 06/13/18 8:05 pm Jane Sell (j-sell):
   Approved for SOCI Department Head
2. 06/15/18 4:23 pm Terra Bissett (t.bissett):
   Approved for Curricular Services Review
3. 06/15/18 4:26 pm Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Preparer UG
4. 06/18/18 3:19 pm Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Chair UG
5. 06/19/18 3:16 pm Steve Oberhelman (s-oberhelman):
   Approved for LA College Dean UG
6. 06/20/18 1:15 pm Sandra Williams (sandra-williams):
   Approved for UCC Preparer
7. 07/05/18 9:51 am Sandra Williams (sandra-williams):
   Rollback to LA College Dean UG for UCC Chair
8. 07/05/18 11:37 am Steve Oberhelman (s-oberhelman):
   Approved for LA College Dean UG
9. 07/05/18 12:00 pm Sandra Williams
SOCI 377: Entrepreneurial Thought Leaders Seminar

<table>
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<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>Credit Hour(s)</td>
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<td>Contact Hour(s) (per week):</td>
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<tr>
<td>Lecture:</td>
<td>3</td>
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<tr>
<td>Total</td>
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<tr>
<td>Lab:</td>
<td>0</td>
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<tr>
<td>Other:</td>
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Repeatable for credit? No
CIP/Fund Code 4511010001
Default Grade Mode Letter Grade (G)
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

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

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

**Required (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tr>
<td>(MINOR) Innovation &amp; Entrepreneurship Minor</td>
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**Elective (select program)**

<table>
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<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(BA-SOCI) Sociology - BA</td>
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</tbody>
</table>

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

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

SOCI 377 Entrepreneurial Thought Leaders Revision.docx

Letters of support or other documentation No

Additional information

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer 2/3
Reviewer Comments

Terra Bissett (t.bissett) (05/04/18 10:44 am): Minor edits made to form.

Terra Bissett (t.bissett) (05/04/18 10:45 am): Rollback: Incorrect CIP Code on form, please update. Syllabus: Learning outcomes define what the student will know or be able to know instead of "understand"; Committees will want learning outcomes to answer the question: "At the end of the course, the student will be able to...."

Denis O'Hearn (dohearn) (05/09/18 10:37 am): Rollback: editing

Terra Bissett (t.bissett) (06/15/18 4:22 pm): Updates received.

Jon Jasperson (jon.jasperson) (07/03/18 3:17 pm): Course scheduled should only have 14 weeks of content instead of 15 weeks.

Sandra Williams (sandra-williams) (07/05/18 9:51 am): Rollback: Rolling back as requested.

Sandra Williams (sandra-williams) (07/06/18 9:27 am): Concerns addressed.

Entrepreneurial Thought Leaders Seminar

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SOI 377

Spring 2019

Instructor Patricia H. Thornton
Office: 328B Academic Bldg.
Phone: 650-380-5011
Email: phthornton@tamu.edu
Office Hours: directly after class, or by email, Skype, and appointment

Catalog Description
Origins of entrepreneurial cognition and motivation; entrepreneurial thought leaders share lessons from real world experiences in non-profit, profit-making enterprise, government, public policy, and social mission domains. Reflection on thought leaders experience in innovation and entrepreneurship. Build student exposure to entrepreneurial thinking, role modeling, mentoring, social capital.

Course Description
Experience is widely recognized as one of life’s most effective teachers of the entrepreneurial spirit as well as for having the foresight to recognize entrepreneurial opportunities. However, students may not have family backgrounds in entrepreneurship nor have much entrepreneurial experience themselves.

This course creates opportunities for students to learn from the experience of entrepreneurial thought leaders. It teaches students how to observe, reflect on, and validate the experience of entrepreneurial thought leaders. Students conduct research on entrepreneurial thought leaders to analyze how they innovate effectively and to identify and analyze the attributes and skills that cultivate their innovativeness. Students learn to conduct case study research and to publish it as multimedia learning modules on the OAKTrust Institutional Repository open source platform. This information is made available to students, educators, and citizens in the community and around the world. Students nominate, vote on, and invite three thought leaders to participate in this seminar experience by a cameo appearance in class and at an open forum speaking event.

The pedagogy uses three established methods of acquiring knowledge about entrepreneurial thought leaders: observation, reflection, and experimentation. Observation involves the collection of facts; reflection the combination of facts; experimentation verifies the result of combination. Students explore and connect the motives, skills, and other characteristics of entrepreneurs in light of knowledge of their life histories and changes in the institutional environment in non-profit, profit-making enterprise, government, public policy, and social mission domains including for example founders of global technology companies, venture capitalists, social innovators, and best-selling authors. Students’ increase exposure to entrepreneurial thinking, role modeling, mentoring, and social capital building. Research shows that entrepreneurs who have a mentor tend to recognize more opportunities than entrepreneurs
who do not and that individuals with entrepreneurial role models are more likely to become entrepreneurs.

**Learning Outcomes**

At the end of the course, the student will be able to:

1. Describe where innovation comes from and the different sources or factors that can trigger the innovative process.

2. Differentiate between individual creativity, entrepreneurship, and innovation.

4. Articulate how skills, motives, and characteristics of innovators and entrepreneurs are associated with new venture success.

5. Identify the causes of entrepreneurial opportunity recognition.

**Prerequisites**

None; SOCI/MGMT 376 is recommended

**Resource Materials**


8. Thirty under Thirty, Meet the class of 2019, *Forbes, on e-campus.*

9. The Artificial Intelligence 100 2018 The Best of the CB Insights Community, on e-campus.

10. OAKTrust Institutional Repository, [https://oaktrust.library.tamu.edu/handle/1969.1/3365](https://oaktrust.library.tamu.edu/handle/1969.1/3365)

11. Personal laptop

Popular and Business Press articles are updated annually.

**Course Assignments**

<table>
<thead>
<tr>
<th>DUE</th>
<th>ASSIGNMENT</th>
<th>% GRADE</th>
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<tbody>
<tr>
<td>N/A</td>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>3/6</td>
<td>Mid-term Exam</td>
<td>10</td>
</tr>
<tr>
<td>4/3</td>
<td>Final Exam</td>
<td>10</td>
</tr>
<tr>
<td>1/28</td>
<td><em>Project 1</em> Academic Literature Review on Entrepreneurial Motivation, Post Slide Deck to e-campus, Class Presentation, Discussion</td>
<td>10</td>
</tr>
<tr>
<td>2/6</td>
<td><em>Project 2</em> Entrepreneurial Thought Leader Biography Research, Post Slide Deck to e-campus, Class Presentation, Nomination &amp; Vote</td>
<td>20</td>
</tr>
<tr>
<td>3/18</td>
<td><em>Project 3</em> Role-Play Scenario Applying the “Thinking About the Future Guidelines” to Entrepreneurial Thought Leader (project 2)</td>
<td>10</td>
</tr>
<tr>
<td>3/25-4/8-4/17</td>
<td><em>Project 4</em> Entrepreneurial Thought Leader Event Organizer &amp; Ambassador</td>
<td>10</td>
</tr>
<tr>
<td>4/24</td>
<td><em>Project 5</em> Entrepreneurial Thought Leader Case Study Write-up, Post to e-campus &amp; OAKTrust Open Source Platform</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
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</tbody>
</table>

**Grade Scale:**

- A 90% or above
- B 80% - 89%
- C 70% - 79%
- D 60% - 69%
- F less than 60%

LATE OR MAKE-UP ASSIGNMENTS ARE NOT ACCEPTED UNLESS THERE IS A UNIVERSITY AUTHORIZED EXCUSE. See [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
Exams
There will be a midterm and a final exam. Exams will be based on readings, lecture, and student presentation slide decks. Review of the slide decks is an excellent way to organize studying for the exams. Then refer to the readings for further questions and in-depth explanations. The midterm exam covers the material in the first half of the course and the final covers the material in the second half of the course. All exams will be taken in class using e-campus, which requires a phone or a laptop.

Make-up Policy If your absence is excused, you will have 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 the 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 an absence properly may result in an unexcused absence.

Team Assignments
Teamwork is an integral part of the modern workplace and most new ventures are founded by teams. It is your responsibility to form a team of three students by the end of the second class. Larger teams require approval by the instructor. The best performing teams have members with a diversity of majors, experiences, and skills. All team members are expected to speak and participate in in a team presentation and submit a single report with the names of all team members. All members of a team receive the same grade for a team assignment. Contact the instructor as soon as possible if you believe that team members are not contributing equitably and reliably. Please do not wait until the course ends to discuss this problem as we are unable to effectively intervene at this stage. In such cases individuals’ grades may be adjusted based on a survey of team members’ feedback.

Team Projects
Project 1 Academic Literature Review on Entrepreneurial Motivation, Slide Deck & Class Presentation

Conduct a literature review on one of the key theoretical concepts or mechanisms that influences and explains individuals’ entrepreneurial motivation. Teams will draw straws in class to establish choice order to ensure covering key topics which includes individuals’ psychological traits such as need for achievement, locus of control, optimism, risk taking, and self-efficacy; characteristics of individuals’ human capital, social capital, and macro-economic events. You are to find the most recent review article and the 3 most highly cited theoretical and or empirical articles in the last 10 years on the topic you selected, summarize the key points in a power point slide deck, and present this information to the class. Please post your slides on the course e-campus website as
these slides along with the readings provide the academic guideposts for the entrepreneurial thought leader case study described in project five.

**Project 2 Entrepreneurial Thought Leader Biography Research Review Slide Deck & Class Presentation**

There are five business press articles listed on the syllabus that identify and highlight entrepreneurial thought leaders. Read these articles, or select articles of your choice, to make a case for why the class should select one thought leader to participate in our class and a general forum speaking event. Also, make a case for how you might be able to convince the thought leader to participate. Their participation will require a classroom visit and giving a 45-minute talk in an all-campus forum. Thought leader nominations must (1) identify the social, economic, technical or other problem the thought leader is attempting to solve and (2) identify the sources of information you used to make your nominating choice.

**Project 3 Role-Play Scenario Applying the “Thinking About the Future Guidelines” to Entrepreneurial Thought Leaders**

Read Hines and Bishop, Thinking About the Future and develop a role play scenario in which you apply and act out the guidelines discussed in the book to the entrepreneurial thought leader that you selected in projects two and three. The guidelines are how thought leaders framing, scanning, forecasting, visioning, planning, and acting. The class will be the audience and will be asked to assess the strengths and weaknesses of the entrepreneurial thought leaders vis-à-vis the guidelines. For guidance on how to create a role play scenario seem my slide deck posted on e-campus.

**Project 4 Entrepreneurial Thought Leader Event Ambassador**

Each team will have a turn at being responsible for the logistics of one of the three entrepreneurial thought leader events. The team providing organizational leadership will be expected to enlist the voice and assistance of the class in the logistics of arranging transportation, lodging, food, reception, the room, media publicity, develop the master of ceremony questions for the speaker, be discussion leads during the seminar to follow the speaking event, and any tasks necessary to make the open forum speaking event and seminar run smoothly. This includes expanding the audience for the speaker event and accompanying case studies (project 5) by producing dynamic digital products such as video and audio clips on easy to digest take-aways that will be embedded into the case studies that will be posted on the OakTrust Institutional Repository, easily accessed on computers, smart phones, and tablets. We will discuss in class the division of labor needed to accomplish the logistics based on interests, expertise and lead team responsibilities.

**Project 5 Entrepreneurial Thought Leader Case Study Write-up and on-line publication**

Write a 10 page case study of the entrepreneurial thought leader of your choice. Draw on the course literature and the articles posted from project one summarized in slide decks posted on e-campus. For guidance on style and format see my slide deck posted on e-campus on how to write

### Course Calendar

**Week 1A**
Overview of course themes, team project assignments, and logistics

**Week 1B**
Team Formation

**Week 2A**
Holiday—Martin Luther King Day

**Week 2B**

**Week 3A**
Project 1 Academic Literature Review on Entrepreneurial Motivation Presentations

**Week 3B**
Bessant & Tidd 2015 ch. 5 “Entrepreneurial Creativity,” pp 123-161.

**Week 4A**
Bessant & Tidd 2015 ch. 6 “Sources of Innovation,” pp 163-198.

**Week 4B**
Texas Monthly, Forbes, and CB Insights Articles on Entrepreneurial Thought Leaders
Project 2 Entrepreneurial Thought Leader Biography Research Presentations

**Week 5A**
Project 2 Entrepreneurial Thought Leader Biography Research Presentations

**Week 5B**
Project 2 Entrepreneurial Thought Leader Biography Research Presentations
Nominations and Voting

**Week 6A**
Hines and Bishop 2015 *Thinking About the Future*
Framing pp 19-79

**Week 6B**
Hines and Bishop 2015 *Thinking About the Future*
Scanning pp 85-122
**Week 7A**  
Hines and Bishop 2015 *Thinking About the Future*  
Forecasting pp 127-216

**Week 7B**  
Hines and Bishop 2015 *Thinking About the Future*  
Visioning pp 221-261

**Week 8A**  
Hines and Bishop 2015 *Thinking About the Future*  
Planning & Acting pp 267-291, 297-362  
Midterm Exam Review & Q&A  
Submit Exam Questions

**Week 8B**  
Midterm Exam

**Week 9A**  
Project 3 Role-Play Scenario Applying the “Thinking About the Future Guidelines” to Entrepreneurial Thought Leader project 2

**Week 9B**  
Project 3 Role-Play Scenario Applying the “Thinking About the Future Guidelines” to Entrepreneurial Thought Leader project 2

**Week 10A**  
Project 4 Entrepreneurial Thought Leader 1 Logistics

**Week 10B**  
Project 4 Entrepreneurial Thought Leader 1 Event

**Week 11A**  
Project 4 Entrepreneurial Thought Leader 1 Debrief  
Final Exam Review & Q&A  
Submit Final Exam Questions

**Week 11B**  
Final Exam

**Week 12A**  
Project 4 Entrepreneurial Thought Leader 2 Logistics

**Week 12B**  
Project 4 Entrepreneurial Thought Leader 2 Event

**Week 13A**  
Project 4 Entrepreneurial Thought Leader 2 Debrief
Week 13B
Project 4 Entrepreneurial Thought Leader 3 Logistics

Week 14A
Project 4 Entrepreneurial Thought Leader 3 Event

Week 14B
Project 4 Entrepreneurial Thought Leader 3 Debrief
Project 5 Entrepreneurial Thought Leader Case Study Write-up
Course Wrap-up

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

Academic Integrity Statement and Policy:

    Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://aggiehonor.tamu.edu/. On course work, assignments, and examinations at Texas A&M University, you may be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

    In case you don’t visit these websites, here’s a little clarification on academic honesty as I see it. I expect the following:

    1. Work completed in this class is original to this semester and to this course section.
2. Any reference to another person’s thoughts, writing, or speech is appropriately acknowledged (e.g., use quotations, citations, reference lists, etc.). This means that if you borrow one or more specific terms, a phrase, or even an idea, you MUST give credit to the original source. Even if you do not use a direct quotation, if you borrow the idea, you MUST give credit to the original source. I don’t expect you to be a master in any particular method of citation (e.g., MLA, APA, etc.); just make it clear when you have used someone else’s ideas to build your own. Failure to appropriately credit work will be considered academic dishonesty and is subject to penalization based on its severity (beginning with a zero on the assignment and extending to an F in this class).

Food & Beverage Policy

We want to maintain the classrooms. Thus, no beverages, food, tobacco products, or animals (unless approved) are allowed within the classrooms. Bottled water is permitted.
Course Change Request

New Course Proposal

Date Submitted: 04/16/18 10:05 am

Viewing: SOCI 450 : Social Entrepreneurship

Last edit: 07/06/18 9:54 am

Changes proposed by: phthornton

Programs referencing this course

MINOR-ENTR: Entrepreneurship - Minor

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Thornton</td>
<td><a href="mailto:phthornton@tamu.edu">phthornton@tamu.edu</a></td>
<td>650-380-5011</td>
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</tbody>
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Course prefix  
SOCI

Course number  
450

Department  
Sociology

College/School  
Liberal Arts

Academic Level  
Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Academic Level (alternate)  
Graduate

Effective term  
2019-2020

Complete Course Title  
Social Entrepreneurship

Abbreviated Course Title  
SOCIAL ENTREPRENEURSHIP

Catalog course description

Applying business principles and practices to solve social, economic and environmental problems; social entrepreneurship concepts and issues in scaling social enterprise ventures including management tools, organization structures, funding sources, impact measurement; experience in opportunity recognition, designing, planning, pitching social mission ventures; build social capital with social enterprise founder; capstone course.

Prerequisites and Restrictions

Concurrent Enrollment  
No

Should catalog prerequisites / concurrent enrollment be enforced?  
No

Approval Path

1. 04/16/18 10:27 am
   Denis O'Hearn (dohearn): Approved for SOCI Department Head

2. 04/16/18 10:43 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 04/16/18 10:49 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG

4. 04/25/18 1:36 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

5. 04/25/18 1:37 pm
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

6. 05/08/18 3:40 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer

7. 07/05/18 11:40 am
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

In Workflow

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

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Crosslistings: No
Crosslisted With: No

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

Repeatable for credit: No
Three-peat: No

CIP/Fund Code: 4501010001
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory

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

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

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

Required (select program)

(MINOR) Innovation & Entrepreneurship Minor

Elective (select program)

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

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

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

Course Syllabus

Syllabus:

Upload syllabus
SOCI 450: Social Entrepreneurship

Upload syllabus: SOCI 450 Social Entrepreneurship revision II.docx

Letters of support or other documentation: Yes

Upload files: Support Letter - SOCI 450 and SOCI 476.pdf

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (04/16/18 10:43 am): Minor edits made to course description.

Jon Jasperson (jon.jasperson) (07/03/18 3:22 pm): A) In the makeup policy section, the prior notification statement should include an "if possible" clause to agree with Student Rule 7. B) The course scheduled should only have 14 weeks of content instead of 15 weeks.

Sandra Williams (sandra-williams) (07/05/18 9:52 am): Rollback: Rolling back as requested.

Sandra Williams (sandra-williams) (07/06/18 9:27 am): Concerns addressed.


Reported to state?

Add

CS

Key: 18556
Social Entrepreneurship

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SOCI 450

Spring 2019

Professor Patricia H. Thornton
Office: Academic 328 B
Phone: 650-380-5011
Email: phthornton@tamu.edu

Office Hours: directly after class, or by email, Skype, and appointment

Catalog Description
Capstone course applying business principles and practices to solve social, economic, and environmental problems. Social entrepreneurship concepts and issues in scaling social enterprise ventures including management tools, organization structures, funding sources, impact measurement. Experience in opportunity recognition, designing, planning, pitching social mission ventures. Build social capital with social enterprise founders.

Course Description
This is a capstone course on social entrepreneurship in which you and your team create a proposal for a financially viable business that is mission driven to target positive social, economic, or environmental outcomes in underserved markets. You may already be in the process of developing this business and use this class to further develop its progress. Social entrepreneurship applies business innovations to solve social, economic, and environmental problems. It addresses the question of can individuals change the world through the application of business theory and practice to reduce poverty, hunger, inadequate housing, homelessness, unemployment, under-employment, illiteracy, disease, environmental degradation, disability, or other issues. Social entrepreneurs seek to develop alternative solutions to these problems in the context in which state and federal government and traditional corporate organizations have been unsuccessful. In an era of declining government revenues and greater competition for private donors, a key dilemma is how to align social mission and profit orientation to decrease donor dependency and achieve financial self-sustainability. The course includes key concepts and issues in scaling social enterprise ventures including strategic management tools, organization structures, funding sources, and impact measurement. Case analysis, field work, and presentational assignments are designed to broaden your academic knowledge and outside the class room experience with social entrepreneurship and to build your social capital with social entrepreneur who can serve as role models and mentors.

Prerequisites
None; SOCI/MGMT 376, SOCI 476 recommended

Learning Outcomes
1. Ability to identify the characteristics of social entrepreneurs and career opportunities in social entrepreneurship
2. Gain experience in social enterprise opportunity recognition and analysis of social, economic, and environmental dilemmas
3. Ability to develop a social enterprise proposal that meets social needs and assets
4. Apply knowledge of theory and practice for interpreting market and industry forces
5. Create a theory of social change to gain support for your team’s innovation
6. Apply management principles and tools to create a social change model
7. Identify a realistic resource framework to develop your team’s innovation
8. Demonstrate ability to develop social capital with social enterprise founders

Required Resource Materials
2. Additional readings available on e-campus
3. Subscription to Bizplan, web-based software tool to manage business plan development https://www.bizplan.com/sign-up/plans-pricing
4. Each student is required to bring a laptop computer to class

10 Deliverables Are Required

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<thead>
<tr>
<th>DUE</th>
<th>ASSIGNMENT</th>
<th>% GRADE</th>
<th>% SUBTOTAL</th>
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<tr>
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<td>Class Participation</td>
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<td>3/6</td>
<td>Mid-term Exam</td>
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<td>Final Exam</td>
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<tr>
<td>1/28</td>
<td>Case 1 Written Analysis</td>
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<td>Case 3 Written Analysis</td>
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<tr>
<td>1/30</td>
<td>Project 1 Social Enterprise Report &amp; Presentation</td>
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<td>Project 2 Social Financial Tools Report &amp; Presentation</td>
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<td>4/15</td>
<td>Project 3 Social Enterprise Venture Creation</td>
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<td>Total</td>
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Grade Scale:
A    90% or above
B    80% - 89%
C    70% - 79%
D    60% - 69%
F    less than 60%

To receive a superior grade please demonstrate analytical thinking. Analytical thinking is defined as interpreting and evaluating the facts based on empirical evidence, prior experience, theory, or some other form of logical reasoning, not simply describing the facts. Show your ability for
creative thinking, why your insights may not be obvious, and support for your assertions. Assignments will be graded on the following criteria 1) demonstrates analytical thinking on key issue(s), 2) shows knowledge of and integration of relevant course material, 3) summary of main issues, 4) overall quality and organization of the writing.

LATE OR MAKE-UP ASSIGNMENTS ARE NOT ACCEPTED UNLESS THERE IS A UNIVERSITY AUTHORIZED EXCUSE.

If you believe something was missed in grading your work, please write a brief summary of what you think needs further consideration. If you request a re-read, please be aware that your grade may go down, remain the same, or go up. Each grade is final one week after given.

Class Participation

Students are expected to be prepared for each class by reading assigned materials in advance and being prepared to discuss the questions in the marquis sections in the text on “connecting the dots” and “thought questions.” Verbally interact in class discussions to apply your knowledge. Attendance of all team members is mandatory for project presentations. Class participation is NOT attendance. Poor attendance reduces opportunity to participate and therefore your class participation grade.

Your class participation score is based on the quality of your verbal in-class and software platform contribution and whether it constructively extends or challenges class material and student work and discussion. At the end of each class a score is recorded for your class participation. Your preparedness, logical reasoning, and ability to apply general concepts to the specific situations under discussion and analysis is considered. (E) Exemplary = 3 points, (S) satisfactory = 2 points, (L) less than average = 1 point, (0) = no participation. At the end of the course your cumulative points may be class curve adjusted.

If you have a legitimate reason for absences (for example, extended hospitalization), please contact the instructor at the earliest possible time. Any activity that is under your control (for example, vacation, job and assignment interviews, etc.) should be scheduled at a time that does not conflict with class. **If you miss any class period, it is your responsibility to get notes, assignments, and any other information from another student.** Announcements of any schedule changes will be made in class and by e-campus.

Exams

Exams will be based on all assigned readings, lectures, discussions, and presentations. The midterm covers the material in the first half of the course and the final covers the material in the second half of the course. All exams will be taken in class using e-campus which requires a phone or laptop.

Make-up Policy If your absence is excused, you will have 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 the 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, if possible. See Student Rule 7 on notification.

**Team Assignments**

Teamwork is an integral part of the modern workplace and most new ventures are founded by teams. It is your responsibility to form a team of three students by the end of the second class. Larger teams require approval by the instructor. The best performing teams have members with a diversity of majors and experiences. All team members are expected to speak and participate in a team presentation and submit a single report with the names of all team members. All members of a team receive the same grade for a team assignment. Contact the instructor as soon as possible if you believe that team members are not contributing equitably and reliably. Please do not wait until the course ends to discuss this problem as we are unable to effectively intervene at this stage. In such cases individuals’ grades may be adjusted based on a survey of team members’ feedback.

**Case Analysis**

The purpose of case analysis is to use theories, models, and concepts to analyze real world problems. In class sessions we will discuss cases from the textbook, which are entitled “cases” and “voices from the field.”

You are required to read and participate in the discussion of 3 case studies. Write an 800-1200 word analysis. The case studies are paired with the reading. Use the reading to analyze the case facts and suggest answers to the case questions. I encourage you to conduct outside research to understand the case history, dynamics, and epilogue. If for instance a case ended in 2015 you should provide your analysis as to the facts given in the case at that time. What would you have done in 2015 given your analysis and why? Then, update the class on what has transpired since the case ended and how it may be different or similar to what you understood when the case facts ended.

Address the following questions to think critically about the cases and interpret any outside supporting research you have conducted.

1) Problem identification: What is the case about?

2) Define context: What are the important facts about the person, problem, and situation? How can you better understand the problem by drawing on concepts from class lecture, reading, discussion, and presentations?

3) Assumptions: What are the key underlying assumptions made by actors and stakeholders in the case? Are there any fallacies in their reasoning?
4) Solutions: What is a possible solution(s)? Is it feasible? Is there information missing that prevents generating a solution?

5) Solution Evaluation: If a solution has been offered, critique its merits. Explain your position/solution/argument.

Please number your responses to the questions in the same order as the above case questions. Use double spacing, 12-point font, one-inch margins, plus attachments for all written assignments. Attachments are information in diagram, graph, and numeric form appended to the end of the write-up. Attachments allow you synthesize your thoughts and to respect the page limits of the assignment by summarizing key facts and analyses.

Submit your case analyses to the e-campus course website and two hard copies at the beginning of class on the assignment due date. No late and make-up cases are accepted because cases are discussed in class and case solutions are posted after class on e-campus.

Project 1: Identify a Social Enterprise, Written Analysis and Presentation

This project demonstrates in-depth knowledge of a social enterprise of your choice and is an opportunity to build your social capital with a potential social entrepreneur mentor and role model and educate the class about your experience.

Conduct an interview with a social entrepreneur with line responsibility and also make use of secondary data sources to become familiar with the social enterprise. An example of secondary data sources are annual reports, organizational charts, website information, brochures, books, and articles. The information you gather should enable you to:

1) explain why the organization is a social enterprise using definitions and concepts from course reading,
2) describe an overview of the industry or sector the organization is located in, e.g., health, education, human service, etc.,
3) understand how the social entrepreneur recognized the opportunity,
4) explain what problem is being solved,
5) explain the theory of social change,
6) understand the resource framework the social entrepreneur is using to develop their organization,
7) explain why the organization is innovative.

Create a slide deck for class presentation (10-15 minutes depending on enrollment) and a 1200 word written report plus attachments that elaborate on your presentation points.

Check e-campus for a list of possible interviewees and contact information, however, I encourage you to branch out and be creative in selecting an interview site. This assignment requires a face-to-face interview unless the entrepreneur is located outside the geographic area. Seek prior approval for such cases. Email chats and phone conversations are great for introductory and follow-up purposes but are not substitutes for face-to-face on-site observation
and conversation. Do not interview a family member, an employer, or someone you already know.

Half of your grade is based on your presentation, the other half on your written report. Please do not write your report in a question and answer format. Your report and presentation will be evaluated on the basis of the quality and effort of your data gathering, integration of course concepts, oral presentation, and written analysis. Submit your slide deck and written report to e-campus.

**Project 2: Social Finance Tools Written Analysis and Presentation**

This project demonstrates in-depth knowledge of a social finance tool such as microfinance, social impact bonds, etc.

Create a slide deck for class presentation (10-15 minutes depending on enrollment) and a 1200 word written report plus attachments that elaborates on your presentation points.

The information you gather should enable you to:

1) should identify a social finance tool,
2) explain how it works,
3) offer evidence of its success and/or failure

Half your grade is based on the presentation, the other half on the written report.

**Project 3: Social Enterprise Creation, Slide Deck and Class Pitch**

This assignment is an opportunity to experiment with your ideas to start a social venture. It must have a business model that is scalable and financially self-sustainable.

Select whether to complete Stage 1 or 2. Stage 1 is focused on evaluating your idea and presenting it to the class. Stage 2 is focused on presenting your idea to a pitch event or an investor. Stage 2 assumes your slides include the data and analysis needed to address stage 1 questions.

**Stage 1** deliverables are a 2-page single spaced executive summary, 10-20 slide deck, and in-class pitch with the goal of evaluating whether your entrepreneurial idea is worth pursuing by examining it with respect to 4 questions.

1) Is there a sufficiently attractive market opportunity?
2) Is your proposed solution feasible from a market and technology perspective?
3) How can you compete over a sufficiently long time to establish the venture?
4) How can you assemble a team that can execute a commercialization plan?

First, indicate why there is a market opportunity. What unmet need or problem does your venture solve? Who are the people or organizations that will perceive the problem and value your solution? How would a potential customer buy a solution? How would you conduct primary market research to support your assumptions and indicate a rough sizing of the potential market?
Second, make a case for the feasibility of your solution or product. Why is it acceptable to potential customers? Feasibility can deal with the market, i.e., the solution is acceptable to potential customers and/or technical feasibility, i.e., can your solution be created within acceptable parameters such as cost, function, and effectiveness. What customer segment will be targeted? Will there be customer switching costs? Does your solution emphasize product differentiation or a lower cost alternative? What will be the minimally viable product at launch and what is the plan for adding features?

Third, what is the competitive advantage of your solution? How can it be sustained over a relevant time horizon? (Competitive advantage indicates a set of assets that are valuable, rare, inimitable and non-substitutable.) Who are the direct competitors and what are their shortcomings? Does the customer perceive these shortcomings? Are there alternatives? What are they and what are their strengths and weaknesses? How will you protect your uniqueness?

Fourth, how do you plan to build out the key team of people that will be needed to develop your new venture? What skills and experience are required? What is the timeline for assembling the team? Where would you look to assemble the team?

You should be able to address these “customer value proposition” questions. Your write-up should not be more than 10-12 double spaced pages, plus attachments. Attachments may include for example a potential customer list, a competitor or near competitor list, an analysis of product features compared to the competition, a diagram of market structure, etc.

Stage 2 is a 2-page executive summary, 10-20 slide pitch deck, and class or other venue pitch event. It illustrates that you have used Stage 1 criteria, the lean start-up method, or some other systematic method to validate your social venture idea. The difference between the stage 1 and 2 assignments is evaluation versus validation of your entrepreneurial idea. Stage 2 assumes further progress and requires instructor prior approval.

Half your grade is based on the written material, the other half on the slide deck and presentation pitch.

Course Calendar

Week 1A
Overview of course themes and requirements
5 minute Youtube video on hybrid organizations
http://www.youtube.com/watch?v=9poHaUkPQ-Y
Student Introductions and Instructions on Team Formation
BizPlan Software platform orientation and setting up your account

Week 1B
KL ch 1 & 2 Introduction and Defining and Distinguishing Social Entrepreneurship
Team Formation Time

Week 2A
Holiday—Martin Luther King Day

Week 2B
KL ch 3 Recognizing Social Opportunities
Class Exercise on Recognizing Social Opportunities

**Week 3A**
Case 1

**Week 3B**
Project 1 Identifying a Social Entrepreneur Presentations

**Week 4A**
Project 1 Identifying a Social Entrepreneur Presentations

**Week 4B**
KL ch 4 Lean Start-up Method for Social Enterprises

**Week 5A**
KL ch 5 Developing a Strategic Plan for a Social Venture

**Week 5B**
KL ch 5 Developing a Strategic Plan for a Social Venture

**Week 6A**
KL ch 6 Organizational Structure

**Week 6B**
KL ch 7 Funding Social Ventures

**Week 7A**
Case 2

**Week 7B**
Project 2 Social Finance Tools Presentations

**Week 8A**
Project 2 Social Finance Tools Presentations

**Week 8B**
Midterm Exam

**Week 9A**
KL ch 8 Measuring Social Impact

**Week 9B**
KL ch 9 Scaling the Social Venture

**Week 10A**
Case 3
Week 10B
KL ch 10 Social Intrapreneurship

Week 11A
KL ch 11 Social Entrepreneurship and Environmental Sustainability

Week 11B
KL ch 12 The Social Entrepreneurship Support Eco-system

Week 12A
Case 4
Guest Speaker

Week 12B
Final Exam

Week 13A
Project 3 Social Venture Creation Pitch Presentations
Social Venture Community Audience

Week 13B
Project 3 Social Venture Creation Pitch Presentations
Social Venture Community Audience

Week 14A
Project 3 Social Venture Creation Pitch Presentations
Social Venture Community Audience

Week 14B
KL ch 13
Course Wrap-up

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

Academic Integrity Statement and Policy:

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

Upon accepting admission to Texas A&M University, a student immediately assumes a
commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://aggiehonor.tamu.edu/. On course work, assignments, and examinations at Texas A&M University, you may be asked to sign the following Honor Pledge:

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

In case you don’t visit these websites, here’s a little clarification on academic honesty as I see it. I expect the following:

1. Work completed in this class is original to this semester and to this course section.
2. Any reference to another person’s thoughts, writing, or speech is appropriately acknowledged (e.g., use quotations, citations, reference lists, etc.). This means that if you borrow one or more specific terms, a phrase, or even an idea, you MUST give credit to the original source. Even if you do not use a direct quotation, if you borrow the idea, you MUST give credit to the original source. I don’t expect you to be a master in any particular method of citation (e.g., MLA, APA, etc.); just make it clear when you have used someone else’s ideas to build your own. **Failure to appropriately credit work will be considered academic dishonesty and is subject to penalization based on its severity (beginning with a zero on the assignment and extending to an F in this class).**

**Food & Beverage Policy**

We want to maintain the classrooms. Thus, no beverages, food, tobacco products, or animals (unless approved) are allowed within the classrooms. Bottled water is permitted.
Dear Pat and Steve:

Recently, we discussed courses that the College of Liberal Arts will teach to support the proposed university-level entrepreneurship minor. Our discussion considered the possibility of overlap among the three College of Liberal Arts courses and courses offered by the Department of Management in Mays Business School.

Dr. Boswell and I considered the request from the College of Liberal Arts for Mays to support these three courses with the remaining four department heads in Mays. Our understanding is that our “support” indicates that we do not believe that substantial overlap exists between the three courses and ones taught by the Department of Management. The courses in question are: (1) Entrepreneurship Thought Leaders Seminar (SOCI 377), (2) Social Entrepreneurship (SOCI 450), and (3) Entrepreneurship Practice (SOCI 476). Our further understanding is that Mays may want to cross-list the Entrepreneurship Practice (SOCI 476) course with Management (as is currently the case with Entrepreneurial Perspectives—MGMT/SOCI 376) in the future. The involved departments may consider cross-listing the other two courses (377 and 450) as well in the future.

Dean Eli Jones and Mays Business School support the offering of these three courses as proposed by the College of Liberal Arts. Our only request is that working in concert with the College of Liberal Arts, Mays desires to monitor these courses to verify across time that overlap between these three offerings and courses taught by the Department of Management does not surface.

Regards,

Duane Ireland
I am planning to teach MGMT/SOCI 376 for fall 2018.

For spring 2019 I think the priority should be SOCI 476 as it will be important to get this course up and running and work out any bugs as it is a required course for the minor.

The 377 course will be a particular joy to teach sometime in the future. Also I am aware of a request by Cindy to offer the 607 course sometime.

Let me know if you have further questions and how we may be able to help out. We look forward to receiving your letter of support for the 377, 450 and 476 courses and moving forward on the minor.

All the best,

Pat

Professor of Sociology and Entrepreneurship
Grand Challenge Initiative for Entrepreneurship
Texas A&M University
328 B Academic Building
College Station, TX 77843-4351
Mobile: 650-380-5011
http://patriciathornton.com
Course Change Request

New Course Proposal

Date Submitted: 04/11/18 4:16 pm

Viewing: SOCI 476: Entrepreneurship Practice

Last edit: 07/06/18 9:22 am

Changes proposed by: phthornton

Programs referencing this course: MINOR-ENTR: Entrepreneurship - Minor

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<td>650-380-5011</td>
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Course prefix: SOCI  
Course number: 476

Department: Sociology  
College/School: Liberal Arts  
Academic Level: Undergraduate

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

Effective term: 2019-2020

Complete Course Title: Entrepreneurship Practice

Abbreviated Course Title: ENTREPRENEURSHIP PRACTICE

Catalog course description:
Practical skills for creating new businesses; evaluating, planning and operational strategy, including assessing the technology; product and service markets, value creation model; financing strategies; legal, regulatory, socio-economic drivers, risks; leadership to develop management team, advisory board; go-to-market strategy; develop own entrepreneurial opportunities or those of faculty and entrepreneurs.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings
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Stacked

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

Approval Path
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2. 04/12/18 8:18 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 04/12/18 9:21 am Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
4. 04/25/18 1:37 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 04/25/18 1:37 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
6. 05/08/18 3:40 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 07/05/18 9:50 am Sandra Williams (sandra-williams): Rollback to LA College Dean UG for UCC Chair
8. 07/05/18 11:30 am Steve Oberhelman (s-oberhelman): Approved for UCC Preparer

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Semester: 3  
Credit Hour(s): 3  
Contact Hour(s): 3  
Lecture: 3  
Lab: 0  
Other: 0

Repeatable for Credit?  No

CIP/Fund Code: 4501010100

Default Grade Mode: Letter Grade (G)

Method of instruction:
Lecture
Practicum

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

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

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

Will classroom space be needed for this course?  Yes

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

Required (select program)

Program(s)
(MINOR) Innovation & Entrepreneurship Minor

Elective (select program)

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

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

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

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus: SOCI 476 Entrepreneurship Practice Revised.docx

Letters of support or other documentation: Yes
Sandra Williams (sandra-williams) (04/09/18 11:50 am): Rollback: For the contact hours on the form, please clarify what the 2 hours are under the "Other" field (add comments to Additional Information field). The syllabus shows "489" as the course number and has old ADA statement (Cain Hall).

Sandra Williams (sandra-williams) (04/12/18 8:18 am): Update received.

Jon Jasperson (jon.jasperson) (07/03/18 3:38 pm): A) I was under the impression that this course would be created as a cross-listed course with MGMT 476. Can we add the cross-listing and update the syllabus to show SOCI/MGMT 476? B) Not all learning outcomes are measurable (e.g., "building competency"). LO1, LO2, and LO3 have statements/clauses after the "building competency" sentence/clause that are measurable (e.g., create an executive summary, analyze ways to reach customers, identify value changing milestone, etc.). However, LO4, LO5, and LO6 do not have additional clauses. C) The makeup policy needs an "if possible" clause added to the prior notification section to agree with Student Rule 7.

Sandra Williams (sandra-williams) (07/05/18 9:50 am): Rollback: Rolling back as requested.

Sandra Williams (sandra-williams) (07/06/18 9:22 am): Rollback: Adjust workflow to include MGMT Department Head


Key: 18548
Entrepreneurship Practice
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SOCI 476/MGMT 476

Fall 2018 Friday 9:00am-12:00noon

Patricia H. Thornton
Office: Academic 328 B
Phone: 650-380-5011
Email: phthornton@tamu.edu

Omar Hakim
Office: Academic 328 A
Phone: 512-577-7000
Email: omar@hammersmithventures.com

Office Hours: directly after class, or by email, Skype, and appointment

Catalog Description
Practical skills for creating new businesses; Evaluating, planning, and operational strategy, including assessing the technology; product and service markets, value creation model; financing strategies; legal, regulatory, socio-economic drivers, risks; leadership to develop management team, advisory board; go-to-market strategy. Develop own entrepreneurial opportunities or those of faculty and entrepreneurs.

Course Description
Students develop competencies to create new businesses including entrepreneurial opportunity evaluation, planning, strategy, and operation of new ventures. Various forms of entrepreneurship are considered including licensing as distinct from company formation, independent start-ups, corporate entrepreneurship, and social entrepreneurship. Topics include key risk areas for entrepreneurs and investors, including management, market, financial, product-technical, socio-economic, and the legal and regulatory environment. Cross-silo collaboration and experiential leaning is enabled through an academic-practitioner faculty partnership which incorporates interdisciplinary lectures, reading materials, team exercises, cutting edge software tools used by expert practitioners in the venturing community and live business opportunities from sources such as students, Angel investor groups, and venture capital portfolios. The spine of the course is organized as a faux Angel group using the Gust technology platform to simulate deal and data rooms for start-up
opportunities. Student teams work to evaluate and develop their own or others entrepreneurial opportunities, including high technology, high growth, lifestyle, and social mission enterprises.

**Prerequisites**
None; SOCI/MGMT 376 recommended

**Learning Outcomes**

1. Evaluate market drivers and risks in terms of size, growth, timing, business model scalability, sales cycle, market strategy, and competitive analysis including assessment of entry barriers, the number and quality of competitors, their strengths and weaknesses, switching costs, competitive advantage of the solution, how to protect uniqueness and competitive sustainability.

2. Evaluate the overall financial implications of a business plan including the drivers and risks in the value creation model, types of revenue streams, capital requirements, various financing strategies at stages of new venture development, basic terms and conditions of a term sheet, syndication and exit valuation and timing.

3. Evaluate how to distribute equity and to create the underlying assumptions of a set of integrated financial statements (balance sheet, income, and cash flow).

4. Understand the bottom up derivation of financial statements and apply a capitalization chart.

5. Demonstrate a value changing milestone, how to search for the least expensive capital, and how and when to raise capital to increase valuation.

6. Evaluate product and technical drivers and risks in terms of basis of solution, stage of development, technical feasibility, customer maintenance and support, plan for adding revenue generating features to the minimal viable product (MVP).
7. Understand the issues during start-up formation including choice of entity, incorporation jurisdiction, founder’s equity allocation, incorporation, bylaws, board of directors, IP assets, and taxation.

There are three phases to achieving learning outcomes: 1) LEARN course concepts by reviewing business opportunities provided by the readings and instructors; 2) PRACTICE as a team to analyze business opportunities, quantify demand, and understand key market and financial drivers; 3) MASTER as team by creating a business plan and investor-ready executive summary for an opportunity of your choice or an assigned company.

**Resource Materials**

7. Account on Gust, web-based software tool for entrepreneurs and investors to manage deal pipeline and create business planning data rooms
8. Each student will be required to bring a laptop computer to class

**Order of the Reading Material, Use of Software Tools, and Class Activity:**

The Bizplan and Gust software platforms are the spine of the course. Readings, lectures, discussions, and presentations provide the theory and supplemental information to create the content for strategic entrepreneurship business planning and for teachers and students to efficiently interact and give feedback. Each three hour class session is built around some lecture and class activity using a combination of these teaching methods. There is a summary of materials at the end of the syllabus.
10 Deliverables Are Required

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>ASSIGNMENT</th>
<th>% GRADE</th>
<th>% SUBTOTALS</th>
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<tbody>
<tr>
<td></td>
<td>Class Participation</td>
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<td>Mid-term Exam</td>
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<td>30 Individual</td>
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<td>Entrepreneurial Opportunity Project</td>
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<td>Opportunity Feasibility Analysis</td>
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<td>Market Summary</td>
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<td>Financial Model</td>
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<td>Business Model Canvas</td>
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<td>Executive Summary</td>
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<td>Pitch Slide Deck &amp; Presentation</td>
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Grade Scale
A 90% or above
B 80% - 89%
C 70% - 79%
D 60% - 69%
F less than 60%

To receive a superior grade please demonstrate analytical thinking. Analytical thinking is defined as the ability to interpret and evaluate the facts based on empirical evidence, prior experience, theory, or some other form of logical reasoning, not simply describing the facts. Show your ability for creative thinking, why your insights may not be obvious, and support for your assertions. Written exercises will be graded on the following criteria 1) demonstrates analytical thinking on key issue(s), 2) shows knowledge of and integration of relevant course material, 3) summary of main issues, 4) overall quality and organization of the writing.

LATE OR MAKE-UP ASSIGNMENTS ARE NOT ACCEPTED UNLESS THERE IS A UNIVERSITY AUTHORIZED EXCUSE.
If you believe something was missed in grading your work, please write a brief summary of what you think needs further attention. If you request a re-read, please be aware that your grade may go down, remain the same, or go up. Each grade is final one week after given.

**Class Participation**

Students are expected to be prepared for each class by reading the assigned materials in advance. Verbally interact in class discussions to apply your knowledge. **Class participation is NOT attendance. Poor attendance reduces opportunity to participate and therefore your class participation grade.**

Your class participation score is based on the quality of your verbal in-class and software platform contribution and whether it constructively extends or challenges class material and student work and discussion. At the end of each class a score is recorded for your class participation. Your preparedness, logical reasoning, and ability to apply general concepts to the specific situations under discussion and analysis is considered. (E) Exemplary = 3 points, (S) satisfactory = 2 points, (L) less than average = 1 point, (0) = no participation. At the end of the course your points may be class curve adjusted.

If you have a legitimate reason for a substantial number of absences (for example, extended hospitalization), please contact the instructor(s) at the earliest possible time. However, it is strongly suggested than any activity that is under your control (for example, vacation, interviews, etc.) be scheduled at a time that does not conflict with class. **If you miss any class period, it is your responsibility to get notes, assignments and any other information from another student.** Announcements of any necessary schedule changes will be made in class and by e-campus.

**Exams**

Exams will be based on all assigned readings and class lectures, discussions, and presentations. The midterm covers the material in the first half of the course and final covers the material in the second half of the course. All exams will be taken in class using e-campus which requires a phone or laptop.

**Make-up Policy**

If an absence is excused, you will have 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 (if possible) and documentation. Failure to notify and/or document in accordance with Student Rule 7 may result in an unexcused absence.

**How to Create a Team for Team Assignments**

It is your responsibility to form a team of approximately three students by the end of the second class, if not sooner. Larger teams require approval by the instructor. The best performing teams have members with a diversity of majors and experiences. All members of a team receive the same grade for a team assignment. Contact the instructor as soon as possible if you believe that team members are not contributing equitably and reliably. Please do not wait until the course ends to discuss this problem as we are unable to effectively intervene at this stage. In such cases individuals’ grades may be adjusted based on a survey of team members’ feedback.

**Course Calendar**

**Week 1 Introduction**

Course Logistics
Crafting Your Personal Entrepreneurial Strategy
Different Methods to Career Development and Value Creation
  - Getting a job as an employee
  - Creating a job, lifestyle business cannot operate without owner effort, not fungible
  - Founding a business that generates revenue independent of owners’ effort, is fungible
  - Investing in new or existing assets
Types of Income from an Accountant’s Perspective
  - Earned Income, exchanging goods and services for money
  - Passive Income, royalties, leases, etc.
  - Capital Gains, one-time earnings from the sale of assets
Solo or in Combination
Begin with the End in Mind
  - Exits versus lifestyle or multigenerational businesses, build-and-sell or build-and-hold
  - Aligning your business plans with investor or lender expectations
Course Focuses on Creating New Businesses and Entrepreneurs as Investors
Decisions on team formation, personal entrepreneurial strategy, whether or not you want to pursue your own entrepreneurial idea or an opportunity of another entrepreneur.
Demonstration of Business Planning Software and Presentation of Possible Entrepreneurial Opportunity Projects
Reading:
Barron 2017, Chapter 16 on Creativity and Innovation, pp 111-120
Mullus and Orloff 2008, Introduction and Pre-Test

Class Activity:
- Set up Bizplan account
- Create Gust login
- Familiarize yourself with the software platforms

Week 2 Value Propositions & Business Models
Business model canvas concepts
Discussion of value and how it is created
Business model canvas case examples

Reading:
Mullus and Orloff 2008, Chapters 1 and 2
Osterwalder and Pigneur 2010, Pages 1 to 51

Class Activity:
Each team selects and presents a business model canvas example

Week 3 Market Validation
Team project selection
Could this idea fly?
Domain Knowledge: Where did you get this idea?
The Market: How Big Is It, and How Fast Is It Growing?
Lifecycles and Trends: How are They Affecting Your Market?
Your Competitors: Who are They? What Are They Doing?
The Experts: What Do They Say?

Reading:
Adams 2010, Chapters 1, 2 and 3
Week 4 Offering Feasibility Analysis
Is the solution technically feasible and can it be created within acceptable parameters, such as cost, function, and effectiveness?
Why is the solution acceptable to potential customers?
Does the solution emphasize product differentiation or a lower cost alternative?
What are the product technology features that provide the solution with a competitive advantage? Is there a competitive advantage and if so, how can the competitive advantage be sustained over a relevant time horizon?
What would be the minimally viable product at launch and what is the plan for adding features?

Reading:
Adams 2010, Chapters 4, 5, 6 and 7
Barron 2017, Chapters 6, 14 and 17
Mullus and Orloff 2008, Chapters 5 and 6

Class Activity:
Bizplan: “Market”, “Competitors” and “Traction” Modules
Gust: “Target Market” and “Competitors” Modules

Week 5 Quantifying Market Demand: Acquiring and Interpreting Information about Market Demand, Competitors, and Government
Why is there a market opportunity?
What unmet need or problem does the venture solve?
Who are the people who will perceive the problem and value the solution?
How would a potential customer buy a solution?
What domain knowledge is needed to develop a go to market strategy?
How would you conduct primary market research to support your assumptions and indicate a rough sizing of the market?
What customer segment will be targeted?
Will there be customer switching costs?
Is the market subject to lifecycles and trends?
Who are the direct and indirect competitors? What are their strengths and weaknesses? What is their competitive advantage?
How will government policies and regulations affect this venture?
How do we quantify market demand?

Reading:
Adams 2010, Chapters 8, 9, 10, 11, 12, 13, 14 and 15
Barron 2017, Chapter 13
Mullus and Orloff 2008, Chapters 7 and 8

Class Activity:
Bizplan: “Customers” Module
Gust: “Customers” Module

**Week 6 Identifying Market Entry Strategies**
Research
Interviews
Turning data into results
Outside help
Preparing the market for your product
Sales and marketing
Fast to market
Early customers and advisors
Launch, market and sell the product

Reading:
Adams 2010, Chapters 17, 18, 19, 20, 21 and 22
Barron 2017, Chapters 9, 10 & 15
Mullus and Orloff 2008, Chapters 9 and 10, Post-Test

Class Activity:
Bizplan: “Marketing” and “Sales” Modules
Gust: “Sales/Marketing Strategy” Module

**Week 7 Accounting**
Accounting game framework to teach key accounting concepts
Midterm Exam Review

**Reading:**
Osterwalder and Pigneur 2010, Pages 52 to 119

Class Activity:
Team Project Business Model Canvas Presentation
Bizplan: “Strategy” and “Risk” Modules
Gust: “Business Model” Module

**Week 8 Accounting**
Accounting game framework to teach key accounting concepts
Midterm Exam

**Reading:**
Barron 2017, Chapters 2 and 4

Class Activity:
Midterm Exam

**Week 9 Planning and Launching a Business**
Market analysis + business model canvas → Business plan
Using online business planning tools for documenting and tracking the business plan
Fundraising and valuation S-Curve
Use of capital milestones and valuation inflection points
“De-risk” your company by understanding the S-curve

**Reading:**
Barron 2017, Chapters 5, 7 & 12
Moyer 2013, Part 1

**Class Activity:**
Bizplan: “Milestones” and “Financials” Modules
Gust: “Financials” Module

**Week 10 How to Fundraise and Manage Start-up Funds**
Examples of bootstrapping and how to effectively do it
Amounts and types of capital. How much and what type?
Types of capital, including grants, equity, debt, convertible debt and SAFE, revenue capital
Sources of capital, including crowd sourcing, angels, VC, CVC, PE funds
Pros and cons of different sources of outside capital
Symbiotic and conflictual relationships among sources of capital
How to approach investors
Basic principles of financial management

**Reading:**
Barron 2017, Chapters 1, 11, 18 & 19
Moyer 2013, Part 2

**Class Activity:**
Bizplan: “Funding” Module
Gust: “Financials” Module

**Week 11 Assembling the Management Team and Acquiring and Utilizing Human Capital**
Recruiting management team members and external partners
How to identify entrepreneurial leadership and reduce risks in choosing co-founders and partners.
Board of directors, recruiting key employees, board of advisers
Building strong working relationships among the management team

**Reading:**
Barron 2017 Chapter 8
Activity:
Bizplan: “Team” Module
Gust: “Management” Module

**Week 12 New Venture Legal Issues: Protecting Reputation, Assets, and Ideas**
Types of legal forms, sole proprietorships, partnerships, LLCs, S-Corps, C-corps
Selecting the correct legal form to protect assets
Pass-through entities
Double taxation
Institutional investors’ preference for Delaware C-Corps
Intellectual property types and protections
Patents, trademarks, copyrights, trade secrets, “know how,” public domain
Employment categories and “work-for-hire” IP terms
Common legal mistakes

Reading:
Barron 2017, Chapter 20 (Again)

Activity:
Bizplan: “Summary” Module
Gust: “Summary” Module
Review, Edit and Complete Bizplan & Gust for final review

**Week 13 Business Plan Presentations and Discussion**
Executive Summary
Pitch Slide Deck Presentations

**Week 14 Business Plan Presentations and Discussion**
Executive Summary
Pitch Slide Deck Presentations
Course wrap-up of key topics in preparation for final exam
Americans with Disabilities Act (ADA) Policy Statement:

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

Academic Integrity Statement and Policy:

Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://aggiehonor.tamu.edu/. On course work, assignments, and examinations at Texas A&M University, you may be asked to sign the following Honor Pledge:

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

In case you don’t visit these websites, here’s a little clarification on academic honesty as I see it. I expect the following:

1. Work completed in this class is original to this semester and to this course section.
2. Any reference to another person’s thoughts, writing, or speech is appropriately acknowledged (e.g., use quotations, citations, reference lists, etc.). This means that if you borrow one or more specific terms, a phrase, or even an idea, you MUST give credit to the original source. Even if you do not use a direct quotation, if you borrow the idea, you MUST give credit to the original source. I don’t expect you to be a master in any particular method of citation (e.g., MLA, APA, etc.); just make it clear when you have used someone else’s ideas to build your own. Failure to appropriately credit work will be considered academic dishonesty and is subject to penalization based on its severity (beginning with a zero on the assignment and extending to an F in this class).

Food & Beverage Policy

We want to maintain the classrooms. Thus, no beverages, food, tobacco products, or animals (unless approved) are allowed within the classrooms. Bottled water is permitted.
### Summary of Due Dates for Reading Assignments

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Date</th>
<th>Lecture</th>
<th>Bizplan</th>
<th>Gust</th>
<th>Adams</th>
<th>Barron</th>
<th>Moyer</th>
<th>Mullis</th>
<th>Osterwalder</th>
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<tr>
<td>1</td>
<td>August 31st</td>
<td>Introduction</td>
<td>Account Set-Up</td>
<td>Account Set-Up</td>
<td>-</td>
<td>Ch. 20</td>
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<td>Intro, Pre-Test</td>
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<td>2</td>
<td>September 7th</td>
<td>Value Proposition</td>
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<td>Ch. 1 &amp; 2</td>
<td>Pages 1 to 51</td>
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<td>3</td>
<td>September 14th</td>
<td>Market Validation</td>
<td>Big Problem Unique Solution</td>
<td>Customer Problem Product/Services Competitive Advantage</td>
<td>Ch. 1, 2 &amp; 3 “Ready”</td>
<td>Ch. 3 &amp; 16</td>
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<td>Ch. 3 &amp; 4</td>
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<td>September 21st</td>
<td>Offering Feasibility Analysis</td>
<td>Market Competitors Traction</td>
<td>Target Market Competitors</td>
<td>Ch. 4, 5, 6 &amp; 7 “Ready”</td>
<td>Ch. 6, 14 &amp; 17</td>
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<td>5</td>
<td>September 28th</td>
<td>Quantifying Market Demand</td>
<td>Customers</td>
<td>Customers</td>
<td>Ch. 8 to 15 “Aim”</td>
<td>Ch. 13</td>
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<td>Ch. 7 &amp; 8</td>
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<td>6</td>
<td>October 5th</td>
<td>Market Entry Strategies</td>
<td>Marketing Sales</td>
<td>Sales/Marketing Strategy</td>
<td>Ch. 16 to 22 “Fire”</td>
<td>Ch. 9, 10 &amp; 15</td>
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<td>Ch. 9 &amp; 10 Post-Test</td>
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<td>7</td>
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<td>Accounting Midterm Review</td>
<td>Strategy Risk</td>
<td>Business Model</td>
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<td>Pages 52 to 119</td>
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<td>8</td>
<td>October 19th</td>
<td>Accounting Midterm Exam</td>
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<td>October 26th</td>
<td>Business Planning &amp; Launching</td>
<td>Milestones Financials</td>
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<td>Fundraising</td>
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<td>Ch. 1, 11, 18 &amp; 19</td>
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<td>Management Team</td>
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<td>12</td>
<td>November 16th</td>
<td>Legal &amp; IP</td>
<td>Summary</td>
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<td>13</td>
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<td>Presentations</td>
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<td>Final</td>
<td>December 7th - 12th</td>
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Dear Pat and Steve:

Recently, we discussed courses that the College of Liberal Arts will teach to support the proposed university-level entrepreneurship minor. Our discussion considered the possibility of overlap among the three College of Liberal Arts courses and courses offered by the Department of Management in Mays Business School.

Dr. Boswell and I considered the request from the College of Liberal Arts for Mays to support these three courses with the remaining four department heads in Mays. Our understanding is that our “support” indicates that we do not believe that substantial overlap exists between the three courses and ones taught by the Department of Management. The courses in question are: (1) Entrepreneurship Thought Leaders Seminar (SOBI 377), (2) Social Entrepreneurship (SOBI 450), and (3) Entrepreneurship Practice (SOBI 476). Our further understanding is that Mays may want to cross-list the Entrepreneurship Practice (SOBI 476) course with Management (as is currently the case with Entrepreneurial Perspectives—MGMT/SOBI 376) in the future. The involved departments may consider cross-listing the other two courses (377 and 450) as well in the future.

Dean Eli Jones and Mays Business School support the offering of these three courses as proposed by the College of Liberal Arts. Our only request is that working in concert with the College of Liberal Arts, Mays desires to monitor these courses to verify across time that overlap between these three offerings and courses taught by the Department of Management does not surface.

Regards,

Duane Ireland
I am planning to teach MGMT/SOCI 376 for fall 2018.

For spring 2019 I think the priority should be SOCI 476 as it will be important to get this course up and running and work out any bugs as it is a required course for the minor.

The 377 course will be a particular joy to teach sometime in the future. Also I am aware of a request by Cindy to offer the 607 course sometime.

Let me know if you have further questions and how we may be able to help out. We look forward to receiving your letter of support for the 377, 450 and 476 courses and moving forward on the minor.

All the best,
Pat

Professor of Sociology and Entrepreneurship
Grand Challenge Initiative for Entrepreneurship
Texas A&M University
328 B Academic Building
College Station, TX 77843-4351
Mobile: 650-380-5011
http://patriciathornton.com
Course Change Request

New Course Proposal

Date Submitted: 06/24/18 9:04 am

Viewing: STAT 312: Statistics for Biology

Last edit: 07/06/18 3:29 pm
Changes proposed by: longneck

Programs referencing this course

<table>
<thead>
<tr>
<th>Program</th>
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<tr>
<td>BA-BIOL: Biology - BA</td>
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<tr>
<td>BS-BIOL: Biology - BS</td>
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<tr>
<td>BS-BMCB: Molecular and Cell Biology - BS</td>
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<td>BS-ZOOL: Zoology - BS</td>
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</table>

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Longnecker</td>
<td><a href="mailto:longneck@tamu.edu">longneck@tamu.edu</a></td>
<td>979-845-3141</td>
</tr>
</tbody>
</table>

Course Prefix STAT  Course number 312

Department Statistics

College/School Science

Academic Level Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level Graduate

Effective term 2019-2020

Complete Course Title Statistics for Biology

Abbreviated Course Title STATISTICS FOR BIOLOGY

Catalog course description

Statistical methods for biological applications including the topics multiple linear regression, experimental design, analysis of variance, categorical data analysis, nonparametric methods, general linear models, density estimation, nonlinear and logistic regression and inference for percentiles.

Prerequisites and Restrictions

MATH 147 or equivalent; STAT 201 or MATH 148, or equivalents.

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? Yes

In Workflow

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

Approval Path

1. 06/20/18 12:45 pm Michael Longnecker (longneck): Approved for STAT Department Head
2. 06/21/18 11:05 am Terra Bissett (t.bissett): Rollback to Initiator
3. 06/21/18 1:45 pm Michael Longnecker (longneck): Approved for STAT Department Head
4. 06/22/18 4:34 pm Terra Bissett (t.bissett): Rollback to Initiator
5. 06/24/18 9:04 am Michael Longnecker (longneck): Approved for STAT Department Head
6. 06/25/18 7:45 am Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 06/25/18 11:21 am Sara Thigpin (sarathigpin): Approved for SC Committee Preparer UG
8. 06/25/18 1:29 pm Lucas Macri (lmacri): Approved for SC Committee Chair UG
9. 06/25/18 1:29 pm Lucas Macri (lmacri): Approved for SC College Dean UG
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
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<th>Concurrency?</th>
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<tr>
<td>And</td>
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<tr>
<td>Or</td>
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<tr>
<td></td>
<td>MATH 148</td>
<td>D</td>
<td>UG</td>
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</tbody>
</table>

Crosslistings: No

Stacked: No

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

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 2705011002
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

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

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

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-BIOL) Biology - BS</td>
</tr>
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<td>(BA-BIOL) Biology - BA</td>
</tr>
</tbody>
</table>

Required (select program)

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

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

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

### Course Syllabus

Syllabus: Upload syllabus

**Upload syllabus** [STAT 312 Syllabus_World.pdf]

Letters of support or other documentation: No

Additional information

**Reviewer Comments**
- **Terra Bissett (t.bissett) (06/21/18 11:04 am):** Minor edits made to form.
- **Terra Bissett (t.bissett) (06/21/18 11:05 am):** Rollback: Catalog course description: committees will not want to see “An introduction” for 300 or 400 level courses, please update; Undergraduate courses must enforce course prerequisites, please answer yes to question and complete table on form; Syllabus: course objectives are included, but committees will want to see learning outcomes, please update.
- **Terra Bissett (t.bissett) (06/22/18 4:34 pm):** Rollback: If a C or better is required for prerequisites, please include a statement in the catalog prerequisites (Ex: "Grade of C or better in ...")
- **Terra Bissett (t.bissett) (06/25/18 7:45 am):** Updates Received.
- **Jon Jasperson (jon.jasperson) (07/03/18 3:52 pm):** The third learning outcome ("Study basic forms of experimental design and their specific purposes") is not measurable.
- **Sandra Williams (sandra-williams) (07/09/18 8:17 am):** Update received. Concerns addressed.
- **Sandra Williams (sandra-williams) (07/09/18 9:33 am):** UCC approved July 2018.

Reported to state?

- Add
- CS

Key: 18592
STAT 312: Statistics for Biology  
Section 501, Fall 20xx

Statistical methods for biological applications including the topics multiple linear regression, experimental design, analysis of variance, categorical data analysis, nonparametric methods, general linear models, density estimation, nonlinear and logistic regression and inference for percentiles.

Time and Place: MWF TBA, Blocker TBA.
Instructor: TBA  
e-mail: tba@stat.tamu.edu
Office Hours: MWF TBA or by appointment.
Prerequisite: MATH 147 or equivalent; and STAT 201 or MATH 148, or equivalents.
Grader: TBA, e-mail: tba@stat.tamu.edu  
Office hours: TBA. You may contact the grader for help on homework or questions on graded homework. The grader will not accept late homework under any circumstances.  
Requests for late homework (with valid university excuses) and questions about the exams should be made directly to the instructor of the course.
Help Sessions: TBA, Blocker 162. TAs (not just your grader) will be available to help you.
Online Resource: eCampus (See below for more details.)
Computing: Statistical computations will be done with R, an open source software. Examples and direction will be provided throughout the course.
Learning Outcomes: Upon completion of this course, students will be able to
  • Describe the role that statistics plays in explaining and quantifying variability of biological data, as well as its relevance for research.
  • Model the relationship between a response variable and one or more other variables.
  • Identify the most appropriate experimental design for a variety of biological experiments.
  • Apply correct statistical analyses, according to their purposes and limitations.
  • Use a statistical application to analyze data.
  • Explain what makes a conclusion defensible, what to conclude and what not to conclude.
  • Identify assumptions and use statistical methods to check them.
Notes and Handouts: You are expected to download lecture notes and other handouts as they become available on eCampus, and to bring them to class. The handouts include output from statistical computing packages with some explanation about how they were obtained.

Discussion Board: A discussion board is available in eCampus, and will be monitored by the grader and myself. I will originate topics as I see fit or by request; you may start threads within topics. Its purpose is to allow you to converse freely with others in the class about the course, especially for homework. I only ask that you give each other help in the form of hints and suggestions, but not complete solutions. Courtesy and discretion is required.

The discussion board will be off-limits on exam days.

Homework: Homework is worth 20% of the total term score. None may be dropped. It will be assigned in eCampus and collected regularly. Late homework will not be accepted without an approved excuse.

Method and communication are as important in this course as are final solutions. Homework is to be detailed and clear, with all steps provided, on 8½×11 paper and stapled in the upper left corner. Computer output should be pasted into solutions as needed. (Do not append it to the end of your homework.)

Please see the homework policy below.

Exams: There will be two midterm quizzes worth 22.5% each and a final worth 35%. All exams are cumulative and closed book.

Bring a large (blue/gray) scantron sheet. You will be allowed to bring statistical tables and one additional page (8½×11, both sides) of notes and formulas per exam.

Please see the exam policy below.

Exam Dates: Exam I: TBA
Exam II: TBA
Final Exam: TBA

Grading Scale: A: 90% – 100%
B: 80% – 89%
C: 70%– 79%
D: 60% – 69%

Important Dates: TBA – first day of class
TBA – last day to add/drop
TBA – first day of spring break
TBA – no class (reading day)
TBA – last day to Q-drop or withdraw
TBA – last day of class (redefined Friday)

Homework Policy: Homework assignments will be downloaded from eCampus.

Your homework solutions must be your own work, not from outside sources, consistent with the university rules on academic integrity. I expect you to follow this policy
scrupulously. Your exam performance is much more likely to be better.

You may use:

- Your textbook, e-book, and notes from this class.
- Your notes, homework, etc., from a related class that you took or are taking.
- Discussion with the instructor or grader.
- Voluntary, mutual and cooperative discussion with other students currently taking the class. Do not post solutions (anywhere). Suggestions, descriptions and partial explanations are ok.

You may not use:

- Solutions manuals (printed or electronic) other than the student manual.
- Solutions from students who took the class previously.
- Simply copying from students in this class, including expecting them to reveal or provide their solutions in "discussion". That is, you may work together as indicated above as long as you prepare your own solutions.

Homework is to be submitted by the end of class on its due date unless I specify otherwise. Late homework is not acceptable.

Exam Policy:

Exams will be comprehensive, cumulative and closed book.

Your exam solutions and answers must be your own work, consistent with the university rules on academic integrity.

Bring a large (blue/gray) scantron sheet for your answers. Acceptable resources are:

- A calculator for numerical calculations only. The calculator may not be part of, associated with or connected to any communication device, such as a cell phone, iPod, tablet or laptop.
- Statistical tables. (Bring your own copies. I will have versions available online.)
- One page (8½×11, both sides) of notes for the first exam, two pages for the second exam and four pages for the final exam. These must be of your own construction, not copied from somewhere or someone else.

No other resources are acceptable.

The discussion board will be off-limits on exam days.

No exam may be taken early or made up, except if you provide a university excused absence with appropriate documentation.

Copies of old exams will available to you for review. However, their content may not exactly match this semester’s exams.
Classroom: Please turn off all communication devices (cell phones, iPods, etc.) while in the classroom. You can have a calculator for in-class work. A laptop or tablet is ok as long as you only use it to take notes or to view lecture notes and handouts for this course. Questions are encouraged, especially to help clarify points in the lecture. No question is "bad" or "dumb" if it is relevant (although I do appreciate it if you listen and avoid asking a question just answered).

Help Session Room: You are encouraged to take advantage of the help sessions in Blocker 162. Various TAs will be available, depending on the time, but all are familiar with this and similar courses. The laptops in the room are for statistics class use only. Please be considerate of others.

Missed Work and Incompletes: For university policy on attendance, please see Student Rule 7: http://student-rules.tamu.edu/rule07/

- If you must miss an exam due to illness or circumstances beyond your control (excused absence – see Student Rule 7), notify me or the Statistics Department, in writing or by email (before, if feasible; otherwise within two working days after you return). See me as soon as possible to schedule a make-up exam.

- An incomplete will be given only in the event that circumstances beyond your control cause prolonged absence from class and the work cannot be made up.

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

Academic Integrity “An Aggie does not lie, cheat or steal, or tolerate those who do.” http://aggiehonor.tamu.edu
**Course Outline**

**Topic (\* denotes optional topic)**

**Introduction**

I. Random Variables and Distributions (2 weeks)

- a. random variable, distribution, expectation, variance
- a. binomial and Poisson distributions (review)
- b. normal distribution, t-distribution, chi-square (review)
- c. simulating random variables in R
- d. histogram, density plot, box-plot (review)
- e. quantile plot and checking distribution type

II. Analysis of Categorical and Count Data (3 weeks)

- a. significance testing (review)
- b. one and two sample binomial procedures (review)
- c. multinomial experiments, chi-squared goodness of fit test
- d. conditional probability, independence (review)
- e. contingency test, homogeneity test, McNemar test

II. Regression and Correlation (4 weeks)

- a. straight line regression (review)
- b. correlation (review), inference for correlation
- c. polynomial and multiple linear regression
- d. checking for violations of assumptions
- e. transformations, nonparametric regression\*
- f. multicollinearity, model selection\*
- g. logistic regression, generalized linear models\*

III. Design and Analysis of Experiments (5 weeks)

- a. two-sample t-test (review)
- b. completely randomized design, one-way ANOVA
- c. multiple comparisons and contrasts
- d. assumptions, transformations and Kruskal-Wallis test
- e. factorial experiments and interaction
- f. random and mixed effect models
- g. block design, repeated measures
- h. general linear models\*, covariate analysis\*
Course Change Request

New Course Proposal

Date Submitted: 05/11/18 9:35 am

Viewing: VIBS 111: Biodefense, Biosecurity and Bioterrorism

Last edit: 05/11/18 9:35 am

Changes proposed by: ecrouch

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colin R. Young</td>
<td><a href="mailto:cyoung@cvm.tamu.edu">cyoung@cvm.tamu.edu</a></td>
<td>979-458-1053</td>
</tr>
</tbody>
</table>

Course prefix: VIBS  
Course number: 111

Department: Vet Integrative Biosciences
College/School: Veterinary Med & Biomedical Sc
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Effective term: 2019-2020

Complete Course Title

Biodefense, Biosecurity and Bioterrorism

Abbreviated Course Title

BIODEF, BIOSEC & BIOTERR

Catalog course description

Concepts presented in all aspects of bioterrorism, local state and federal agencies, definition of all levels of bioagents, detection methods, bioagent dissemination, genetic modification of bioagents, vaccination strategies, health system preparedness.

Prerequisites and Restrictions

Freshman or sophomore classification; or approval of instructor

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

No

Crosslisted With

Stacked

No

Stacked with

Semester: 1  
Credit Hour(s): 1
Contact Hour(s) (per week): 1
Lab: 0
Other: 0
Total: 1

Repeatable for credit?

No

CIP/Fund Code: 2601020002

Default Grade Mode: Letter Grade (G)

Method of instruction: Lecture

Will sections of this course be taught as

No

In Workflow

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

Approval Path

1. 05/11/18 9:42 am  
   C. Jane Welsh (c-welsh): Approved for VIBS Department Head
2. 05/14/18 3:50 pm  
   Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 05/14/18 3:55 pm  
   Jim Herman (jherman): Approved for VM Committee Chair UG
4. 05/16/18 10:38 am  
   Elizabeth Crouch (ecrouch): Approved for VM College Dean UG
5. 05/16/18 1:57 pm  
   Sandra Williams (sandra-williams): Approved for UCC Preparer
6. 07/09/18 9:33 am  
   Sandra Williams (sandra-williams): Approved for UCC Chair
non-traditional? (i.e., parts of term, distance education)

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

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-BIMS) Biomedical Sciences - BS</td>
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<tr>
<td>(BS-USVM-BIM*) University Studies - BS, Biomedical Sciences Concentration</td>
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</tbody>
</table>

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

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

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

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus [VIBS 111 Aspects of Bioterrorism Course Syllabus Fall 2018.pdf]

Letters of support or other documentation No

Additional information This is a team taught course and Colin Young will be the course coordinator for the class.

Reviewer Comments

C. Jane Welsh (c-welsh) (04/03/18 10:16 am): Rollback: as requested I have returned for addition of syllabus.
Sandra Williams (sandra-williams) (04/09/18 2:14 pm): Minor edits made to form.
Sandra Williams (sandra-williams) (04/09/18 2:16 pm): Rollback: Please update syllabus: shows “289” as the course number and shows old ADA statement (Cain Hall).
Sandra Williams (sandra-williams) (05/01/18 2:30 pm): Rollback: Syllabus prerequisites must match form (“or approval of instructor” missing) - should it be listed?
Terra Bissett (t.bissett) (05/14/18 3:50 pm): Updates received.
COURSE COORDINATOR AND INSTRUCTOR:

Section 501-502
Dr. Colin Young, Course Coordinator, section 501.
Department of Veterinary Integrative Biosciences
cyoung@cvm.tamu.edu
979-458-1053
Office Hours by Appointment
Office Location: Veterinary & Biomedical Education Complex (VBEC), VIDI Rm 337

MEETING TIMES:

Section 501: Fridays @ 1:15 – 2:05pm
Section 502: Fridays @ 2:25 – 3:15pm

CLASS/LAB LOCATION: National Center for Therapeutic Manufacturing, Room 122

CREDIT HOURS: 1 Hour

COURSE DESCRIPTION: to explore the concepts of biodefense, biosecurity, and bioterrorism; definitions and history; bioagent dissemination; biosecurity in the food industry; genetically engineered microbes; vaccine development and usage; where do we go from here?

PREREQUISITES:

Freshman or sophomore classification, or approval of instructor.

RECOMMENDED TEXTS AND MATERIALS:

All recommended texts and readings will be made available through eCampus.

COURSE GOALS:

1. To provide a common interest in any aspect of biodefense, biosecurity, and bioterrorism.
2. To foster first year students’ abilities to integrate learning across disciplines and gain an understanding of the value of concepts involved in biodefense, biosecurity, and bioterrorism.
3. To provide students with contacts with faculty members as a resource for information on topics on biodefense, biosecurity, and bioterrorism.

LEARNING OUTCOMES:

At the conclusion of the semester, students will:
1. diagram the conceptual framework of aspects of biodefense, biosecurity, and bioterrorism.
2. explain the concepts of biodefense, biosecurity, and bioterrorism to a lay audience
3. illustrate how scientists, health care providers, and government regulatory agencies from different disciplines interact to enhance biodefense, biosecurity, and bioterrorism for the health of both animals, humans, and the environment

COURSE POLICIES & INSTRUCTOR EXPECTATIONS:
• Students will be expected to attend all 14-class sessions.
• Multiple guests will be in attendance at sessions throughout the semester; students are expected to be on time! This is a courtesy to the speaker and a sign of professionalism on the part of students.
• Students are expected to avail themselves of the information and opportunities presented throughout the semester. This means ask questions if you don’t understand, read or view assignments before class, and visit with the faculty if you would like further information on a topic.
• Students will be courteous and respectful of one another and our presenters. This means cell phones and mobile devices will not be used during class except as directed by the instructor or guest lecturer.
• Failure to attend a class without a university-approved excuse will result in a 5-point loss per absence.

EVALUATION/GRADING OF THE COURSE:

Grading will be based on the best scores on 10 out of 14 quizzes taken online through e-Campus and on class attendance according to a 500-point scale:

50 points per quiz – best of 10 = 500 points possible

450 - 500 points = A
400 – 449.9 points = B
350 – 399.9 points = C
300 – 349.9 = D
< 300 points = F

Quizzes will be taken online and will cover the material from the most recent class period. Students are expected to read their lecture notes as well as the provided online materials, and then take the posted quiz on eCampus. The quiz must be completed by 12:00 noon of the following Thursday. Only the first attempt of the quiz will be graded. Students with a University-approved excuse will be allowed to make-up the quizzes.

ATTENDANCE & LATE WORK POLICY:

Late work (quizzes) is only accepted in the case of a University-approved excuse. See Student Rule 7 for a complete definition (http://student-rules.tamu.edu/rule07).

Attendance will be taken weekly. An unexcused absence in the course will reduce your grade by 5 points (out of a possible 500). In the case of a University-approved absence, please notify the instructor within 48 hours of the absence.

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

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

COURSE TOPICS, INSTRUCTORS, CALENDAR OF ACTIVITIES, AND LEARNING OBJECTIVES:
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Presenter</th>
<th>Quiz Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 31st</td>
<td>Definitions and History</td>
<td>Dr. Parker</td>
<td>Sep. 6th noon</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 7th</td>
<td>Biosurveillance and Biodiagnostics</td>
<td>Dr. B. Akey</td>
<td>Sep 13th - noon</td>
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<tr>
<td></td>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 14th</td>
<td>Theory behind Categories of Bioagents</td>
<td>Dr. C. McFarland</td>
<td>Sep. 20th - noon</td>
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<tr>
<td></td>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 21st</td>
<td>Novel Detections Methods for Bioagents</td>
<td>Dr. V. Ugaz</td>
<td>Sep. 27th - noon</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Objectives</strong></td>
<td></td>
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</tr>
<tr>
<td>Sep. 28th</td>
<td>Bioagent Dissemination in the Atmosphere</td>
<td>Dr. J. Cirillo</td>
<td>Oct. 4th - noon</td>
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<tr>
<td></td>
<td><strong>Learning Objectives</strong></td>
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<tr>
<td>Oct. 5th</td>
<td>Bioagent Dissemination by Zoonotic Transmission</td>
<td>Dr. T. Krecek</td>
<td>Oct. 11th - noon</td>
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<td>Oct. 12th</td>
<td>Biosecurity in the Food Industry</td>
<td>Dr. S. Pillai</td>
<td>Oct. 18th - noon</td>
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<td>Oct. 19th</td>
<td>Bioagent Dissemination in Water and Food</td>
<td>Dr. M. Taylor</td>
<td>Oct. 25th - noon</td>
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<td>Oct. 26th</td>
<td>Genetically Engineered Microbes</td>
<td>Dr. A. Mulenga</td>
<td>Nov. 1st - noon</td>
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<td>Nov. 2nd</td>
<td>Infectious Diseases: An International Approach</td>
<td>Dr. L. Logan</td>
<td>Nov. 8th - noon</td>
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<tr>
<td>Nov. 9th</td>
<td>Vaccines and Vaccinations</td>
<td>Dr. T. Ficht</td>
<td>Nov. 15th - noon</td>
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<td>Nov. 16th</td>
<td>Vaccine Development and Usage</td>
<td>Dr. A. Barrett</td>
<td>Nov. 22nd - noon</td>
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<td>Nov. 30th</td>
<td>Industrialized Production of a Vaccine for a Bioagent</td>
<td>Dr. B. Holtz</td>
<td>Dec. 6th - noon</td>
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<td>Dec. 7th</td>
<td>Where do we go from here?</td>
<td>Dr. G. Parker</td>
<td>Dec 13th - noon</td>
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**Introduction and Historical Perspectives**

**Environment, Health and Global Security**

**Infectious Disease and Vaccines**

**Final Exam week**