Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/20/18 12:28 pm

Viewing: ATMO 456-W : Practical Weather Forecasting

Last edit: 06/26/18 4:42 pm
Changes proposed by: dconlee

Contact(s)

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Don Conlee</td>
<td><a href="mailto:dconlee@tamu.edu">dconlee@tamu.edu</a></td>
<td>979-845-5099</td>
</tr>
</tbody>
</table>

Course Prefix  ATMO  Course Number  456
Academic Level  UG
Complete Course Title  Practical Weather Forecasting
Abbreviated Course Title  PRAC WEATHER FORECASTING

Proposal for:
Writing Designation

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
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<tbody>
<tr>
<td>Scientific Paper or Business Plan</td>
<td>2000</td>
<td>10</td>
<td>No</td>
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</tbody>
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In Workflow

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

Approval Path

1. 06/20/18 1:06 pm
   Ping Yang (pyang): Approved for ATMO Department Head

2. 06/21/18 10:55 am
   Christian Brannstrom (cbrannst): Approved for GE College Dean UG

3. 07/10/18 12:40 pm
   Donna Pantel (dpantel): Approved for W & C Preparer

4. 07/10/18 1:18 pm
   Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair

Writing Designation

Number of Sections per Academic Year 1
Enrollment per Section (Avg.) 22

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

Who will evaluate them?

A portion of the written material will be evaluated by the Teaching Assistant. The weekly forecast discussion deliverables of 1-2 pages will be evaluated by the teaching assistant primarily for meteorological accuracy. However, they may also comment on grammar and style for these highly scientific weather discussions.

This activity is peripheral to the W component. The primary W elements are graded by the professor.

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

The TA grading is monitored by submitting samples of grading to the professor periodically. The TA will be instructed on paying some attention to grammar and style, although the main role is commenting on meteorological content.

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

To pass this course you must pass the W component.

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

<table>
<thead>
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<td>10</td>
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</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.  
Add the percentage of final grade based on writing and put the total percentage here.  

Explain how collaboration is monitored to ensure equal participation.  
In addition to the above writing, students occasionally submit written deliverables that are group submitted. This is peripheral to the primary W components of the course.  

The instructor and TA monitor group participation for both meteorological and writing reasons. The group preparation of deliverables occurs during lab time, allowing close observation of participation by members.  
Describe the formative feedback provided on student writing, especially on major assignments.  
The major assignments include the COMET Module case studies and the final scientific paper/business model. The COMET Module packages are graded by the instructor/professor and include comments on grammar and writing style. The writing is part of the grading rubric. Since 2-4 COMET Modules are required during the semester, students have a chance to improve their writing.  

The final paper/business model has rough draft and final turn-ins. Students are required to address both writing and content suggestions in the final version.  
Describe how you provide writing instruction.  
At the return of the first COMET Module writeup, common writing errors are re-addressed in addition to the written comments all received. At the due date for the first rough draft of the scientific paper/business model approaches, lessons learned from previous classes on writing are given.  

Plagiarism is addressed on "syllabus day" and as the paper due date approaches.  
Supplemental instruction is given by encouraging the use of the Writing Center during the paper writing process, as well as incorporating Librarian lectures on appropriate resource usage and citations.  

Additional Comments  
This is a renewal of a writing intensive course, not a new proposal.  
Not counted above, 14-20 weekly deliverables with written content are required, and are the only TA-graded portion.  
There is a Forecast Project that is primarily a presentation, but does have limited associated writing.  
The COMET learning module packages have significant writing, and 2-4 are required each semester.  
The final scientific paper/business model and the COMET learning module packages are the primary W elements, all graded by the professor, and must be passed to earn a passing grade in the course. These elements constitute 35% of the course, while all elements involving writing are 80%.  

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

Attach Course Syllabus  
ATMO 456 Syllabus Spring 2018.doc  
Reviewer Comments  
Donna Pantel (dpantel) (07/10/18 12:23 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.  
Donna Pantel (dpantel) (07/10/18 12:39 pm): The W/C Course Advisory Committee recommends that ATMO 456 Practical Weather Forecasting be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: 1. Percentage of final grade based on writing quality: 35% 2. Course content appropriate to the major 3. Total number of words: 3500 4. Instructor to student ratio for one section: 1:11 Since original certification, the course has not changed significantly. A teaching assistant helps with the course. Student write at least two forecast papers and two verification papers (the COMET modules) and a business plan or scientific paper, which gets instructor comments on a draft. Instruction includes discussion of common writing errors, a discussion of plagiarism, librarian lectures, and encouragement to use the University Writing Center.
SYLLABUS

ATMO 456
Practical Weather Forecasting
Spring 2018
Section 456-900
Prerequisite: ATMO 435 or registration therein; Junior or (preferably) Senior classification.
Credits/contact: (1-4) Credit 3.

Instructors

Dr. Don T. Conlee
Office: O&M 1210G
Email: dconlee@tamu.edu
Phone: 979-845-5099
Office hours: Monday and Tuesday 1500-1600, or by appointment. You may stop by at other times, but please don't be offended if I can't squeeze you in at that moment. Try to avoid “the zone”, the period an hour or so before a lecture class that I am usually engaged in last-minute preps.

Max Gawryla
Office: O&M 1010C
Email: max.gawryla@tamu.edu
Office hours: Tuesday 1000-1100 Wednesday 1500-1600

Learning Objectives

Upon completion of this course, students should be able to:
- Identify and utilize appropriate data and forecast guidance sources;
- Develop and articulate a four-dimensional conceptual pattern of evolving weather processes at any given time and place;
- Apply new forecast techniques and previously-learned conceptual models to generate forecasts for specific customers and purposes;
- Communicate forecast logic and customer ramifications clearly in both written and oral (briefing) form;
- Identify customers of weather products and services other than the general public, and correlate to job opportunities.

Required Textbook: Weather Forecasting Red Book, by Tim Vasquez
You should use this book as a forecasting handbook and reference guide throughout the course. The companion blue Weather Analysis and Forecasting Handbook and the green Weather Map Handbook (which you should already own) are recommended. You should also have access to the forecasting chapter in one of the Ahrens texts. Contact an instructor if this is an issue.

A recommended textbook is Midlatitude Synoptic Meteorology by Gary Lackman. It is published by the AMS, so you can get an excellent price as a student member.
Course Schedule

“Lecture” Friday 11:30-12:20 O&M Room ***1201***
Primary Laboratory Monday & Wednesday 10:20-12:20 O&M Room 1107

Weekly Map Discussion: 1600-1700 Mondays in the Weather Center (Optional, highly encouraged)

Laboratory (Monday)

The Monday labs will focus on local weather forecasting. The primary deliverable, for each student, will be a local weather synopsis, a zone-type forecast for Aggieland for an assigned future period, and a forecast discussion along the lines of an NWS forecast office AFD. The last human-mediated forecast and discussion that a student may view are those issued prior to Midnight Sunday night. This is critical for both your learning and for verification. The Aggie Code of Honor applies, and makes this possible.

At the beginning of each Monday lab, one student will brief the verification of the previous Monday forecast/discussion, focusing on how the sequence of systems and weather actually developed and how that differed from their previous Monday forecast and the official NWS forecast. This designated briefer must especially keep up with weather during the week and collect charts and data as the week progresses. Fifteen minutes before the end of each Monday lab, one student will brief their own synopsis, forecast, and discussion, and explain prognostic reasoning with chart examples. Immediately following this briefing, another student will provide their own purely verbal take on the forecast, emphasizing differences of forecast with the previous briefer or, if no notable differences exist, different approaches to the forecast problem. The schedule will be arranged so that each student does at least two (different) briefs during the semester.

Laboratory (Wednesday)

The Wednesday labs will focus on learning and applying diagnostic and forecast techniques, producing different forecast products for different customers. These labs will be flexible, and will generally involve forecasts far from central Texas while taking advantages of learning opportunities provided by the weather situation. Graded deliverables will often be associated with Wednesday work, and briefing opportunities will also occur.

“Lecture”

The very limited lecture time will be used for discussion and follow-up on lab exercises, for presentation of forecasting lecture material, and as needed for briefing of projects. This will purposely be kept flexible to maximize lab effectiveness, and allow for Mother Nature to provide good learning examples.

Forecasting Topics

These are most of the topics that might be discussed on Fridays and/or applied on Wednesdays, depending on the weather situation: discussion tips, intro to models, rules of thumb, understanding the Q-G omega equation, ocean waves, ensemble forecasting, Model Output
Statistics, cyclones and the conveyor belt model, winter weather, agricultural forecasting, potential vorticity, aviation weather, fire weather, severe weather, seasonal forecasting, etc…

Course Grading

“Lecture” period occasional quizzes: 15% of grade, based on textbook, recent lectures, and points emphasized in lab. A 25-minute quiz will be given, with adequate warning, every three weeks or so.

Learning Modules: 25% of grade.

UCAR/COMET Meteorology Education and Training (METED) learning modules may be accessed from <http://www.meted.ucar.edu>, using the subject headings under “topics”. Each student is responsible for four modules. During the course of the semester, each student will write four forecast exercise papers (minimum 2 pages plus figures, it often takes more to do the module justice) demonstrating proficiency with the modules by briefly summarizing a particular module and then applying it to a particular real-time forecast problem, and four verification papers (minimum 1 page plus figures, often needs more) assessing the accuracy of that forecast and diagnosing any errors.

The modules and exercise papers may be done in any order, except that it of course makes sense to complete a module prior to applying it. The exercise papers must be submitted via email (to dconlee@tamu.edu) in Word format prior to the forecast event actually taking place, and the corresponding verification paper must be completed and submitted no more than 48 hours after the forecast verifies. Clearly identify the precise COMET module at the beginning of each forecast paper, many have similar names.

By not waiting until the due date, you can pick especially interesting situations. If you have a preferred module, do the module and write the summary, then keep an eye on the weather situation for a good time to make the forecast. The first module paper must be submitted by February 4, 2359L, with successive deadlines about every two to three weeks, not counting Spring Break. We will discuss and decide on each upcoming deadline in class. You may certainly turn in modules early, especially when an ideal forecasting situation arises.

Grades on the forecast papers will be based on clarity/organization, spelling/grammar, understanding of the module, and appropriate application/reasoning in the forecast. Grades on the verification papers will be based on the clarity/organization, spelling/grammar, accuracy of the forecast, and demonstration of understanding of errors and how to correct them.

Lab Deliverables and Presentations: 40% of grade.

Whatever we ask you to turn in after a Monday or Wednesday laboratory session falls into this category. You must work individually unless otherwise instructed. Deliverables, such as the
Zone Forecast and Discussion, will be graded for both meteorological content and conformance to correct formats and requirements.

All presentations, whether given by individuals or a team, will be evaluated on the basis of clarity, comprehensiveness, and correctness. Standards will gradually rise during the semester as forecasting and briefing proficiency are gained. You will likely get questions and feedback from the instructors and classmates during and after the brief. This is part of the learning process of being a professional meteorologist and is not personal. If you miss a major feature or concept, just learn from it and move on – rarely does a brief that is given serious preparation and effort receive a grade below a B or B-.

**Forecasting Project: 10% of grade.**

Each student will conduct an outside forecasting project, consisting of making and providing a forecast of potential value to a specific entity, such as a private company, a large non-profit, a special event, a military exercise, etc. (If in doubt, seek approval of concept ahead of time!) The project will be presented in class including the background, the forecast, the verification, and a value of the forecast. Presentations are all to be completed and emailed by March 20th (2359L). Presentations will be made during the Wednesday lab and Friday lecture after Spring Break. Your deliverable is your Powerpoint or compatible presentation and any relevant supporting data. *The key here is to show that you understand who your customer is, what the special needs are, and what products are required to meet those needs.*

*You must choose one of the following:*

(a) An actual forecast that you deliver to your customer, with your customer agreeing to receive the forecast, potentially act upon the forecast, and provide you with feedback as to its value.

(b) A forecast that you could hypothetically deliver to a real customer. In this option, you must deliver the forecast to your instructor rather than to your customer, and you must compare the quality and value of your forecast to the forecast information that your customer actually uses or is likely to use.

**Scientific or Business Model Overview Paper: 10% of grade.**

Each student will either:

1. Create a business model for a weather forecasting company. The minimum five page paper (not counting figures, tables, etc., single spaced for counting) will describe the proposed business model: e.g. the customer base, the competition, the pricing model, the growth plan, the advertising plan, and the startup and recurring costs. Studying Business Plans for Dummies or equivalent would be a good idea – there is a lot to starting a company! Idea must be pre-approved.

2. Write an in-depth review paper on a pre-approved topic in synoptic meteorology. (Same length as above). AMS journal (all except BAMS) style is required. Topic must be pre-approved.

*The initial draft of the paper is due April 15 (2359L), and the final paper is due May the 2nd (2359L).* If you are interested in the Dept. of Business competition, you may switch deadlines with the Forecasting project to accommodate participation (by prior arrangement, of course).
All who use the University Writing Center as part of their preparation will receive a 3 point bonus on their paper. Document your involvement with them in an addendum to your paper.

In order to pass the course, the paper element and the COMET Modules element must be evaluated as passing since they are the primary W components of the course.

Extra Credit

Extra credit for the course is primarily for leading informative Monday afternoon forecast discussions. Extra credit is also available for forecast proficiency in the Weather Challenge, measured by comparison to national consensus forecast. See Corey Howard for optional Weather Challenge registration (at your own expense since it is not a requirement).

Final Grade

With the exception of the quizzes, most grades in the course will be letter grades with a +/- augmentation system; grades will be averaged in the proportions given above to determine the final grade for the course.

Aggie Code of Honor

Aggie Code of Honor: An Aggie does not lie, cheat, or steal, or tolerate those who do. Incidents of academic dishonesty, including plagiarism, will be dealt with according to established procedures. See http://www.tamu.edu/aggiehonor/ for more information. Note that turning in a forecast in which unauthorized products have been viewed is cheating and will be treated as a violation of the Code of Honor. Be extra mindful of plagiarism in your written papers. For example, don’t be so stupid as to not paraphrase COMET model content when summarizing it. Cite your sources properly and never pass of someone else’s work as your own.

Previous Course Quizzes: It is not, by itself, an honor violation to possess old quizzes from previous course offerings (N-G or Conlee). However, if any student does have previous material we must be notified well in advance of any corresponding tests or assignments, or it is an honor violation. This will help insure that no student has an unfair advantage over fellow Ags. Therefore, do not give materials from this class to your underclassmen.

Absences

Absences will be handled in accordance with Student Rules (http://studentrules.tamu.edu/rule7.htm). You are seniors, and this is one of the most important courses you will take. Attendance is mandatory. Never, ever, miss a class without a solid Rule 7 excuse, or a 0 will be assigned for that day’s deliverables. Enough said. Grad school visits and job interviews will be handled on a case-by-case basis and only if negotiated well in advance!

Lab Etiquette

When one of your fellow students is briefing, or a group is presenting, they deserve your complete attention. You can’t give that if you are looking at your screen or phone. If we are in a lecture mode within the classroom, the same applies. Zero tolerance = zero clicks (mouse or keyboard) during a presentation of any kind.
Go to the office (1204) and ask for paper if either lab needs it. Same for staples. Report any problem with a lab printer. NEVER print to lab printer without first knowing that there is not a class in session AND that the printer is in working order. Do not print charts with black backgrounds for anything you turn in for this course.

*Phones are not allowed once class begins. Period. Put them in your backpack and don’t take them out until class is over.*

**Assistance with Disabilities**

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

**Copyright Policy**

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

New Core Component Proposal

Date Submitted: 06/18/18 9:05 pm

Viewing: CLAS 410-W : Seminar in Classical Studies

Last changes: 06/18/18 9:05 pm

Changes proposed by: konradc

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Christoph F. Konrad</td>
<td><a href="mailto:konradc@tamu.edu">konradc@tamu.edu</a></td>
<td>979-575-1384</td>
</tr>
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Course Prefix: CLAS

Course Number: 410

Academic Level: UG

Complete Course Title: Seminar in Classical Studies

Abbreviated Course Title: SEMINAR CLASSICAL STUDS

Crosslisted With: 

Semester Credit: 3

Hour(s)

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 1

Enrollment per Section (Avg.): 15

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

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

This course is taught only by tenured or tenure-track faculty, who will be solely responsible for evaluating and grading the writing. No graduate students or undergraduate assistants will be involved.

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

To pass this course you must pass the W component.

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

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<tr>
<td>(1) Short expository note explaining a selected element of historical, philological, or literary nature related to topic of seminar</td>
<td>500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>(2) Research paper exploring a major issue (historical, philological, or literary) related to topic of seminar</td>
<td>2500</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>
This is a re-certification of a currently W-approved course. The syllabus attached is the one from the last time the course was taught (stacked with HIST 481-905), in Spring 2018. I can provide examples of student writings and instructor’s comments, if desired.

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

Attach Course Syllabus  
[CLAS_410_HIST_481_Syl_18A_rev4.pdf]

Reviewer Comments  
Donna Pantel (dpantel) (07/10/18 12:10 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.

Donna Pantel (dpantel) (07/10/18 12:41 pm): The W&C Course Advisory Committee recommends that CLAS 410 Seminar in Classical Studies be recertified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: 1. Percentage of final grade based on writing quality: 60 2. Course content appropriate to the major 3. Total number of words: 3000 4. Instructor to student ratio for one section: 1:15 Since original certification, the course has not changed significantly. Writing assignments include a short explanatory note in keeping with disciplinary conventions and a research paper. Students get written instructor feedback on drafts, with representative examples from student drafts are discussed in class. Instruction consists of an introduction to writing about the classics and introduction to relevant resources such as the web site for the American Philological Association, a preparatory workshop for each of the writing assignments, and the use of models.

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Spring 2018: The Year of Four Emperors, AD 69

The fall of the emperor Nero in the summer of AD 68 put an end to a century of stability which the rule of the Julio-Claudian House had provided throughout the Roman World. Nero’s successor, Galba, lasted just seven months; his murder in early 69 plunged the Empire into a brief but exceedingly brutal civil war that saw three more emperors in short order within the same year: Otho (January-April), Vitellius (April-December), and the eventual victor, Vespasian (AD 69-79). Proceeding from a close reading of the ancient sources (Tacitus, Plutarch, Suetonius, Dio), we will reconstruct those events, and in the process examine Roman attitudes towards politics, power, and war—especially the civil variant.

Note: This course will be taught as a “W” (Writing-intensive) course. You must achieve a passing grade (for HIST 481, a grade of C or better) on the writing part (2 assignments = 60%, see below) of the course in order to pass the course.

Note: For HIST 481, you must achieve a grade of C or better to pass this course.

Prerequisite: CLAS 410: Junior or senior classification, or approval of instructor.

HIST 481: 21 credits of history, 9 of which must be 300-level or above. Open to senior history majors or with instructor’s approval.

Learning Outcomes: Upon completion of this course, students will be able to
— evaluate and synthesize historical writings in the form of both ancient sources and modern scholarship
— express their own ideas effectively in written and oral form
— identify historical and social contexts that created diversity in past and present human cultures
— apply knowledge about the human condition, in the past and the present, to their personal lives and studies.

Required Texts:
CP = Course Packet. Will be posted on eCampus.

Optional Texts:

Texts on Reserve in Evans Library:
Dio’s Roman History, vol. 8. Translated by E. Cary. (Loeb Classical Library.)
Flavius Josephus, The Jewish War. Translated by M. Hammond. (Oxford World’s Classics.)


Other Texts will be made available on eCampus as needed.

Grading Policy:
Short Note = 1st Writing Assignment = 20%
Research Paper = 2nd Writing Assignment = 40%
2 Class Reports = 20%
Class Participation/Preparation = 20%

Grading Scale: Writing assignments and class reports will be judged by a letter grade converting to a Term Point value as follows:

A = 8  B = 6  C = 4  D = 2  F = 0
A- = 7  B- = 5  C- = 3  D- = 1

Class Participation & Preparation will be judged on a 100-point scale, and converted to Term Points as follows:

100-95 = 8A  89-85 = 6B  79-75 = 4C  69-65 = 2D  59-0 = 0F
94-90 = 7A-  84-80 = 5B-  74-70 = 3C-  64-60 = 1D-

Term Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Writing assignments will be graded on
– style, grammar, punctuation, spelling, and diction
– synthesis and analysis of the scholarship
– persuasiveness of argument
– organization
– use and citation of materials
**Writing Assignments:** Sixty percent (60%) of your grade in this course will be based on two (2) written assignments: a short note of ca. 2-3 pages (500-750 words) and a research paper of ca. 10-12 pages (2,500-3,000 words). These assignments will incorporate both ancient sources and modern scholarship. Each assignment will be submitted as a draft for a preliminary grade and written feedback; a revised version of the paper will then be submitted for a permanent grade. You should familiarize yourself with the suggestions on research and documentation, planning and drafting, and revising and editing found on the websites below:

Texas A&M Writing Center:  [http://writingcenter.tamu.edu/resources/](http://writingcenter.tamu.edu/resources/)

**Class Reports:** You will select two report topics from the ones listed below in the syllabus; one topic each must come from category A and B. (In some cases a certain topic may be assigned to ensure that critical material is covered.) The categories are as follows.

A: Historiography. The report will represent an in-depth study, incorporating relevant scholarship where appropriate, of one or more ancient sources (mainly Plutarch and Cassius Dio) pertaining to the topic of that day’s class, with particular attention to differences from Tacitus’ account. The student tasked with this report will also lead the class discussion on that day.

B: Historical Background (Prosopography, Epigraphy, law, religion, etc., and a few—rare—primary sources). The report will represent an in-depth study, incorporating relevant scholarship, of a subject related to or illuminating specific aspects of that day’s topic.

Each report will be accompanied by a brief (1-2 pages) written summary stating the principal points made in the presentation and listing basic bibliography. Reports in category A should typically be ca. 5-10 minutes in length; reports in category B, ca. 10-20 minutes.

**Class Participation** (actively contributing to the class by volunteering comments and answering questions) & **Preparation** (carefully reading all assigned materials). Preparation in particular means having examined in-depth, including consultation of relevant scholarship (e.g., what various commentaries have to say), the readings in Tacitus and other sources assigned for that day.

You will start out with a score of 50 ‘in the bank.’ Your preparation for and participation in class will be judged weekly. A good performance will earn up to 4 (four) additional points per week, to a maximum accumulation of 100 points; a poor performance will reduce your account by the same rate. No change will occur if your performance is unremarkable. If, without a university-approved excuse (see below, **Attendance**), you are manifestly unprepared for class, or fail to complete assigned homework, 4 (four) points will be deducted for each instance.

**Attendance:** You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add 2 (two) points to your Course Score. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). Make-up tests will be given in accordance with University Regulations (7.3).
**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing 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 that 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.” You are expected to know the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Schedule**

Note: additional readings for various class periods will be posted on eCampus

1. R Jan. 18: Introduction: Report assignments; problems of text and translation. *You should read all of Morgan Y4E during the first two weeks of the semester, and subsequently re-read the daily assignments.*
   - Tac. 1.1-5; CP 6-35, 38-40.
   - Syme, R. “The word *opus* not Tacitean” (eCampus)
   - Baldwin, B. “Three Notes on Tacitus, *Histories I*” (eCampus)

2. T Jan. 23: 1st Writing Session: Bibliography; Sources (ancient: primary and secondary) and Literature (modern scholarship)
   - The Principal Sources. Morgan Y4E 269-290; CP 76-85
   - A1: Flavius Josephus (will lead class discussion under B report)
   - A2: Plutarch (will lead class discussion under B report)
   - A3: Suetonius (will lead class discussion under B report)
   - A4: Cassius Dio (will lead class discussion under B report)

   - A5: Plut. *Galba* 1-7; Dio Bk. 63.22-29 (Loeb pp. 173-195): lead class discussion
   - B1: Iulius Vindex and Verginius Rufus

   - A6: Plut. *Galba* 8-18; Dio 64.1-3 (Loeb pp. 195-201): lead class discussion

5. R Febr. 1: The Adoption of Piso. Tac. 1.12-26; Suet. *Galba* 16-18; Morgan Y4E 57-63; CP 99-101
   - A7: Plut. *Galba* 19-23; Dio 64.4.1-5.1 (Loeb pp. 201-202): lead class discussion
   - B3: Adoption in Roman Law

6. T Febr. 6: 2nd Writing Session: Short Notes. — Short Note topic assigned

7. R Febr. 8: The Death of Galba. Tac. 1.27-49; Suet. *Galba* 19-23; *Otho* 1-7; Morgan Y4E 63-73
   - A8: Plut. *Galba* 24-29; Dio 64.5.2-6.5² (Loeb pp. 203-207): lead class discussion
   - B4: The epitaph of Piso
8. T Febr. 13: The Proclamation of Vitellius. Tac. 1.50-60; Suet. *Vitellius* 1-8, 13; Dio 65.2-3 (Loeb pp. 222-223); Morgan Y4E 54-57, 74-90
   B5: L. Vitellius cos. III, cens.
   B6: The commanders of Vitellius: Fabius Valens, A. Caecina

9. R Febr. 15: Otho Goes to War. Tac. 1.71-76, 80-90; 2.11; Suet. *Otho* 8; Morgan Y4E 91-111
   A9: Plut. *Otho* 1-5; Dio 64.7-10.1 (Loeb pp. 207-211): lead class discussion
   B7: The commanders of Otho: Licinius Proculus, Marius Celsus, Salvius Titianus

   **Short Note preliminary draft due**

10. T Febr. 20: The Vitellian Advance. Tac. 1.61-70; 2.17-30; Suet. *Vitellius* 9; Morgan Y4E 112-123; CP 95-98
    A10: Plut. *Otho* 5-7; Dio 64.10.1 [15.3] (Loeb p. 211): lead class discussion
    B8: Omens and Augury

11. R Febr. 22: **3rd Writing Session:** Short Note feedback and revision

12. T Febr. 27: **4th Writing Session:** Short Note feedback and revision (cont’d)

    A11: Plut. *Otho* 8-14; Dio 64.10.3 (Loeb p. 213); Josephus 4.545-549: lead class discussion
    B9: More commanders of Otho: Annius Gallus, Suetonius Paulinus, Vestricius Spurinna

    A12: Plut. *Otho* 15-18; Dio 64.10.2-15.2b, 65.1.1-2 (Loeb pp. 213-221): lead class discussion
    B10: From the Acts of the Arval Brethren

15. R March 8: **5th Writing Session:** Choosing a Research Paper topic; use of evidence, organization of material and argument

   **Short Note final version due**

March 12 – March 16: SPRING BREAK

16. T March 20: Vitellius in Italy. Tac. 2.57-62, 67, 70-73; Morgan Y4E 139-169
    A13: Suet. *Vitellius* 10; Dio 65.1.2a-1.4 (Loeb pp. 221-222): lead class discussion
    B11: The First Jewish War

   **Research Paper proposals due**
   A14: Dio 65.8.3-9.2 (Loeb pp. 233-235); Josephus 4.588-632: lead class discussion
   B12: Men behind Vespasian: Licinius Mucianus, Ti. Alexander
   Research paper proposals approved

18. T March 27: Vitellius in Rome. Tac. 2.87-101; Suet. Vitellius 11-14; Morgan Y4E 158-169
   A15: Dio 65.2.1-8.2 (Loeb pp. 223-233); Josephus 4.585-587: lead class discussion

19. R March 29: The War Council at Poetovio. Tac. 3.1-14; Dio 65.9.3-11.2 (Loeb pp. 235-239); Morgan Y4E 190-201
   B13: The Flavian commanders: Antonius Primus, Vipstanus Messalla

20. T April 3: The Second Battle of Bedriacum. Tac. 3.15-25; Morgan Y4E 201-208
   A16: Dio 65.11.3-14.4 (Loeb pp. 239-245); Josephus 4.633-644: lead class discussion

21. R April 5: The Sack of Cremona. Tac. 3.26-35; Dio 65.15 (Loeb p. 245); Morgan Y4E 208-213
   B14: Sackers of Cities

22. T April 10: Vitellius Reacts. Tac. 3.35-37, 40-44, 52-66; Dio 65.16 (Loeb pp. 245-249); Morgan Y4E 214-241
   B15: More Flavian leaders: T. Flavius Sabinus, Petillius Cerialis

23. R April 12: The Burning of the Capitol. Tac. 3.67-75; Suet. Vitellius 15; Dio 65. 17 (Loeb pp. 249-251); Morgan Y4E 241-248
   B16: The Capitoline Temple
   Research Paper preliminary draft due

24. T April 17: The Death of Vitellius. Tac. 3.76-86; Suet. Vitellius 16-18; Morgan Y4E 248-255
   A17: Dio 65.18-22 (Loeb pp. 251-257); Josephus 4.645-655: lead class discussion

25. R April 19: 6th Writing Session: Research Paper draft feedback and revision

26. T April 24: The Flavians in Rome. Tac. 4.1-6, 11, 39-40, 44-47, 51-53; Suet. Vespasian 8-12; Domitian 1; Morgan 256-268
   B17: Lex de imperio Vespasiani

27. R April 26: Conclusion

   R May 3, 12:00 noon: Research Paper final version due
Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/15/18 4:15 pm

Viewing: GERM 310-W : Composition

Last edit: 06/15/18 4:15 pm
Changes proposed by: stefanieharris

Contact(s)

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<tr>
<th>Name</th>
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<tr>
<td>Stefanie Harris</td>
<td><a href="mailto:stefanieharris@tamu.edu">stefanieharris@tamu.edu</a></td>
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Course Prefix          GERM
Academic Level         UG
Complete Course Title  Composition
Abbreviated Course Title COMPOSITION
Crosslisted With       
Semester Credit        3
Hour(s)                
Proposal for:          Writing Designation

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<tr>
<td>Homework: writing exercises throughout semester</td>
<td>1000</td>
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If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing.

n/a

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

To pass this course you must pass the W component.

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

<table>
<thead>
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<th>Writing assignment</th>
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https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Add word count of each graded writing assignment and put total word count here.

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

Explain how collaboration is monitored to ensure equal participation.

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

All essays written in stages, which includes at least one draft with feedback before the final version is submitted. Essay #3 includes comments on written proposal.

Formative feedback provided to students through:
- Peer-review writing workshops in class: Exercises designed to guide students in editing and critiquing each other’s work.
- Written instructor feedback on all drafts in form of writing rubric check points. Students must indicate on final draft how they have addressed earlier instructor comments.
- Oral feedback from instructor during workshops and office hours.

Feedback on short writing exercises assigned as homework include corrections and tips on German grammar.

Describe how you provide writing instruction.

Writing instruction in this class must address two interrelated issues: (1) rhetorical forms of the critical essay; and (2) written language skills in the German language. Rhetorical forms and principles addressed through lecture, the presentation of appropriate models, and the construction of a detailed writing rubric (i.e., best practices for writing a critical essay in German). Language skills targeted as needed in short in-class grammar exercises and review. Textbook (title: Developing Writing Skills in German) is designed to move progressively from intermediate to advanced writing forms, and includes pre-writing exercises. Additional writing instruction provided to students through peer-review exercises, and oral and written feedback of instructor as described in section above on formative feedback.

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

Attach Course Syllabus  Syllabus GERM 310.pdf

Reviewer Comments  Donna Pantel (dpantel) (07/10/18 12:35 pm): DATE: July 9, 2018 SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GERM 310 We recommend that GERM 310 German Composition be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: 1. Percentage of final grade based on writing quality: 55 2. Course content appropriate to the major 3. Total number of words: 2100 4. Instructor to student ratio for one section: 1:25 Since original certification, the course has not changed significantly. Students write three essays. For instruction and feedback, they also complete writing exercises throughout the semester. Each essay is written in stages and receives written instructor feedback on at least one draft. In-class peer review workshops and oral instructor comments give students more formative feedback. Since this is a composition class, most of the class involves writing instruction and covers rhetorical forms of the critical essay and written language skills in German.
Course description
This course promotes the development of enhanced writing skills in German, including sophisticated use of vocabulary and grammatical structures. Students will improve their ability to produce grammatically correct and stylistically coherent texts that focus on a range of topics. A variety of texts and short films on contemporary German issues, current events, and cultural trends will serve as the basis for class discussions and activities, short writing assignments, and longer essays. All course assignments, as well as class discussions and activities, will be conducted in German.

Learning outcomes
Upon successful completion of the course, students will be able to:
• understand a wide range of texts, and recognize implicit meaning;
• use language flexibly and effectively for social, academic and professional purposes;
• summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation; and
• produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Prerequisites
GERM 202 or GERM 204, or equivalent.

Required course materials
• Duensing, Annette and Uwe Baumann, ed., Developing Writing Skills in German (New York: Routledge, 2006).
• Selected materials posted to eCampus.

Course requirements and evaluation
Homework 30%
Quizzes 15%
Essays 55%

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

To pass this course, you must pass the writing (W) component.

Homework
Writing exercises from the textbook and/or handouts will be assigned on a daily basis. All assignments will be posted on eLearning with their due date. Assignments may be handwritten or typed, but should always be double-spaced; assignments must be submitted in hardcopy. Many of the exercises in the textbook can be checked against the answer key in the back of the book (pp. 163-264). You should check your own answers and make corrections on your paper with a pen/pencil of a different color. Students will receive no credit for copying possible versions of open-ended exercises. Late submissions will not be accepted, except in the case of a university-approved excused absence (see statement on absences below).

Quizzes
Short quizzes will be given regularly on Thursdays at the start of class to verify reading comprehension of texts assigned from the book, and to review mastery of grammatical constructions. Quizzes cannot be made up except in the case of a university-approved excused absence (see statement on absences below).
Essays
Students will write three essays of increasing complexity during the semester. Essays must be written in German. Submissions must be typed and submitted in hardcopy with a printed word-count at the end of the essay. Essays will be graded on content, organization, and grammatical and linguistic accuracy.

Each essay submitted must include the Aggie Honor Code, printed and signed by the student. By signing the code, you affirm that your essay represents your own work in its entirety and that you have not used translation software or a translation website in its composition, or relied on the assistance of another individual.

Essays will be written in stages. Reviewing and revising written work are critical components of the writing process and your final grade for each essay will take these stages into account. We will be conducting peer review of essay drafts in class so it is critical that you bring a typed, double-spaced, hard-copy of your draft with you to class on the due date listed on the syllabus. Students who do not bring a complete, typed rough draft to class on the assigned date will have 10 percentage points deducted from the final grade of the paper, except in the case of university-approved excused absence. Students who do not submit a rough draft at all will have 20 percentage points deducted from the final grade of the paper. Instructor feedback on drafts will address content, organization, and grammatical/linguistic areas. Final papers must include a word count and a short note indicating how your final paper addresses feedback from your draft. Final papers must be typed, double-spaced, and submitted in hard copy. Due dates for final versions of the essay are listed on the syllabus; late submissions will be penalized with a 10 percentage point reduction of the final grade, except in the case of university-approved excused absence.

<table>
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<th>#1: 400 words (10%)</th>
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<td>#2: 700 words (15%)</td>
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<td>#3: 1000 words (30%)</td>
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Absences
Attendance in class is mandatory. For each unexcused absence in excess of two, student’s final grade will be reduced 5 full percentage points. Attendance is essential to complete the course successfully. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days of more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located at http://student-rules.tamu.edu/rule07.

Academic Integrity

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

1. Woche
   Einführung
   „Deutschland is a lot of Spass“
   *Developing Writing Skills in German [WS]*, Kapitel 1, Teil 3

2. Woche
   *WS*, Kap. 1, Teil 4-5
   *WS*, Kap. 2, Teil 1

3. Woche
   *WS*, Kap. 2, Teil 5, 6 u. 8

4. Woche
   Kurzfilm aus *Deutschland 09: 13 Kurze Filme zur Lage der Nation*
   *WS*, Kap. 3, Teil 1-3
   Termine: 7. Februar – Aufsatz #1 (erste Fassung)

5. Woche
   *WS*, Kap. 3, 4-5
   Termine: 16. Februar – Aufsatz #1 (zweite Fassung)

6. Woche
   *WS*, Kap. 3, 6

7. Woche
   Kurzfilm aus *Deutschland 09: 13 Kurze Filme zur Lage der Nation*
   *WS*, Kap. 4, Teil 2-3

8. Woche
   Besuch: Special Collections, Cushing Library
   *WS*, Kap. 4, Teil 4-5
   Termine: 7. März – Aufsatz #2 (erste Fassung)

SEMESTERFERIEN – 13. bis 17. März

9. Woche
   *WS*, Kap. 4, Teil 6-7

10. Woche
    Kurzfilm aus *Deutschland 09: 13 Kurze Filme zur Lage der Nation*
    *WS*, Kap. 6, Teil 1-2
    Termine: 28. März – Aufsatz #2 (zweite Fassung)

11. Woche
    *WS*, Kap. 6, Teil 3-6

12. Woche
    *WS*, Kap. 6, Teil 7-8
    *WS*, Kap. 8, Teil 1-2

13. Woche
    *WS*, Kap. 8, Teil 3-4

14. Woche
    Kurzfilm aus *Deutschland 09: 13 Kurze Filme zur Lage der Nation*
    *WS*, Kap. 8, Teil 5-7
    Termine: 25. April – Vorarbeit Aufsatz #3
           8. Mai – Aufsatz #3
Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/24/18 3:45 pm

Viewing: NFSC 204-W : Perspectives in Nutrition and Food Science

Last edit: 05/24/18 3:45 pm
Changes proposed by: callred

Contact(s)

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<tr>
<td>Clint Allred</td>
<td><a href="mailto:callred@tamu.edu">callred@tamu.edu</a></td>
<td>979-845-0863</td>
</tr>
</tbody>
</table>

Course Prefix: NFSC
Course Number: 204
Academic Level: UG
Complete Course Title: Perspectives in Nutrition and Food Science
Abbreviated Course Title: PERSPECTIVES NUTR FSTC
Crosslisted With:
Semester Credit: 1 Hour(s)
Proposal for:
Writing Designation

Number of Sections per Academic Year: 10
Enrollment per Section (Avg.): 25
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?
No

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

Students will provide formative feedback on each writing assignment in the class by peer reviewing other students papers. However, this process will not be used to assign grades to the written assignments. The instructor will provide training and examples in the early stages of the course of the types of feedback that are appropriate to provide in the peer review process.

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

To pass this course you must pass the W component.

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

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<tr>
<td>Assignment #3</td>
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</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.

2500

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

75

Explain how collaboration is monitored to ensure equal participation.

Participation will be evaluated and contribute to student's grades in the course. Participation points will be awarded for completion of peer review of other student's writings and additional in-class assignments will be provided to ensure students actively participate in group discussion.

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

There will be a total of 5 writing assignments. Students will be asked to read a paper and watch a video and write a 500 word summary and evaluation in response. Assignments will be submitted to Peerceptiv and formative feedback will be given from classmates and from the instructor using the Peerceptiv program. Students will then be given the opportunity to edit each assignment prior to submitting it to the instructor for grading. The instructor will provide formative feedback on each assignment prior to the next assignment being due.

Describe how you provide writing instruction.

There are multiple Skill-building modules throughout the course including:

- Strategies for reading and writing
- Strategies for writing paragraphs
- Writing with clarity
- Writing from perspective
- Writing to limit doubt
- Writing with authority

In addition, prior to the first writing assignment the instructor will provide examples and instruction to all students about how to conduct the peer review on assignments in order to provide formative feedback.

Additional Comments

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

Attach Course Syllabus [NFSC 204W Syllabus-5-21-18.pdf]

Reviewer Comments

Donna Pantel (dpantel) (07/10/18 12:44 pm): The W&C Course Advisory Committee recommends that NFSC 204 Perspectives in Nutrition and Food Science be certified as a writing (W) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: 1. Percentage of final grade based on writing quality: 75 2. Course content appropriate to the major 3. Total number of words: 2500 4. Instructor to student ratio for one section: 1:25 NFSC 204 is a one-credit, multi-section course in which student's complete five writing assignments. These require students to read a paper and watch a video related to the course content and write an evaluative response. For formative feedback, these assignments are peer reviewed using Peerceptiv. Students receive participation points for completing peer reviews. In addition, each is graded and returned by the instructor in time for feedback on one to be used to improve the next. Instruction comes from modules that include topics related to writing such as writing with clarity, writing from perspective, and writing with authority.

Donna Pantel (dpantel) (07/10/18 12:45 pm): This course has been submitted for certification and has been approved from 1/1/2018 to 1/1/2022.

Key: S18
Course title and number  NFSC 204, Current Perspectives in Nutrition and Food Science
Term  Fall 2018, 1 credit
Meeting times and location  TBD

Instructor Information

Name  Dr. Clinton Allred
Telephone number  (979) 845-0863
Email address  callred@tamu.edu
Office hours  By appointment
Office location  Cater-Mattill 214B

Textbook and/or Resource Materials

No formal textbook will be required for this course. Reference materials will be uploaded to eCampus and/or a class website for you to view and/or download.

Course Description and Prerequisites

Current trends in the fields of nutrition and food science; critical review relevant literature in these fields ranging from popular press to peer-reviewed research; study of original research and market trends in understanding food, food processing, nutrients, health and diseases. **Prerequisite**: Nutritional Sciences and Food Science and Technology majors only.

Since this course satisfies a University “W” requirement for the Nutritional Sciences major, to pass this course you must pass (≥ 60%) on every major writing project of the course.

Learning Outcomes or Course Objectives

At the completion of the course, students will have a basic understanding of current trends in nutrition and food science from their review of both popular press and scientific literature. Students will also have a strong basis for critical thinking as demonstrated by technical writing and oral discussions. Students will also be expected to:

- **Identify** available resources of current food and nutritional science information
- **Identify** characteristics of credible, scientific information
- **Assess** quality of information from a variety of sources
- **Analyze** and **evaluate issues in nutrition and** food sciences by applying elements of reasoning and critical thinking
- **Demonstrate** effective written communication skills
- **Engage** in active discussions related to current issues in the food and nutritional sciences
These objectives will be met through a combination of activities:

<table>
<thead>
<tr>
<th>Instructor Activities</th>
<th>Class Interaction, Activities &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning modules</td>
<td>Discussion Boards</td>
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<td>Audio lectures/text script</td>
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<td>Weekly announcements</td>
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<td>Office hours and group activities</td>
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<td>Feedback on writing and discussions</td>
<td>Peer Reviews</td>
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<tr>
<td>Discussion groups</td>
<td>Online Tutorials</td>
</tr>
</tbody>
</table>

Course Resources

Resources used in this course will be provided electronically through the TAMU eCampus (http://ecampus.tamu.edu/) system or you will identify your own resources (e.g. TAMU library research) to support your ideas in course activities and assignments. In addition, access to a writing reference, such as Lunsford’s “The St. Martin’s Handbook” or “Easy Writer” or Faigley’s “The Little Penguin Handbook” is recommended.

Course Requirements

- **Minimum Technology Requirements.** You are required to have access to an up-to-date computer (e.g. Windows 8+ or Mac OS X 10.8+) with word processing software (i.e. Microsoft Word) to participate and complete course assignments. Speakers or headphones are required to listen to videos and audio files and a web-camera to participate in live video feeds with the instructor or for class projects. Adobe Acrobat Reader is required to read pdf documents. **Recommended Browsers:** Mozilla Firefox or Google Chrome. A high speed Internet connection is required to effectively participate in this course.

- **Minimum Technical Skills.** Students should be familiar with the TAMU Gmail client, including how to compose emails and create email folders to save course emails from the instructor. Students should be able to download files from the course web site and upload files to eCampus and have a working knowledge of Microsoft Word, including how to create new documents, edit and save documents, and copy and paste text from MS Word into eCampus text boxes.

- **Resources and support.** Resources available to support participation in this course include the Instructional Technology Services (http://its.tamu.edu/) which provides support for eCampus, including how to guides and videos for using eCampus tools, Help Desk Central (http://hdc.tamu.edu/) is a 24-hour call desk that can assist with computer and software issues, and Open Access Labs (http://oal.tamu.edu/) provide computer access, including general and specialized workstations.

Course Structure

- **Style:** This course is a blend of asynchronous online and live-lecture/discussion format.
- **Course Content** will be frequently loaded to eCampus, and you are expected to keep up with all assigned readings and course assignments, both individual and group work.
• **Learning modules:** This course is organized into modules, as outlined in the course schedule, by its main topic and contains required videos, readings, discussion topics, forums, and assignments.

• **Participation:** Students should expect to spend at least 2 hours a week on various readings, assignments, discussions, and activities outside of class. Students will also peer-review written assignments in the course. Participation points will be earned during the semester with activities that give you opportunities to assess, reflect on, discuss and/or apply course concepts. The purpose of participation is for you to assess your understanding of course concepts and/or think through topics and related content, promoting problem solving and critical thinking. Participation format will vary. Some participation is completed in class, while other participation is assigned in one class period and due at the beginning of a later class period. If you are absent when participation activities are completed, assigned and/or are due (for example, you cannot have a friend turn in a homework activity and receive credit), you will not be able to make them up without a University-excused absence. To be a successful learner you should be self-motivated, self-disciplined, and be an active and willing participant in class activities and discussions.

## Grading

Grades are based on 100 points with a grading rubric provided for both oral and written assignments, distributed among 5 learning modules as follows:

- Online activities and training modules are not part of the class grade
- Participation in Group Discussions and other activities (5 modules @ 5 points) = 25 pts
- Writing assignments (5 modules @ 15 points) = 75 pts

**TOTAL 100**

### Letter Grade Points Performance

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

**Writing Assignments:** There will be a total of 5 writing assignments. Students will be asked to read a paper and watch a video and write a 500-word summary and evaluation in response. Assignments will be submitted to Peerceptiv and formative feedback will be given from classmates using the Peerceptiv program. Students will then be given the opportunity to edit each assignment prior to submitting it to the instructor for grading. The instructor will provide formative feedback on each assignment prior to the next assignment being due. In addition, prior to the first writing assignment, the instructor will provide examples and instruction to all students about how to conduct the peer review on assignments in order to provide formative feedback. **To pass this course, you must pass (≥ 60%) each of these writing assignments.**

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

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**Course Topics, Calendar of Activities, Major Assignment Dates**
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Module</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introductions: course syllabus and online resource tour</td>
</tr>
</tbody>
</table>
| 2    | Module 1       | - Understanding the Bridge From Science Research to Science Communication  
- Identifying Credible Information |
| 3-4  | Module 2       | - Reading scientific literature:  
- Popular media vs. scholarly sources.  
- Skill-building: **Strategies for reading and writing**.  
- Introduction to group discussions and to Writing |
| 5-6  | Module 3       | - **Nutrition or Food Science Speaker #1**  
- Critical Thinking Concept: *Elements of reasoning and application*.  
- Skill-building: **Strategies for writing paragraphs**  
- **Week 5**: Group discussions: Popular Press and Science. Draft an outline.  
- **Week 6**: Peer review of writing, writing discussions, writing Assignment #1 due by Friday at 5 pm. |
| 7-8  | Module 4       | - **Nutrition or Food Science Speaker #2**  
- Critical Thinking Concept: Identifying Problems and Relevant Information.  
- Skill building: **Writing with clarity**  
- **Week 7**: Group discussions. Effective Communication. Draft an outline.  
- **Week 8**: Peer review of writing, writing discussions, writing Assignment #2 due by Friday at 5 pm. |
| 9    |                 | Spring Break |
| 10-11| Module 5       | - **Nutrition or Food Science Speaker #3**  
- Critical Thinking Concept: *Assumptions and Inferences*.  
- Skill building: **Writing from perspective**  
- **Week 10**: Group discussions. Authority of Scientific Data. Draft an outline.  
- **Week 11**: Peer review of writing, writing discussions, writing Assignment #3 due by Friday at 5 pm. |
| 12-13| Module 6       | - **Nutrition or Food Science Speaker #4**  
- Critical Thinking Concept: *Uncertainty in Nutrition and Food Sciences*.  
- Skill building: **Writing to limit doubt**  
- **Week 12**: Group discussions. Peer-Reviewed Science. Draft an outline.  
- **Week 13**: Peer review of writing, writing discussions, writing Assignment #4 due by Friday at 5 pm. |
| 14-15| Module 7       | - **Nutrition or Food Science Speaker #5** |
Critical Thinking Concept: Point of View and Interpreting.
Skill building: Writing with authority
Week 15: Peer review of writing, writing discussions, writing Assignment #5 due by Friday at 5 pm.

Attendance and Make-up Policy
Be sure to pay close attention to deadlines. All assignments have specific due dates, and there will be no make-up assignments or late work accepted unless specific and original documentation for university-approved excuses is provided. See section 7.1 of TAMU Student Rules Rule 7 (http://student-rules.tamu.edu/rule07) for what the University considers excused absences.

Course Policies
While you are a student at Texas A&M University, you are expected to exhibit the characteristics of integrity in this academic setting, which includes being honest, trustworthy, respectful, fair, and responsible. Texas A&M University defines academic misconduct, or dishonesty, as: “Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, and complicity.” (Source: Aggie Honor System Office).
http://aggiehonor.tamu.edu/

Plagiarism
The materials used in this course are not to be duplicated without permission. This includes all materials generated for this class, which include, but are not limited to, syllabi, handouts, Power Point outlines/slides, case studies, etc. You do not have the right to copy these materials unless expressly granted permission. Note: “Making copies” is not limited to making hard copies, but it also includes taking pictures of materials with your phone or other electronic device. As stated in the Student Rules at Texas A&M University: “Student Rule 20.1.2.3.5: “The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” (http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Plagiarism)

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.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 04/23/18 1:32 pm

Viewing: SOCI 420-W : Advanced Methods of Social Research

Last edit: 04/23/18 1:32 pm
Changes proposed by: twoods

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark Fosset</td>
<td><a href="mailto:m-fossett@tamu.edu">m-fossett@tamu.edu</a></td>
<td>979-845-5133</td>
</tr>
<tr>
<td></td>
<td>Tim Woods</td>
<td><a href="mailto:twooods@tamu.edu">twooods@tamu.edu</a></td>
<td>979-845-5133</td>
</tr>
</tbody>
</table>

Course Prefix  SOCI  Course Number  420
Academic Level  UG
Complete Course Title  Advanced Methods of Social Research
Abbreviated Course Title  ADV METH SOC RESEARCH
Crosslisted With
Semester Credit  3
Hour(s)  
Proposal for:  Writing Designation

Writing Designation

Number of Sections per Academic Year  10  Enrollment per Section (Avg.)  25

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

Who will evaluate them?

Graduate teaching assistants will assist in the grading of writing assignments.

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

Teaching assistants are responsible for overseeing the deployment of writing exercises developed by the faculty and for grading and providing feedback for weekly writing assignments. At the beginning of the semester, teaching assistants meet with the faculty instructor to go over expectations for TA's, review the assignments, etc.

Teaching assistants’ performance related to student assessment and feedback is monitored closely, especially early in the semester. Both faculty and teaching assistants independently score the first couple of assignments, then meet as a team to discuss scores and feedback in order to ensure consistency of scores and quality of feedback.

Students are informed that grading by TA's can be appealed to the faculty instructor if the scoring has potential implications for the final grade to be received (e.g., if it might affect bonus points awarded on first submissions).

Teaching assistants meet with the instructor once or twice per week during the semester to discuss upcoming assignments, develop and look over activities for breakout sessions, and discuss student progress relative to learning goals.
All syllabi should contain one of the following statements. Select the statement that applies to your course.

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>1250</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>1250</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>1250</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

All assignments are individually completed. There is no collaboration.

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

Expectations and detailed instructions on the four writing assignments will be provided over the course of the semester. The assignments will involve preparing reports that draw on sociologically-informed data analyses to answer questions concerning a social policy issue. Students will have the opportunity to submit, receive feedback, and then later revise and resubmit writing assignments over the semester. Submitted assignments will be individually reviewed and graded.

Students will receive detailed feedback on the writing elements of the draft sections and be provided the opportunity to revise them based on the critical feedback received and resubmit them up to two times for additional credit and additional feedback.

Describe how you provide writing instruction.

Writing instruction is frequently integrated into course lectures and weekly reading assignments. This is reflected in the course schedule which notes writing-related content to be discussed on different days. The course requires students to purchase The Chicago Guide to Writing about Numbers (Miller 2015) also and makes frequent use of online writing resources including the American Sociological Association’s Style Guide and Quick Style Guide. The first week begins with an overview of writing assignments and their role in the course. As listed on the syllabus, each week’s topic includes W-notes, during which the instructor emphasizes writing specifically in relation to that week’s topic and provides model writing examples.

Half or more of a class period is devoted exclusively to discussing writing related issues when each W assignment is distributed. Additionally, half or more of a class period is devoted exclusively to discussing writing related issues when each W assignment is returned after the first submission. In addition, we have implemented weekly writing lab sessions for the course. One half of the time in these sessions is used to provide group instruction on writing assignments and limited one-on-one instruction on W assignment corrections.

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

Attach Course Syllabus  syllabus soci 420W.pdf  writing assignments, soci 420.pdf

Reviewer Comments

Donna Pantel (dpantel) (07/10/18 12:49 pm): The W&C Course Advisory Committee recommends that SOCI 420 Advanced Methods of Social Research be recertified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: 1. Percentage of final grade based on writing quality: 40 2. Course content appropriate to the major 3. Total number of words: 5250 4. Instructor to student ratio for one section: 1:12 Since original certification, the course has not changed significantly. Graduate assistants help with the course. The four required writing assignments are related to course content and are submitted in draft form. Written instructor comments are provided on drafts, and students are given the opportunity to revise and resubmit up to twice. Instruction is integrated into course lectures, and there is a requirement to use The Chicago Guide to Writing about Numbers. They learn to use the American Sociological Association style. In addition, each week’s topic includes "W notes," which focus on writing specific to that week’s topic, with examples.

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Course Information

Spring 2018, Sections 903, 904, 905, and 906
Lectures: HECC 110. Monday and Wednesday: 4:10-5:25 p.m. (All Sections)
Labs: ACAD 326 Friday 9:10am (S903); 10:20am (S904); 11:30am (S905); 12:40pm (S906)

Course Instructor

Mark Fossett
Professor, Sociology Department
Office 1: Texas Federal Statistical Research Data Center, 101A D. L. Houston Building
Office 2: Department of Sociology, 409B Academic Building (only by appointment)
Office hours: by appointment
e-mail: m-fossett@tamu.edu

Teaching Assistants: Michael Ohsfeldt mohsfeldt@tamu.edu and Martin Puga puga.martin@tamu.edu

Disclaimer

This syllabus is offered in good faith. However, please be aware some elements are subject to change. For example, the lecture topics, reading schedules, and the exam dates are subject change if it is in the best interests of the success of the course. Important course-related materials such as assignments, supplemental notes, and class handouts will be distributed and occasionally updated over the course of the semester. Students are responsible for reviewing these materials and keeping current on changes announced during lecture periods and/or by email.

Course Description

This course provides an introduction to the analysis, interpretation, and reporting and presentation of sociological data. Methods of data analysis include: use of univariate methods to summarize and describe distributions of values for variables; assessing relationships between two or more variables; performing hypothesis tests for statistical inference; and correctly interpreting descriptive and inferential statistics and correctly representing the confidence (or uncertainty) of findings.

This course also is developed as a writing-intensive course with lectures and assignments focusing on: techniques of effectively presenting data and results of statistical analyses, interpreting the results of analyses, and integrating the analysis and interpretation into reports that are technically rigorous but also can be understood by broader audiences with limited technical training in statistics and data analysis. Note that the course will count toward your university-mandated writing course degree requirement.

Course Goals and Learning Objectives

The objective of the course is to help students become familiar with and proficient in understanding quantitative analysis of sociological data and to be able to effectively perform and present analyses of sociological data. By the end of the course, students should be able to:

1) Gain understanding of conceptual foundations and methodological practices used in basic forms of sociological research (and social science research generally);

2) Learn how standard descriptive and inferential statistics are calculated and how they can be interpreted both in terms of narrow statistical meaning and also substantive implications for sociological questions;
3) Learn to understand and apply the logic of statistical inference and hypothesis testing;

4) Learn to compose reports that summarize and present data analyses and statistical analyses and additionally provide explanations and interpretation of statistical findings consistent with the standards and guidelines for the discipline and the profession.

This course is the second of two-required methods courses. It is a “capstone” course that helps set sociology majors from other majors in Liberal Arts, especially non-social science majors, by helping students gain insights, understandings, and skills relating to how important ideas are investigated via social science research methods and communicated to both other professionals and to broader audiences.

Course Materials

The following textbooks – one by Healey and one by Miller – are required for the course. Healey has not been ordered from the bookstore because I use the 9th edition instead of the most current edition. This makes the main text less expensive.


Please note I am using the 9th edition to reduce textbook costs.

The material in the text is essentially the same as in the most recent (10th) edition which is much more expensive. For example, the material for the statistics and procedures we will cover are identical.

Note that used books will not have the CD and software that came with the new version. THAT IS NOT A PROBLEM. We will not be using those materials.

(link to Amazon for Healey 9th edition, used copies)
(link to DirectTextbook.com for Healy 9th edition, used copies)

I will make reading assignments based on the 9th edition.


(link to Amazon) (link to Barnes and Noble)

American Sociological Association Quick Style Guide (no cost; will be posted on the course web site and also available at the American Sociological Association’s website

ASA Style Guide (will be made available on google drive created for this class)

ASA Style Guidelines (from link at Purdue Online Writing Lab)

The Healey and Miller books are required for this course. It is important for you to have convenient access to these books. Additional materials will be posted online and occasionally distributed as handouts in class. Please be aware that, unless the material is specifically described/labeled as optional, all posted materials are considered required reading and should be treated as relevant for exams and assignments.
Grading

The course grade will be determined by evaluated performance in the following areas:

- Two Computing Assignments (20% total; 10% each assignment)
  - Exam 1 (20%)
  - Exam 2 (20%)
- Four Writing Assignments (40% total; 10% each assignment)

Your grade will reflect whether you demonstrate mastery of the material covered in this class.

*You are not competing with others in this class for a grade (i.e., I do not grade on a curve).*

If everyone learns and demonstrates mastery of the material, everyone will get a good grade. Accordingly, please feel free to form study groups to help master the material by reviewing examples and discussing course materials in a group setting.

***HOWEVER!!!***

**ASSIGNMENTS ARE NOT GROUP PROJECTS.**

*All computing and writing assignments should reflect ONLY your own work.*

To clarify, it is OK to form study groups to review materials and work example problems; it is NOT OK to work with others to prepare answers to assignments or to compare your own work with the work of others before you submit your own work for a grade.

The course grade will be assigned as follows:

- A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: Below 60%

Any adjustments to grade distributions will be applied at the time the grades for a given assignment or exam are distributed. There is no adjustment to the final end-of-course grade.

Attendance

This course is organized on the assumption that students will attend and participate in every class. Attendance policy will be administered in accordance with Texas A&M University Student Rule 7. For details of this policy see

( link to TAMU Attendance Rules )

Regarding class attendance, be aware that students who miss class are responsible for the following things: changes to the class schedule announced during the lecture periods (or by email); changes in assignment requirements or exam coverage announced during the lecture periods; any materials distributed during the lecture periods; and all material presented in the lectures. The course website, fellow students in the class, and the course assistants are resources for helping you be current on the schedule and any course changes.

When attending, arrive on time and stay for the full period. Please let me know if you need to leave early.

How attendance and excused absences relate to exams and assignments is discussed below.

Use of Electronic Devices in Class

Laptops and smart phones are wonderful things.
Unfortunately, I have found that student performance and grades are noticeably worse in classes where I permit use of electronic devices in the class. Apparently, the potential benefit of the devices is offset by the distractions they create for the user and others in the class.

I do not enjoy giving bad grades.

So ... I do not permit use of laptops and smart phones during the lecture periods.

**Exams and Exam Format.** The two exams will both include a section of multiple choice questions, a section of short answer questions, and a section of longer, multi-part questions.

Some exam questions may involve a limited number of simple computations.

*Students should bring a pencil and an inexpensive hand calculator with square, square root, and log function capabilities* (capabilities beyond this are not needed).

*Laptop computers, tablets, smart phones, and sophisticated calculators cannot be used during the exams. NO EXCEPTIONS.*

*Scratch paper and instructor prepared formula sheets will be provided.*

**Exam Coverage.** The exams will cover information and content from the assigned readings, lectures, handouts, and other posted materials noted in class.

**Missed Exams.** A makeup exam will be arranged for students who miss an exam due to an **Excused Absence.** An absence is excused for documented serious illness, death in the immediate family, or other valid reasons outlined in University guidelines.

An *Explanatory Statement for Absence from Class* form needs to be submitted along with relevant documentation. *It is the student’s responsibility to contact the instructor about a missed exam and the arrangement of a makeup at the earliest possible time.*

A grade of 0 is assigned for missed exams that are not excused.

**Exam Dates.** Tentative exam dates are listed in the course schedule distributed with this syllabus. Please be aware that the exam dates and the coverage of material for exams are subject to change. Any changes announced in class will supersede any dates provided in this syllabus. It is the student’s responsibility to attend lectures or otherwise keep up-to-date on information presented in the lectures.

**Computing Assignments**

Expectations and detailed instructions on the two computing assignments will be provided over the course of the semester. The assignments will involve computing, presenting, and interpreting selected statistics that are covered in the readings and lectures. The lectures, handouts, and readings will review the statistics involved and how they are computed, described, and interpreted.

- Computing Assignment 1 (50 of 100 points; 10% of course grade)
- Computing Assignment 2 (50 of 100 points; 10% of course grade)

**Writing Assignments**

Expectations and detailed instructions on the four writing assignments will be provided over the course of the semester. The assignments will involve preparing reports that draw on sociologically-informed data analyses to answer questions concerning a social policy issue. Different assignments will involve presentation, discussion, and interpretation of different kinds of statistical analyses and presentation of graphs and other devices to aid in communicating the nature of the results. The lectures, handouts, and readings will address the many issues involved in preparing effective reports.
Students will have the opportunity to submit, receive feedback, and then later revise and resubmit writing assignments over the semester. Submitted assignments will be reviewed and graded. Students will receive detailed feedback on the writing elements of the draft sections and be provided the opportunity to revise them based on the critical feedback received and resubmit them up to two times for additional credit and additional feedback.

Grading for the Writing Project (40% of course grade)
- Writing Assignment 1 (25 of 100 points; 10% of course grade)
- Writing Assignment 2 (25 of 100 points; 10% of course grade)
- Writing Assignment 3 (25 of 100 points; 10% of course grade)
- Writing Assignment 4 (25 of 100 points; 10% of course grade)

The individual writing assignments will range from 3-5 pages of text each and in addition will also include additional pages of tables, figures, references, and appendix materials as specified for each assignment.

Handouts and detailed in-class instructions will be provided for each writing assignment. A brief review of the tasks involved in the assignments is included at the end of this syllabus.

Finally, and importantly, please note the following:

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

Now, a comment of reassurance. Please be aware that in my many years of experience in teaching SOC 420 as a W course, essentially all students who in good faith responded to feedback to improve their scores on writing assignments have passed the W component of the course.

Class Attendance and Late Assignments

As noted earlier, class attendance is important. In addition to reviewing key course materials, lectures will include discussion and commentary, review of examples and illustrations, demonstrations of techniques and principles, and introduction of materials not found in the course texts and posted materials. Lectures also provide guidance regarding expectations for assignments and exams and a forum for answering questions about the course.

Class attendance also is important for submitting printed copies of assignments for grading. If class attendance is not possible, and absence is excused, it is still necessary to submit assignments by printed copy at the earliest possible time.

Assignments that are late without an excused absence may be declined and will always receive a grade reduction. This will apply even for assignments that carry the possibility of revision for an improved grade. An assignment that is late will be reduced by 10% of the maximum score possible for that assignment.

Please be aware that submission of assignments by email is not sufficient except in exceptional circumstances or when prior permission has been given.

I wish to receive printed copies of assignments during the class periods (or in my department mail box if late). I do not accept documents submitted by email (except when specifically approved) and do not generate the hard copy version that is used for grading.

Always retain a personal copy of your submitted assignments.

It is unlikely, but conceivable, that a submitted assignment could get misplaced or destroyed. Retaining a copy of your assignment will assure that you have a backup to protect your grade such a situation.

Signature pages will be available on lecture days when assignments are due to document that you submitted a hard copy of the assignment at that time.
Extra Credit
There are no extra credit options at the end of the course. The goal of the course is mastery of required material. This is demonstrated through performance on exams and assignments.

Some course assignments provide options for “bonus points”. These are the only opportunities to generate extra points to potentially benefit your course grad.

Course Prerequisites
SOCI 220 Methods of Social Research is a prerequisite for this course. This course is required for sociology majors and should be taken and completed before taking SOCI 420. I strongly advise against taking this course (SOCI 420) without already having completed and passed SOCI 220.

The Americans with Disabilities Act
The Americans with Disabilities Act 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 Office of Support Services for Students with Disabilities in Cain Hall, Room B118. The telephone number is 845-1637.

Scholastic Honesty
The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website: link to TAMU Rules on Academic Misconduct

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please review the discussion contained in the above link to the TAMU Rules on Academic misconduct.

Grade Disclosure
All personal information concerning your performance in this course is governed by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). No grades or status questions are allowed to be provided to students by telephone or email. Also I will not share information about student grades or status with others unless you have provided me explicit written instructions that you wish for this to occur.

Tips for Success
Correlation is not necessarily causation, but the following behaviors are typical for students who do well in this course: (1) buy/obtain the required books, (2) attend the lectures and pay attention, (3) read assigned material before the lectures, (4) read assigned materials multiple times and take handwritten notes, (5) work example questions at the back of the chapters, (6) ask questions when you are having difficulty, (7) make this required course a priority, and (8) meet with me early if you feel you are struggling and/or think you may need a tutor.
Good Luck in the Class

I wish you good luck and success in this course and I hope you will learn many things of lasting value. Please feel free to meet with me by appointment to discuss the course material, any difficulties you may be having with the course, or questions about options for careers or postgraduate education.
SOCL 420 Overview of Writing Tasks

Writing Assignment 1. Data Sources, Discussing Population & Sample, One-Way Frequency Distributions, & Descriptive Statistics, Proper References,

Tasks: Describing and documenting the data source(s), the population or sample (including relevant population or universe for the sample), preparing example references using professional formats; preparing report-quality tables of one-way frequency distributions; preparing report-quality summary tables of descriptive statistics; and discussing the frequency distributions and descriptive statistics for the key variables in the analysis.

The assignment will run about 4 pages of text and 2 pages of tables. It will involve documenting data sources and describing the data set and sample; identifying relevant references and presenting them in an accepted professional format; preparing tables of frequency distributions; preparing a table of descriptive statistics; and discussing the key variables in the analysis based on the tables of frequency distributions and descriptive statistics.

6*250 = 1,500 words (25% of the total writing grade; 10% of the course grade)

Writing Assignment 2. Bivariate Tabulations and Graphs and Charts for Summary Distributions

Tasks: Preparing graphs and charts to present quantitative data; interpreting and discussing hypothesis tests.

The assignment will run about 5 pages. It will involve presenting three kinds of graphs and figures to illustrate patterns in the data; and interpreting the data patterns and reporting and discussing the results of hypothesis tests.

5*250 = 1,250 words (25% of the total writing grade; 10% of the course grade)

This is an “equivalent” estimation of word effort adjusting for the fact that, while effective figures and charts may not contain many words, they may involve considerable effort.

Writing Assignment 3. Analysis of Variance and Cross Tabulation

Presenting results of analysis of variance and cross-tabulation analysis.

The assignment will run about 5 pages. It will involve preparing a table and figure relevant for comparing means across groups; discussing the substantive patterns documented in the figure and table and statistical significance of the relationship based on the F test for the ANOVA analysis; preparing a table presenting cross-tabulation analysis; preparing a figure presenting comparison of group frequency distributions; discussing the substantive patterns in the tabulation and the statistical significance of the relationship.

5*250 = 1,250 words (25% of the total writing grade; 10% of the course grade)

Writing Assignment 4. Correlation and Regression Analysis

Presenting results of correlation and regression tabulation analysis.

The assignment will run about 4-5 pages. It will involve preparing a figure relevant for illustrating the linear association of two interval variables; discussing the substantive patterns revealed in the figure and in the reported regression analysis; discussing the strength of the association as revealed in the figure and based on relevant coefficients from the regression analysis; and discussing the statistical significance of the relationship based on the t-test and F-test for the regression analysis.

5*250 = 1,250 words (25% of the total writing grade; 10% of the course grade)
New Core Component Proposal

Date Submitted: 05/17/18 5:04 pm

Viewing: SPED 310-W: Instructional Strategies for Students with Disabilities

Last edit: 05/17/18 5:04 pm
Changes proposed by: gbyrns

Contact(s)

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<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
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</tbody>
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Course Prefix: SPED  
Academic Level: UG  
Complete Course Title: Instructional Strategies for Students with Disabilities  
Abbreviated Course Title: INSTR STRAT STU DISABLE  
Crosslisted With:  
Semester Credit: 3  
Proposed for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 2  
Enrollment per Section (Avg.): 30  
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?: Yes  
Who will evaluate them?  
The faculty member (Instructor of Record) works with the WGA.

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

The WGA grades the format requirements of papers and the Instructor of Record grades content and reviews format grading. The WGA will provide me with a summary of writing errors which will be discussed in subsequent classes. Students will have one mandatory meeting with the WGA and additional meetings are available upon request. Additionally, the IOR is available to meet with students.

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

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
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<tbody>
<tr>
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<td>11.67</td>
<td>No</td>
</tr>
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In Workflow
1. EPSY Department Head
2. ED College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path
1. 05/17/18 5:38 pm  
   Shanna Hagan-Burke  
   (shaganburke): Approved for EPSY Department Head
2. 05/18/18 9:12 am  
   Chris Cherry  
   (chrischerry): Approved for ED College Dean UG
3. 07/10/18 12:59 pm  
   Donna Pantel (dpantel): Approved for W & C Preparer
4. 07/10/18 1:18 pm  
   Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
The W&C Advisory Committee recommend that SPED 310, Instructional Strategies for Students with Disabilities, be recertified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35.0%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:15

Since original certification, the course has not changed significantly. A graduate assistant helps with the course. Writing assignments include three reflections on the benefits of instructional strategies being studied. These are peer reviewed using a guide. Suggestions for improvement are discussed in class and posted on the course website. Appointments with the instructor are also encouraged. The content of the course is writing pedagogy, so students have the chance to practice what they are learning to teach.

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

Attach Course Syllabus
SPED 310_Syllabus_18C_Writing Intensive.docx

Reviewer Comments
Donna Pantel (dpantel) (07/10/18 12:58 pm): The W&C Advisory Committee recommend that SPED 310, Instructional Strategies for Students with Disabilities, be recertified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:
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Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.
SPED 310: Instructional Strategies for Students with Disabilities
Writing Intensive
Fall 2018 • Wednesday 8:00-10:25 • EDCT 614
Course website: http://ecampus.tamu.edu

Instructor: Glenda Elkins Byrns, Ph. D.
Office: 704H Harrington
email: gbyrns@tamu.edu

Office Hours: By appointment; M 9:00-10:30
Office Phone: 979-862-2289
Vita: http://directory.cehd.tamu.edu/view.epl?nid=gbyrns

Writing Assistant: email: Office: 701A

TEXTS

ISBN-10: 0205533280

ISBN: 978-1-118-90185-4


Ellis, E. S. (2001). The framing routine. Lawrence, KS: Edge Enterprises, Inc. (Will be distributed in class)
Other readings as assigned in class or available in the course website.

**SOURCES FOR WRITING SUPPORT**


University Writing Center, Evans Library, [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/). Appointments can be scheduled on-line. Comprehensive student resources available.

**COURSE DESCRIPTION AND PREREQUISITES**

Research-based strategies and techniques in teaching students who are at-risk academically or students with disabilities in a variety of general and special education settings; addresses teaching of academics, teacher strategies for engagement and incorporating the use of technology. *This is a writing-intensive course (W).* Prerequisite: Admission to professional phase of program.

**LEARNING OUTCOMES**

When you finish this course, you will be able to:

- develop and demonstrate effective instructional strategies (Instructional Strategies);
- explain the benefits of instructional strategies to student learning, including students considered at-risk (Communication);
- reflect on the benefits of the strategies discussed in class (Social and Global Competence);
- identify strategies used in classrooms and reflect on the impact of those strategies on students considered at-risk and their educational outcomes (Ethical Practice);
- demonstrate use of technology embedded in teaching (Instructional Planning); and
- develop a collaborative project with implementation (Collaboration)

**ADDITIONAL RESOURCES**

Here are examples of on-line resources that you can use in developing your assignments.

- Khan Academy: [http://khanacademy.org](http://khanacademy.org)
COURSE INFORMATION

- There is an all-day mandatory field-trip to Aldine ISD, an urban school district, scheduled for to be determined. This field-trip provides a unique experience to see many of the strategies, differentiated instruction and data-driven decision making being implemented. We will travel by charter bus and lunch will be provided. Additional information will be provided prior to the date.

- To access the course website go to http://ecampus.tamu.edu/ and log in with your net id and password, select 18 FALL SPED 310.900: Instr Strat Stu Disable from the "My Courses" list on the entry page.

- Readings and assigned practice activities should be completed before the lecture/discussion/activity on that topic. Come to class prepared to answer questions and participate in discussion and activities.

- There are on-line modules and videos that introduce some of the strategies that will be discussed during class. On-line modules can be accessed through the course website. Video clips are located on the CD that accompanies the Lemov text. Descriptions of each video clip are on pages ix-xix in the Lemov text.

- iPad and Apps: The university-owned iPads that are checked out to you at the beginning of this semester are for your use in both academic courses at A&M and in your field-based placements when working with students. The iPads have no apps on them. You may purchase apps for your use at your expense. These apps then become your property which can be downloaded onto other personal devices. For courses this semester, search for free apps that teach the concepts. When the iPads are returned to the university at the end of the semester, all apps will be purged.

- Once you have received the iPad and completed the necessary paperwork, access the App Store and download the app “iBooks for iPad.” Then go into the course website (http://ecampus.tamu.edu/) and access the course folder labeled “iBook” and click on the icon. The iBook used in this course should download.

- Text(s) and iPads are to be brought to every class. Some tests/quizzes may be submitted using the iPad during class. There are no make-ups for tests or quizzes missed because you do not have your iPad at the time of the test/quiz.

- Attendance Policy: This is a professional sequence. As such, professional behaviors are expected throughout the semester. You are expected to be in class every session on time with attendance being taken at the beginning of class. If you come in after attendance has been taken, it is your responsibility to come to the instructor after class and have the absence changed to a tardy. If you are absent from class, you must notify me by email prior to class.

- All assignments / quizzes must be completed individually, unless otherwise specified by the instructor. Assignments are due at the beginning of class on the dates posted in this syllabus and in the course website. The syllabus and the course website specify how the assignment is to be submitted.
Assignments / quizzes will not be accepted after the due date and time. A university-approved excuse is required to submit make-up assignments. See Student Rule 7 for details about excused absences (http://student-rules.tamu.edu/rule07). Texas A&M University Explanatory Statement for Absence from class form is available at http://attendance.tamu.edu.

- If you miss a class, you will need to get reliable notes and any handouts from classmates.

- **Computer use.** Computers / iPads may only be used for note-taking purposes, tests, or for instructor designated activities during class.

- **Cell/smart phones.** Use of cell/smart phones are not allowed during class.

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**WRITING INTENSIVE COURSE**

**Writing.** This course is a writing-intensive course in which you will be expected to write in a professional manner. According to the Faculty Senate, a Writing Intensive Course must:

(1) be a discipline-specific, content area course that incorporates writing either to demonstrate knowledge or to reinforce learning or both;

(2) provide instruction in writing and feedback that allows for the improvement of major assignments;

(3) include approximately one-semester hour of writing instruction with demonstration of writing skills to account for an appropriate proportion of the final grade. For example, 1/3 of a 3 credit hour course should be devoted to writing instruction and practice;

(4) require a minimum of 2,000 words.

You will receive formative feedback on your writing skills through peer review of writing. In addition, writing tips and suggestions based on the most common errors seen in class writing will be explained in class. You may also schedule individual appointments (in addition to the mandatory meeting) with the Writing Assistant to review writing assignments and receive additional formative feedback. **Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.**

An expectation in this W course is that your writing will improve throughout the semester. Good writing* is essential to effective communication and is inseparable from content. Accurate facts written in an unorganized or unclear manner are wasted. Therefore, writing quality will be considered as part of every written assignment’s final grade in this course. “Good writing” means standard edited American English for mechanics (grammar, punctuation, spelling, word usage); clarity of organization and argument; tone appropriate to the audience; and accurate content. After your first paper, you must schedule and attend an appointment with the Writing Assistant to receive individual feedback (**mandatory meeting**). On subsequent reflections, if the same writing mistakes occur you will lose a letter grade.

Peer review: Each reflection will be peer reviewed using the Peer Review Guide which can be found at the end of this syllabus and in eCampus. Peer feedback should be received within one week of submitting the reflection. Relevant dates are located in each assignment. When you submit each of the three reflection assignments, attach the relevant peer review.
**Workshop format:** Over the course of the semester, common troublesome writing errors (e.g., use of apostrophes, active and passive voice, parallelism) will be explained using a student-led workshop format. Student partners will explain the targeted concept, provide examples/nonexamples, and lead the independent practice. Partner groups who are teaching the same topic will meet with Dr. Byrns on the assigned dates prior to the presentation.

**Writing Graduate Assistant (WGA):** At the beginning of the semester, the WGA will explain APA format. After each reflection, the WGA will provide a summary of common errors.

**Outcomes:** Writing is process of practice and editing. For this class, at least 2,000 words of formal writing are required. The intent of the writing component of this professional experience is to facilitate and improve your ability to

- communicate clearly and effectively,
- demonstrate competence in usage of English grammar, mechanics, in the language specific to professionals in education, and
- write in a scientifically correct manner, including citations

**Format:** Reflections should be in 12 pt. font and double spaced. A minimum of two sources should be cited in each reflection.

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**MAJOR PROJECT: CO-TEACHING PORTFOLIO (Collaboration)**

Co-teaching is becoming the norm in many school districts to meet the needs of all students. Over the course of this semester, you will be working with a student in RDNG 372: Reading and Writing Across the Middle Grades Curriculum taught by Dr. Sharon Matthews. You and your partner will be provided with a description of your co-teach classroom. Jointly you will develop a lesson plan (attached to this syllabus and in eCampus) with your co-teach partner. The student in Dr. Matthews’ course will focus on content literacy and your focus is on developing differentiated instruction, and curriculum modifications and instructional accommodations. Additional information is in this syllabus and will be provided during class.

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**AMERICANS WITH DISABILITIES ACT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other thing 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).

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**COPYRIGHT STATEMENT**

The handouts used in this course, including web-based files, are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

### ACADEMIC INTEGRITY STATEMENT

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

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

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

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

### A&M ABSENCE POLICY

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

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

- Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day. NOTE: Prior notification is NOT required.
- Injury or illness that is too severe or contagious for the student to attend class.
  1. Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
  2. Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last
date of the absence: (i.) Texas A&M University Explanatory Statement for Absence from Class
form available at http://attendance.tamu.edu or (ii.) Confirmation of visit to a health care
professional affirming date and time of visit.

- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
- 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.

GRADING POLICIES

Course grades are based on individual activities, major tests, quizzes, and writing assignments. The average
of your grades in each of the activities is multiplied by the appropriate weight. These scores are then added
together with the total score applied to the grading scale. There are no opportunities for extra credit in
this course. Grades are neither curved nor rounded.

<table>
<thead>
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<th>Activity</th>
<th>Contribution to Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>35%</td>
</tr>
<tr>
<td>Writing</td>
<td>35%</td>
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  - Mechanics = 15%
  - Content = 20%

Grading Scale

- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F = 59 and below

General Information

Assignments that require hard-copy submission must be submitted with a cover sheet. The cover sheet should
include your name, course number, name of the strategy or assignment, date, and the signed Aggie Honor
Code. Each assignment must be submitted in Word in 11-12 pt. font, Times New Roman or Arial, using 1.5 or
double spacing. Hand written assignments will not be accepted.

Capital letters signify a proper noun or the beginning of a sentence. Five (5) points for each random
capital letter will be deducted from your final grade for that assignment. This includes capital letters at
the beginning of bulleted lists, in both Word and Power Point. You will need to reset the default on
these items.

Quizzes: There will be brief quizzes during the semester covering readings, class discussions, and videos.
Some of these quizzes may be unannounced.

Course Schedule

Topics, assignments, and due dates may vary.

8/29/2018

Topics:
- What is it like to have a disability?
- Explicit instruction defined
- iPad distribution

Readings: Explicit Instruction
- Goeke: Chapter 1 (pgs. 8-13)

Reading Focus:
- What are the major components of explicit instruction?
- How do these components benefit student learning?
Goeke: Chapter 2
Reading Focus:
- Explain “The Learning and Teaching Continuum”
- What is cumulative deficit?
- What are the components of the learning objectives?

Bursuck & Damer: Chapter 1 (pgs. 22-31)
Reading focus:
- How are systematic and explicit instruction defined?
- List and describe the ten instructional enhancements discussed.

Video: (in class)
Willowbrook

Writing Intensive Topic:
Organization of an academic paper (e.g., introductory paragraph, topic sentences, concluding paragraph)
Expectations of Writing Intensive course, peer review, formative feedback
Consultation portfolio assignment explained

Assignment: Reflection #1: Student perspective and teacher responsibility
Draft to peer reviewer: Sunday, September 16
Peer review returned: Thursday, September 20
Submit final product to W-GA in eCampus: Wednesday, September 26
Submit a hard copy in class on Wednesday, September 26
Grading rubric is at the end of this syllabus

The website for this activity is http://www.pbs.org/wgbh/misunderstoodminds/attention.html
Read the information contained in the rows titled Basics and Difficulties in each tab (Attention, Reading, Writing, and Mathematics). Attempt the tasks in Experience Firsthand in each tab. Complete the attachment (What’s it like to have a disability?) found in eCampus. Write a two-three page reflection (750 words minimum) on your initial thoughts on your experiences with the PBS activities in Misunderstood Minds, the video Willowbrook, and the teacher’s responsibility to student learning. Provide word count for your essay.

9/5/2018

Topics: Preparing the Classroom

Readings: Preparing the Classroom
Lemov: Chapter 4
Reading Focus:
- What is meant by “beginning with the end”?
- How do Lemov’s 4MS and Goeke’s learning objectives compare?
- Compare Lemov’s Draw the Map with Jones’ Arranging the Classroom.
- What is the importance of Double Plan?

Reading Focus:
- What are some considerations when arranging a classroom?
- Describe what the teacher should consider about where they stand and how they move.
- Identify pros and cons of various desk arrangements.

Readings: Co-teaching
Reading Focus:
- Identify and describe each of the co-teaching arrangements described in this article.


Reading Focus:
- Explain the vocabulary introduced in the reading.
- What is the purpose of co-teaching?
- Be able to identify and explain each of the six co-teaching approaches.

Writing Intensive Topic: APA format, citations, reference page, and organization of paper (e.g., headings and subheadings)

9/12/2018

Topics: Classroom Routines
Teacher Presentation Variables

Readings: Classroom Routines
Lemov: Chapter 10
Reading Focus:
- Describe effective components of *Threshold*.
- What is the benefit of *Strong Start*?
- What is meant by *Engineer Efficiency, Strategic Investment: From Procedure to Routine, and Do It Again?* Is it worth the time investment? Explain

Reading Focus:
- What are the benefits of teaching classroom routines?
- How can classroom routines be taught effectively?

Video Clips: eCampus
- *Thank you for knowing what to do*
- *Back in ten*
- *Before and after*
- *Faster*

Readings: Teacher Presentation Variables
Goeke: Chapter 3
Reading Focus:
- Define three presentation variables.
Reading Focus:
- What is the premise of *No Opt Out*?
- What are the four basic formats of *No Opt Out*?
- What is the premise of *Right is Right*?
- What are the four categories within the *Right is Right* technique?
- What is the premise of *Stretch It*?
- Describe the specific types of *Stretch It* questions.
- Explain the *Format Matters* technique.
- How would each of the four *Format Matters* technique be implemented?

Lemov: Chapter 5
Reading Focus:
- What is the importance of *Board=Paper*?
- Explain the benefit of using *Circulate*. What is the relationship between this technique and the room arrangement?
- Describe *Name the Steps*.

Video Clips:
- Lemov: Chapter 3
  - Clips 9-18
- Lemov: Chapter 5
  - Clips 19-21

Readings: Co-teaching

Reading Focus:
- What considerations need to be made when planning for a substitute teacher?
- Identify district-level considerations.
- Describe the items that should be considered when pairing co-teaching personnel?
- What recommended strategies should occur when co-teachers disagree?
- Explain three major scheduling considerations when planning co-teaching.

Writing Intensive Topic: Peer workshop: “this”, “that”, “these”

9/19/2018

Topics: Providing Recognition
Student Engagement

Readings: Providing Recognition:

Reading Focus:
- Define “praise”
- How can praise be used as a reinforcement?
- At what frequency should effective praise be given?
- What three qualities should teacher praise have to be effective reinforcement?
- What are the functions of teacher praise?
- What are some guidelines for effective teacher praise?
Lemov: Chapter 12
Reading Focus:
- Explain the three rules associated with *Precise Praise*.
- Identify the four guidelines to make *Warm/Strict* effective.
- What is meant by *Emotional Constancy*?

Readings: Student Engagement
Goeke: Chapter 4
Reading Focus:
- How does Goeke define learning?
- What can teachers do to facilitate student engagement?
- What does Goeke say about student passivity?
- Define active engagement.
- Define and describe the three student engagement variables Goeke presents.

Lemov: Chapter 9
Reading Focus:
- What techniques can teachers use to engage students in discussion?
- How can *Turn and Talk* be used effectively?

Video Clips:
- Lemov: Chapter 9
  - Clips 43-46

Readings: Co-teaching
Reading Focus:
- What suggestions are provided for starting off on the right foot?
- How would you plan for co-teaching instruction?
- What students' needs should be considered?

Writing Intensive Topic: Peer workshop: clear and concise wording

9/26/2018

Topics: High Behavioral Expectations
      Questioning

Reading: High Behavioral Expectations
Lemov: Chapter 11
Reading Focus:
- This chapter discusses five techniques associated with the 100% cycle. What are those five techniques?
- Describe the ways teachers can emphasize compliance (least invasive to most invasive).
- What is meant by *Firm Calm Finesse*?
- What is the purpose of and the four primary characteristics of *What To Do*?
- What is the purpose of and the five principles of *Strong Voice*?
Readings: Questioning
Lemov: Chapter 7
Reading Focus:
- What is the benefit of *Wait Time*?
- Identify the four keys to *Effective Cold Call*.
- What are the five types of *Call and Response* and when should each be used?


Reading Focus:
- How do the two articles above help you understand the art of asking higher order questions?

Video Clips:
- Lemov: Chapter 11
  - Clips 52-69
- Lemov: Chapter 7
  - Clips 28-37

Writing Intensive Topic: Peer workshop: pronoun-antecedent agreement

Writing Intensive Topic: *Fundamentals in Sentence Writing*
- Lessons 1, 2 & 3

10/3/2018

Topics: Preinstructional Set
Preparing the Knowledge-Base for Instruction

Reading: Preinstructional Set
Goeke: Chapter 5
Reading Focus:
- What are the three elements of an effective preinstructional set?
- What are the essential characteristics of gaining students’ attention?
- What are the essential characteristics of informing students of the learning objectives?
- What are the essential characteristics of using informed instruction?
- What are the benefits of providing an effective preinstructional set?

Reading: Preparing the Knowledge Base for Instruction
Goeke: Chapter 6
Reading Focus:
- What are the three elements that can be used to cognitively prepare students for instruction?
- Identify the essential characteristics of activating prior knowledge?
- Identify the essential characteristics to reviewing previously learned skills?
- Identify the essential characteristics of preteaching key vocabulary?
- What are the benefits to students of preparing the knowledge base for instruction?

Assignment: Teaching with Technology Due Monday, October 8 (Instructional Strategies)
You are teaching a History / Geography lesson on an overview of the seven continents to a kindergarten or first grade class. Identify one continent that you will highlight (Asia, Europe, Africa, North America, South
America, Antarctica, Australia). Create the lesson on your iPad using either the Puppet Edu app. This introductory (overview) lesson should last three-five minutes and may include information about people, culture, wildlife, landmarks, etc.

### Grading rubric: Teaching with Technology

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Video provides an overview of one of the continents</td>
<td>Video does not address assigned topics</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Video is 4-5 minutes long</td>
<td>Video is between 2.5 and 3 minutes long</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Contains the required components: Topic and your name</td>
<td>Missing 1 of the required components</td>
</tr>
<tr>
<td><strong>Preinstructional Set</strong></td>
<td>Includes student objective and importance. Is student friendly and relevant to their life</td>
<td>Includes student objective and importance. Is not student friendly or WIIFM is not relevant to their life</td>
</tr>
<tr>
<td><strong>Relevant</strong></td>
<td>Video is relevant and provides clarity to the students about the topic being addressed. Is fully developed</td>
<td>Video is relevant and provides clarity to the students about the topic being addressed. Is not fully developed</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Provides summary</td>
<td>Provides summary</td>
</tr>
</tbody>
</table>

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**Writing Intensive Topic:** Peer workshop: Apostrophes

**Writing Intensive Topic:** *Fundamentals in Sentence Writing*
- Lessons 4 & 5

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**10/10/2018**

**Topic:** Instruction

**Reading:** Instruction
Goeke: Chapter 7

**Reading Focus:**
- What is the benefit of using cognitive modeling?
- How would you demonstrate cognitive modeling?
- What are essential characteristics of guided and independent practice?
- Identify some pitfalls inherent in guided and independent practice.
- What are some effective closure strategies?

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**Writing Intensive Topic:** Peer workshop: Parallel ideas

**Writing Intensive Topic:** *Fundamentals in Sentence Writing*
Lessons 6, 7, 8 & 9

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**Mandatory field trip to Aldine ISD. The bus will depart from campus at 6:00 a.m. and will return by 4:00 p.m. (barring any unforeseen circumstances).**
Writing Assignment:  Reflection #2: (Ethical Practice; Social & Global Competence)
Over the last several weeks we have explored the benefits of (a) incorporating technology in lessons, (b) using graphic organizers, (c) using think-alouds and examples/nonexamples, (d) the benefits of including critical components in lesson cycles, and (e) teaching of routines. Additionally, you have observed teachers in your field-based placements and in Aldine ISD. In a reflection discuss the impact of these components on student learning and/or the impact of omitted lesson components. 750 words minimum. Provide word count.

Draft to peer reviewer: Sunday, October 21
Peer review returned: Thursday, October 25
Submit in eCampus and hard copy to Dr. Byrns (704H): Monday, October 29
Grading rubric at the end of the syllabus

10/17/2018

Topic: Examples/Nonexamples

Reading: Examples/Nonexamples

Reading Focus:
• How would you develop examples/non-examples?
• How would you develop word associations?
• How would you generate situations, contexts, and examples?
• How would you develop word relationships?

Writing Intensive Topic: Peer workshop: Active and passive voice

Writing Intensive Topic: Fundamentals in Sentence Writing
• Lessons 10

Proficiency in Sentence Writing
• Compound sentences

10/24/2018

Topics: Universal Design for Learning

Reading: National Center on Universal Design for Learning  http://www.udlcenter.org/aboutudl

Reading Focus:
• Explain the major concepts of UDL
• Review the UDL Guidelines, version 2.0

Video: UDL at a Glance  https://www.youtube.com/watch?v=bDvKnY0g6e4

Focus:
• What are the three areas of the brain discussed?
• What are the three main UDL principles?
• What is meant by a flexible curriculum?
Writing Intensive Topic: Peer workshop: Commonly confused words

Writing Intensive Topic: Proficiency in Sentence Writing
- Complex sentences
- Compound-complex sentences

10/31/2018

Topic: Concept Comparison

Reading: Concept Comparison Routine:

*Concept Comparison Routine*

Reading Focus:
- What are the components of the Concept Comparison Routine?
- What are the steps in teaching the Concept Comparison Routine?
- What is the benefit of using the Concept Comparison Routine?

iBook

**Assignment: Concept Comparison Routine**  Due 11/7/2018 (Instructional Strategies)

You will need to:
1. Provide the TEKS relevant to this assignment. The 4th grade History TEKS can be found here: [http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Grade4_TEKS_0814.pdf](http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Grade4_TEKS_0814.pdf)
2. Develop a Concept Comparison chart on three of the missions located in San Antonio. The five missions in San Antonio are recognized as UNESCO World Heritage Sites. Helpful information and resources are listed below.
3. Submit hard copy in class

Additional resources are provided in course website.

Grading rubric: Concept Comparison

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Met (0)</th>
<th>Novice (1)</th>
<th>Almost There (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required sections (x2)</td>
<td>More than two sections are missing and/or not used correctly</td>
<td>Two required sections are missing; some sections are not used correctly</td>
<td>One required section is missing; included sections are correctly used</td>
<td>All required sections are included and correctly used</td>
</tr>
<tr>
<td>Concept stated and accurately defined (x3)</td>
<td>Concept is not stated/defined, does not contain examples or contains more than two errors</td>
<td>Concept is stated/defined, but is unclear, examples are not relevant to students’ lives, or contains two errors</td>
<td>Concept is stated/defined, examples are relevant to the concept, and are correct</td>
<td>Concept is clearly stated/defined, examples are relevant to students’ lives, and are correct</td>
</tr>
<tr>
<td>Summary statement (x2)</td>
<td>Summary statement is missing or not based on the concept</td>
<td>Summary statement does not contain adequate detail from the organizer</td>
<td>Summary statement is accurate and based on the information in the organizer</td>
<td>Summary statement is accurate, based on the information in the organizer, and understandable by students</td>
</tr>
<tr>
<td>Content accuracy (x3)</td>
<td>Two or more major content errors</td>
<td>Two minor content errors OR one major content error</td>
<td>One minor error in content</td>
<td>All content is accurate and thoroughly presented</td>
</tr>
<tr>
<td>Overall (x2)</td>
<td>More than one error in grammar or spelling. Does not reflect the content of the organizer</td>
<td>One error in grammar or spelling. Minimal omission or additions to the content of the organizer</td>
<td>Grammatically correct. Error free. Accurately organizer reflects what has been identified in the content of the organizer</td>
<td></td>
</tr>
</tbody>
</table>

Writing Intensive Topic: Paragraph Writing Strategy
- Topic sentences
- Detail sentences
Topic: Framing Routine

Reading

Framing Routine

Reading Focus:
- What are the components of the Framing Routine?
- What are the steps in teaching the Framing Routine?
- What is the benefit of using the Framing Routine?

iBook

Assignments: Framing Routine: Due 11/14/2018 (Instructional Strategies)

You are teaching a class on the Progressive Era which was a period of social change in the United States in the 1890s to the 1920s. As you review the lesson content you determine that a FRAME Routine graphic would help students conceptualize the three major topics being addressed: social problems, tools for social change, and the resulting social changes. As you looked at the essential details, parallels in each category were discovered.

Details:
- unsafe food
  - “bully pulpit” forced new laws
  - Commerce and Labor Departments
- monopolies
  - voting rights expanded (19th amendment)
  - activists (unions) organized protests
  - Meat Inspection Act
    - limited voting rights
    - unsafe and unfair working conditions
- Anti-Trust Act
  - Muckrakers wrote about problems
  - Suffragettes created public pressure

Use the format and guidelines in the Framing Routine to complete the FRAME graphic using the information above. Submit hard copy in class.

Grading rubric: Framing Routine

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets expectations 25 points</th>
<th>Expectations not fully met 16-24 points</th>
<th>Needs improvement 0-15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>All required components are listed. Adequate number of items listed</td>
<td>One required component missing or entered in the wrong area. One misspelled word</td>
<td>More than one required component missing or entered in the wrong area. More than one misspelled word Information presented is not adequate to complete assignment</td>
</tr>
<tr>
<td>Formatting</td>
<td>Correct format used. Error free</td>
<td>Formatting leads to minimal confusion. One spelling error</td>
<td>Difficult to follow. Multiple spelling errors</td>
</tr>
<tr>
<td>Overall</td>
<td>Presented in a clear, concise, and appropriate manner. Fulfills the requirements of the assignment</td>
<td>Content is unclear</td>
<td>Lacks clarity</td>
</tr>
<tr>
<td>Summary Statement</td>
<td>Error free. Accurately reflects what has been identified in the content of the organizer</td>
<td>One error in grammar or spelling. Minimal omission or additions to the content of the organizer.</td>
<td>More than one error in grammar or spelling. Does not reflect the content of the organizer</td>
</tr>
</tbody>
</table>

Writing Intensive Topic: Paragraph Writing Strategy
- Clincher sentences
- Whole paragraphs
Writing Assignment: Reflection #3

The co-teach lesson planning task this semester was aimed at providing you a platform for grasping the complex nature of thoroughly planning for every child’s needs, and for accomplishing this task as part of a team.

How did the task of co-creating a lesson plan that addresses content, content area literacy strategies, differentiation, and accommodations impact how you thought about co-teaching? How were you able to support each other in this effort?

What did you learn about how regular education and special education teachers approach planning? What differences, if any, did you notice in educational language or perspective? What, if any, were barriers that you will need to address when you are a practicing teacher.

- Draft to peer reviewer: Sunday, November 18
- Peer review returned: Sunday, November 25
- Submit in eCampus and hard copy to Dr. Byrns (704H): Wednesday, November 28
- Provide word count
- Grading rubric at the end of the syllabus

11/14/2017

Topic: Read like a Historian

Writing Intensive Topic: Theme Writing Strategy

11/28/2018

Topic: Read like a Historian

Writing Intensive Topic: Theme Writing

12/5/2018

Topic: Read like a Historian

Writing Intensive Topic: Theme Writing
### The WRITE (Writing Rubric to Inform Teacher Educators)  
**11.16.17**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>General Considerations</th>
<th>3 Mastery</th>
<th>2 Proficient/Developing</th>
<th>1 Novice</th>
<th>Section Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose of Paper</td>
<td>□ determine the focus of the paper</td>
<td>if the answer to these questions is a concrete “yes”, the writing is in</td>
<td>if the answer to these questions is somewhat a “yes”, indicating that</td>
<td>if the answer to these questions is mostly “no”, the writing is in</td>
<td>Score:</td>
</tr>
<tr>
<td></td>
<td>□ read the entire paper</td>
<td>mastery</td>
<td>most headers and paragraphs align</td>
<td>“novice”</td>
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<tr>
<td></td>
<td>▪ read the headers and ask, “does each header align to the focus of the paper?”</td>
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<td>▪ read each paragraph and ask, “does each paragraph align to the focus of the paper?”</td>
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<tr>
<td>Section 1a: Focus</td>
<td>▪ identify that a separate introduction is included in the paper</td>
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<td>▪ identify key sentences (may be the same sentence) in the introduction that indicate:</td>
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<td>▪ (a) a rationale/argument for the purpose</td>
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<td>▫ should contextualize the focus (i.e., consider the circumstances in which the writer is writing, allude to any biases, provide significance for why the topic is relevant)</td>
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<td>▫ should extend to a greater purpose, beyond writing for a perfunctory reason</td>
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<td>▪ (b) engage the reader</td>
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<td>▫ should provide a “hook” to engage the reader</td>
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<td>▫ should provoke the reader to begin thinking about the argument</td>
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<td>▪ (c) state the purpose, thesis, or argument of the paper (state the focus)</td>
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<td></td>
<td>▫ one or more sentences that directly identify why this writing exists</td>
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<td>▫ provides a roadmap or outline of the ideas to be presented in the paper</td>
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<td>WGA</td>
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<tr>
<td>Criteria</td>
<td>General Considerations</td>
<td>3 Mastery</td>
<td>2 Proficient/Developing</td>
<td>1 Novice</td>
<td>Score:</td>
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<tr>
<td>2. Grounded in Discipline</td>
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<tr>
<td>Section 2a: Structure</td>
<td>□ focus on formatting, such as headers, style, cover page, use of citations, and reference pages</td>
<td>if the writer concretely and correctly, with few errors, uses the formatting style of the discipline</td>
<td>If the writer uses some elements of the formatting style but has several errors that do not impede comprehension, the writing is proficient/developing (i.e., the writer knows the structure of the discipline but does not execute it consistently)</td>
<td>If the writer does not appear to know the appropriate formatting style or uses the formatting style incorrectly to the extent that the reader cannot comprehend the writing</td>
<td></td>
</tr>
<tr>
<td>WGA</td>
<td>● ask, “does the writer identify with the appropriate formatting style of this discipline?” (i.e., APA, Chicago, MLA)</td>
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<td></td>
<td>● ask, “does the writer have command of the formatting style of this discipline?”</td>
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</tr>
<tr>
<td>Section 2b: Content</td>
<td>● focus on the discipline-specific vocabulary, definitions, and usage</td>
<td>if the writer appropriately and strategically uses terminology and defines the vocabulary correctly throughout the paper, while writing commandingly</td>
<td>if the writing uses terminology appropriate to the discipline but oversimplifies or over-complicates the definitions and explanations, or does not speak with authority on the subject</td>
<td>if the writing does not use terminology correctly or uses terminology inappropriate to the discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● definitions and examples of the vocabulary should be appropriate to the discipline and correct, without being overly-simplified or overly complex (i.e., the writer should display authority and command over the language as an informed member of the discipline)</td>
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<tr>
<td></td>
<td>● the vocabulary should be used strategically and in a manner that advances the knowledge of the reader</td>
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<td></td>
<td>● the writer should convey a sophisticated, commanding presence that writes appropriately and knowledgably about the subject matter</td>
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</tr>
<tr>
<td>Section 2c: Audience</td>
<td>● ask, “who is the intended audience of this paper?”</td>
<td>if the writing considers a clear audience who can be identified by the reader and skillfully writes for that audience</td>
<td>if the writing takes advantage of what the reader knows or assumes the reader knows information</td>
<td>if the writing does not indicate consideration of an audience or is ineffective for a discipline-appropriate audience</td>
<td></td>
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<tr>
<td></td>
<td>● the audience should be appropriate for someone familiar with the discipline, but the writer should not make assumptions about what the reader does or does not know</td>
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<tr>
<td></td>
<td>● the writing should be engaging and appropriate for the intended audience</td>
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</tr>
<tr>
<td>Criteria</td>
<td>General Considerations</td>
<td>3 Mastery</td>
<td>2 Proficient/Developing</td>
<td>1 Novice</td>
<td>Section Score</td>
</tr>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>3. Organization</td>
<td><strong>Section 3a: Macro Organization</strong></td>
<td>if the writing makes connections among all sections and/or paragraphs and they show logical reasoning from beginning to end</td>
<td>if the writing shows some connections among sections and/or paragraphs, or if the writing shows some logical reasoning, but neither is maintained from beginning to end</td>
<td>if the writing does not make connections among the majority of sections and/or paragraphs, or does not show logical reasoning (reads more like a checklist of ideas)</td>
<td>Score:</td>
</tr>
<tr>
<td>WGA</td>
<td>• the writing should be organized from beginning to end, with sections, paragraphs, and/or transitions</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• read each header and ask, “does each idea clearly connect to the idea before and after it?”</td>
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<tr>
<td></td>
<td>• read the main idea of each paragraph (often the first sentence of each paragraph) and ask, “does each idea clearly connect to the ideas before and after?”</td>
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<tr>
<td></td>
<td>• the writing should include transition phrases and words that connect each section and/or paragraph together</td>
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<tr>
<td></td>
<td>• the writing should use organization to clarify relationships among the ideas and concepts presented</td>
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<tr>
<td></td>
<td><strong>Section 3b: Micro Organization</strong></td>
<td>if each paragraph includes one main idea and all ideas are connected to that main idea</td>
<td>if each paragraph includes two or fewer main ideas OR if the paragraphs do not clearly align all the details to the main idea</td>
<td>if the majority of paragraphs include multiple main ideas, or the ideas within the paragraphs are not linked to the main idea</td>
<td></td>
</tr>
<tr>
<td>WGA</td>
<td>• focus on each individual paragraph, each paragraph should have one main idea and each sentence in the paragraph should be connected to that main idea (i.e., key sentences)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• read the main idea in the paragraph, then read each sentence in the paragraph and ask, “does each sentence connect to the main idea?”</td>
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<tr>
<td></td>
<td>• the writing should connect ideas within the paragraph through transition phrases and sentences</td>
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</tr>
<tr>
<td></td>
<td>• each paragraph should link logically to other paragraphs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>General Considerations</td>
<td>3 Mastery</td>
<td>2 Proficient/Developing</td>
<td>1 Novice</td>
<td>Section Score</td>
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</tr>
<tr>
<td>4. Evidence and/or Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Score:</td>
</tr>
<tr>
<td>Section 4a: Evidence from Multiple Sources</td>
<td>• evidence and support should come from multiple sources (two or more different sources), including scholarly sources, personal experiences, professional experiences, and other discipline-appropriate sources</td>
<td>if the writing presents two or more quality sources of evidence that are convincing and appropriate to the discipline, and advance the knowledge of the reader</td>
<td>if the writing presents evidence from two or more sources but the evidence from multiple sources is repetitive, or the writing does not advance the reader’s knowledge</td>
<td>if the writing presents evidence from one source or only relies on experiences and does not advance the reader’s knowledge</td>
<td></td>
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<tr>
<td></td>
<td>• the evidence should be convincing and appropriate to the discipline</td>
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<tr>
<td></td>
<td>• the evidence should differ in terms of scope and source</td>
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<td></td>
<td>• the evidence should provide advanced definitions and support of key terminology</td>
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<tr>
<td>Section 4b: Expanding and Developing the Purpose of the Paper</td>
<td>• Examine the evidence now beyond just quantity, and focus on quality</td>
<td>if the writing uses evidence to support the purpose and provides evidence to develop and expand on abstract concepts</td>
<td>the writing mostly uses evidence that aligns to the purpose but some evidence may not be clearly connected to the purpose; the reader may have to infer how the evidence makes the concepts described concrete</td>
<td>the evidence is not aligned to the purpose and the evidence does not clarify abstract concepts (either the evidence is abstract or the connections do not provide support in the reader’s thinking)</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>General Considerations</td>
<td>3 Mastery</td>
<td>2 Proficient/Developing</td>
<td>1 Novice</td>
<td>Score:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>5. Synthesis</strong></td>
<td><strong>Section 5a: Connections Between Purpose and Evidence</strong></td>
<td>the writing shows mastery of making connections among the evidence and purpose; clear explanations of the evidence are presented; and the writing integrates the evidence, explanations, and purpose to create new perspectives on the topic</td>
<td>the writing does not consistently provide explanations of the evidence; the writing does not make consistent connections among the evidence, explanations, and purpose; or the writing hints at but does not fully create new perspectives on the topic (the writer does not engage in a conversation with the reader)</td>
<td>no explanations of the evidence are presented; few or no connections are made between the evidence and purpose; the writing does not engage in creating new perspectives on the topic and sounds repetitive or vague</td>
<td><strong>Score:</strong></td>
</tr>
<tr>
<td></td>
<td>• the writing makes concrete, clear connections between the purpose and the evidence; the reader does NOT have to infer these connections</td>
<td></td>
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<tr>
<td></td>
<td>• the evidence from multiple sources is integrated seamlessly into the writing, and the ideas flow from the purpose to the evidence to the writer’s explanation</td>
<td></td>
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<td></td>
<td>• clear explanations are presented showing how the evidence and purpose are connected</td>
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<tr>
<td></td>
<td>• each piece of evidence is connected to other pieces of evidence and support, or the writer’s explanations</td>
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<tr>
<td></td>
<td>• the writing creates a new perspective on the topics (i.e., the writing sounds like the reader and writer are having a conversation about the topic)</td>
<td></td>
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<tr>
<td></td>
<td>the writing shows mastery of making connections among the evidence and purpose; clear explanations of the evidence are presented; and the writing integrates the evidence, explanations, and purpose to create new perspectives on the topic</td>
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<tr>
<td></td>
<td><strong>Section 5b: Conclusion</strong></td>
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<tr>
<td></td>
<td>• the writing should include a conclusion that makes the writing sound complete</td>
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<tr>
<td></td>
<td>• the conclusion should include three key elements:</td>
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<tr>
<td></td>
<td>o  (a) provides insights and implications</td>
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<td></td>
<td>** should connect back to the introduction</td>
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<td></td>
<td>** should contextualize the purpose of the paper, emphasizing why this topic is relevant</td>
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<td></td>
<td>** should provide a “so what” indicating why this topic should be considered</td>
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<td></td>
<td>o  (b) explains the significance</td>
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<tr>
<td></td>
<td>** explains why the topic is significant to the field or professionals in the discipline</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>** explains why the writer’s perspective is significant to the field or professionals in the discipline</td>
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<td>o  (c) projections to the future</td>
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<td></td>
<td>• should indicate future consideration on the topic – may be professional, personal, or extend to the field</td>
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<td></td>
<td>the writing includes a separate conclusion but may be missing one key element, or may include all three key elements, but may not be sophisticated</td>
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<tr>
<td></td>
<td>the writing does not include a separate conclusion or the conclusion is present but missing two or more of the key elements</td>
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</tbody>
</table>

**Score:**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>General Considerations</th>
<th>3 Mastery</th>
<th>2 Proficient/Developing</th>
<th>1 Novice</th>
<th>Section Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Presentation of Writing</td>
<td></td>
<td>the writer is strategic and the writing sounds sophisticated and unique; the writer uses a variety of sentence structures and primarily uses active voice and paraphrasing</td>
<td>the writing sounds unique but may not sound sophisticated; overall, the writer is not strategic; the writer may include some malapropisms or may not strategically vary sentence structure; the writing uses passive and active voice interchangeably; the writer uses both direct quotes and paragraphing interchangeably</td>
<td>the writing sounds vague and derivative; the writer uses malapropisms, focuses mostly on passive voice, and relies on passive voice; the writing does not utilize varying sentence structures</td>
<td></td>
</tr>
<tr>
<td><strong>Section 6a: Writing Style, Structure, and Voice</strong></td>
<td>- focus on how the writing is presented, including sentence fluency, sentence structures, voice, and overall text</td>
<td></td>
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<tr>
<td></td>
<td>- the writing style should be unique and the writing should sound unique to the writer</td>
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<tr>
<td></td>
<td>- the writing should strategically utilize a variety of sentence structures (e.g., simple, compound, complex)</td>
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<tr>
<td></td>
<td>- the writer should privilege active voice and only use passive voice strategically</td>
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<td></td>
<td>- the writer should primarily use paraphrasing and direct quotes should be used strategically</td>
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<tr>
<td><strong>WGA</strong></td>
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<tr>
<td><strong>Section 6b: English Conventions</strong></td>
<td>- focus on conventions: spelling, grammar, punctuation, capitalization, formatting</td>
<td>very few errors are present and the errors do not impeded comprehension; the errors may be consistent (e.g., one consistent word misspelled)</td>
<td>several errors are present but they are not consistent, indicating the writing may need proofreading</td>
<td>many errors are present, indicating the writer may not have a command of English conventions; or, the errors impeded the reader’s comprehension</td>
<td></td>
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<tr>
<td></td>
<td>- overall, the writer shows a command of these elements and the writing is error-free</td>
<td></td>
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<tr>
<td><strong>WGA</strong></td>
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</tbody>
</table>

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# Peer Review Guide

**Author____________________________**

**Reviewer____________________________**

**Assignment Title:__________________________**

**Date Received:____________ Date Returned:________**

## Writing issue

<table>
<thead>
<tr>
<th><strong>Is it good? How?</strong></th>
<th><strong>Does it need improvement? Why? How?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **Does the content answer the probe?**
- **Are specific examples provided?**
- **Is the information included relevant and appropriate? What do you think IS? What do you think IS NOT?**

## ORGANIZATION

- **Contains an introductory paragraph.**
- **States purpose/focus.**
- **Contains Level 1 and Level 2 headings**
- **Does each paragraph have a clear topic sentence? Is everything in the paragraph then related to the topic sentence? Is the paragraph clearly related to the purpose (-thesis)?**
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the sequencing logical? Is it conceptually repetitive? Should anything be rearranged?</td>
<td></td>
</tr>
<tr>
<td>What changes would make it stronger?</td>
<td></td>
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<tr>
<td>Contains a concluding paragraph.</td>
<td></td>
</tr>
<tr>
<td>The major points are mentioned.</td>
<td></td>
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<tr>
<td>Are the paragraphs reasonable in length? If too long, what would be a logical way to split it/them into more than one paragraph?</td>
<td></td>
</tr>
<tr>
<td><strong>VOCABULARY/WORD CHOICE</strong></td>
<td></td>
</tr>
<tr>
<td>Is usage correct and appropriate? Which words &amp; where are problems?</td>
<td></td>
</tr>
<tr>
<td>Is the terminology (i.e., technical vocabulary) appropriate and clear?</td>
<td></td>
</tr>
<tr>
<td>Is the wording concise? Do you have the feeling the person has tried to make it sound fancy by using too many uncommon words? (This is different from correctly using technical terms relevant to topic.) Where?</td>
<td></td>
</tr>
<tr>
<td>How can the author correct these problems?</td>
<td></td>
</tr>
<tr>
<td><strong>GRAMMAR &amp; MECHANICS</strong></td>
<td></td>
</tr>
<tr>
<td>Check to see if...</td>
<td></td>
</tr>
<tr>
<td>the subjects and verbs all agree;</td>
<td>yes</td>
</tr>
<tr>
<td>the tense is consistent and logical;</td>
<td>no</td>
</tr>
<tr>
<td>the punctuation (commas, semicolons, etc.) is correct;</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>the capitalization is correct;</td>
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<tr>
<td>contractions are not used;</td>
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</tr>
<tr>
<td>the <strong>pronoun referent</strong> is CLEAR (Can you identify exactly what every “it,” “there,” “they,” etc., is referring to?);</td>
<td></td>
</tr>
<tr>
<td>every “this,” “these,” etc. are followed by a noun;</td>
<td></td>
</tr>
<tr>
<td>sentences that contain an “I” are worded to eliminate the “I” (e.g., begin with a verb)</td>
<td></td>
</tr>
<tr>
<td>parallelism needed</td>
<td></td>
</tr>
</tbody>
</table>

**Other “STUFF”**

**What two things, specifically, did you like most about this text?**

**What two things did you think were most important to change? Why? Suggestions (if they are not somewhere else)?**

Other stuff & things you ran out space for above:
# Co-Teach Lesson Plan

**Teachers:**

**Feedback:**

**Subject Area/Grade Level:** (RDNG 372/SPED 310)

**Date:**

**TEKS/SEs:** (RDNG 372/SPED 310)

**Students with Special Needs:**

**Lesson Objective(s):** (RDNG 372/SPED 310)

**Evaluation:** (RDNG 372/SPED 310)

<table>
<thead>
<tr>
<th>Lesson Activities (RDNG 372/SPED 310)</th>
<th>Content Literacy (RDNG 372)</th>
<th>Co-Teach Model* (SPED 310)</th>
<th>Materials/ Resources (RDNG 372/SPED 310)</th>
<th>Differentiated Instruction (RDNG 372/SPED 310)</th>
<th>Curriculum Modifications &amp; Instructional Accommodations (SPED 310)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (1)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>During (2)</td>
<td></td>
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<tr>
<td>After (3)</td>
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</tbody>
</table>

*Co-Teach Models (Indicate which teacher is leading instruction)*

<table>
<thead>
<tr>
<th>T-O</th>
<th>One Teach, One Observe**</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Station Teach</td>
</tr>
<tr>
<td>P</td>
<td>Parallel Teach</td>
</tr>
</tbody>
</table>

(T) Team Teach

(T-A) One Teach, One Assist**

(1) Includes Preinstructional Set (introduction, objective, informed instruction) and Informed Instruction (activate prior knowledge, review previously learned skills, preteach vocabulary)

(2) Includes cognitive modeling, guided practice, independent practice, specific instructional strategies, closure

(3) Includes extension activities

Adapted from Texas Co-Teaching Guideline
Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/23/18 10:03 am


Last edit: 05/23/18 10:03 am
Changes proposed by: adabney

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Dabney</td>
<td><a href="mailto:adabney@stat.tamu.edu">adabney@stat.tamu.edu</a></td>
<td>9798453141</td>
</tr>
</tbody>
</table>

Course Prefix: STAT

Academic Level: UG

Complete Course Title: Foundations of Statistics

Abbreviated Course Title: FOUNDATIONS OF STATISTICS

Crosslisted With

Semester Credit: 1 Hour(s)

Proposal for:

Writing Designation

Number of Sections per Academic Year: 2

Enrollment per Section (Avg.): 25

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

Yes

Who will evaluate them?

Statistics graduate teaching assistant, in collaboration with me.

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

My teaching assistant is asked to provide an initial assessment of written assignments with respect to a rubric I provide. I then review the teaching assistant’s assessments, usually make some minor changes and/or implement a curve.

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Entries</td>
<td>750</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Group Writing</td>
<td>1000</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>Paper 1</td>
<td>1000</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.

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

Explain how collaboration is monitored to ensure equal participation.
Each group is required to provide me with a summary of the roles played by each group member. In addition, each group member is asked to provide anonymous individual assessments of themselves and all teammates.

Describe the formative feedback provided on student writing, especially on major assignments.
I provide formative feedback on the two major paper assignments. After receiving rough drafts, I conduct an assessment using a rubric to compute a numeric rough draft grade, and I return to the students their rough draft grade along with written commentary on where points were lost and how to address the problems cited.

Describe how you provide writing instruction.
I use 'Track Changes' and comments in Microsoft Word. I highlight writing portions about which I wish to comment and either replace them to alternative language or attach to them comments.

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

Attach Course Syllabus  STAT_182_syllabus.docx

Reviewer Comments  Donna Pantel (dpantel) (07/10/18 1:03 pm): The W&C Course Advisory Committee recommends that STAT 182 Foundations of Statistics be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:
1. Percentage of final grade based on writing quality: 90
2. Course content appropriate to the major
3. Total number of words: 3750
4. Instructor to student ratio for one section: 1:12

STAT 182 is a one-credit course with a teaching assistant. Students keep a weekly journal related to course topics and write two papers on statistical topics, and they also complete an assignment collaboratively. Formative feedback is provided by the instructor on two of the assignments using a rubric and written comments. Instruction includes a lecture on best practices in statistical writing and a required reading about statistical writing, along with a written response to that reading.
STAT 182 – Foundations of Statistics
Fall 2018

Instructor:
Alan Dabney, Ph.D.; Associate Professor; Department of Statistics.
adabney@stat.tamu.edu
979-845-3141
Blocker (BLOC) Building, Room 459B
Office hours: TBA

Classroom Times and Locations: W 10:20am - 11:10am; Blocker 457.

Teaching Assistant: TBA.

Course Description: STAT 182 is a survey course for beginning statistics majors designed to give students a big-picture understanding of the field and its modern applications. The class will feature a series of distinguished guest speakers from a wide variety of application areas. Last year, our guests included senior statisticians from Biogen Pharmaceuticals, M.D. Anderson Cancer Research Center, the Lawrence Livermore National Laboratory, Google, and Facebook, in addition to several distinguished faculty from our own department. Students will have the opportunity to interact with each speaker during class. This is a writing-intensive (W) course. As such, a substantial portion of the students’ grades will be based on their demonstrated ability to communicate effectively through writing. The class cannot be passed without passing the written requirements.

Learning Outcomes: Upon completion of this course, students will be able to:
1. Identify and distinguish between different observational studies and experiments.
2. Describe the kinds of questions that can be answered with statistics.
3. Think critically about data.
4. Communicate statistical understanding effectively in writing.

Prerequisites:
• Statistics majors only.

Course Website: All course materials will be posted on eCampus.

Course Materials:
• There is no required textbook. You will be provided with lecture notes and other materials that will be sufficient to support this course.
• The University Writing Center offers many opportunities for improving your writing skills.

Grades:

<table>
<thead>
<tr>
<th>%</th>
<th>Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Journal entries</td>
<td>A 90-100%</td>
</tr>
<tr>
<td>10%</td>
<td>Group assignments</td>
<td>B 80-89%</td>
</tr>
<tr>
<td>40%</td>
<td>Paper 1</td>
<td>C 70-79%</td>
</tr>
<tr>
<td>40%</td>
<td>Paper 2</td>
<td>D 60-69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 0-59%</td>
</tr>
</tbody>
</table>
Assignments:

- **Submission**: All assignments will be submitted to me for grading through eCampus.
- **Journal**: You will be required to make entries in a journal roughly once per week. I will post details of each journal assignment on eCampus and discuss in class.
- **Group assignments**: There will be at least 1 assignment to be completed in groups. I will assign you to groups of 4-5 students at the beginning of the semester.
- **Papers**: You will be required to write 2 papers, each of which is to be about 1000 words.

Make-Up Policy:

- If you are unable to submit a homework assignment by its due date or take an exam at its scheduled time, you must inform me as soon as possible so that I can present you with options:
  - In cases where your late homework submission is due to university-excused absence, you will be granted up to 3 business days to submit late.
  - If you are unable to take an exam at the scheduled time due to university-excused absence, I will work with you to arrange a time for you to make up the exam.
  - Missed assignments due to unexcused absence will be handled on a case-by-case basis.

Attendance:

- Attendance is strongly recommended but will not be graded. General university guidelines for attendance are available at the following link: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Schedule:

**Week 1 (Aug. 29):**
- Course introduction
- Writing best practices
- Paper 1 assigned
- Journal entry 1 assigned

**Week 2 (Sep. 5):**
- Guest: TBA
- Journal entry 1 due
- Journal entry 2 assigned

**Week 3 (Sep. 12):**
- Guest: TBA
- Journal entry 2 due

**Week 4 (Sep. 19):**
- Guest: TBA
- **Draft of paper 1 due**
- Journal entry 3 assigned
Week 5 (Sep. 26):
  • Guest: TBA
  • Journal entry 3 due
  • Journal entry 4 assigned
  • Feedback on paper 1 returned

Week 6 (Oct. 3):
  • Guest: TBA
  • Journal entry 4 due

Week 7 (Oct. 10):
  • Guest: TBA
  • Final version of paper 1 due
  • Journal entry 5 assigned

Week 8 (Oct. 17):
  • Guest: TBA
  • Paper 2 assigned
  • Journal entry 5 due
  • Journal entry 6 assigned

Week 9 (Oct. 24):
  • NO CLASS: Spring Break

Week 10 (Oct. 31):
  • Guest: TBA
  • Journal entry 6 due

Week 11 (Nov. 7):
  • Guest: TBA
  • Draft of paper 2 due
  • Journal entry 7 assigned

Week 12 (Nov. 14):
  • Guest: TBA
  • Journal entry 7 due
  • Journal entry 8 assigned
  • Feedback on paper 2 returned

Week 13 (Nov. 21):
  • NO CLASS: Thanksgiving

Week 14 (Nov. 28):
  • Guest: TBA
• Final version of paper 2 due
• Journal entry 8 due
• Journal entry 9 assigned
• Group homework assigned

Week 15 (Dec. 5):
• Guest: TBA
• Group homework due

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