Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/06/18 1:56 pm

Viewing: ECON 318-W : The Economics of Gender and Race

Last edit: 07/20/18 5:10 pm
Changes proposed by: kfelpel

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurt Felpel</td>
<td><a href="mailto:kfelpel@tamu.edu">kfelpel@tamu.edu</a></td>
<td>979-845-9953</td>
</tr>
</tbody>
</table>

Course Prefix  ECON    Course Number  318
Academic Level UG
Complete Course Title The Economics of Gender and Race
Abbreviated Course Title ECONOMICS GENDER & RACE
Crosslisted With
Semester Credit 3
Hour(s)
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year 1 Enrollment per Section (Avg.) 25
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? No

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

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>Article #1</td>
<td>1000</td>
<td>17</td>
<td>No</td>
</tr>
<tr>
<td>Article #2</td>
<td>1000</td>
<td>18</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Total word count: 2000
Add the percentage of final grade based on writing and put the total percentage here.

35

Explain how collaboration is monitored to ensure equal participation.

The assignments are not collaborative; they will be done on an individual basis.

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

My comments on both the draft and the final version of both assignments, plus my comments on their written answers to the essay-type questions in six exams.

Describe how you provide writing instruction.

I provide exquisitely detailed instructions on how to write a column for The Economist. The instructions include a discussion of the ideal structure and writing style for a magazine column; a long list of the most common errors I have encountered in students’ papers in the past; and a delightful “cheat sheet” borrowed from an article on grammar published in 1979 in the Physical Review Letters. I also make available a large number of actual columns from The Economist on topics related to the economics of gender and race, and a large number of high quality writing assignments from my former students as illustrations of what I am asking them to produce.

Most students come to talk to me about how to revise their drafts, which gives me another opportunity for providing writing instruction. This past spring semester one of my students commented that in her entire schooling experience she had never received as many written comments on a draft as I had provided.

Additional Comments

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

Attach Course Syllabus

Instructions for Writing Assignments.pdf

ECON-WGST 318 Syllabus.pdf

Reviewer Comments

Donna Pantel (dpantel) (08/10/18 1:09 pm): REPORT ON RECERTIFICATION OF W COURSE: ECON/WGST 318 We recommend that ECON/WGST 318 The Economics of Gender and Race 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: 35 2. Course content appropriate to the major 3. Total number of words: 2000 4. Instructor to student ratio for one section: 1:25 Since original certification, the course has not changed significantly. Students write two articles for The Economist, both of them receiving written instructor comments on a draft. They receive detailed instructions on how to write an article for this publication, a list of common errors, and a handout on grammar. Example columns from The Economist and previous student work are made available. Students frequently conference with the instructor as well.

Key: 850
Prerequisites: The following two courses, or their equivalents, are required.
ECON 202-Principles of Economics (Micro): Elementary principles of economics; the economic problem and the price system; theory of demand, theory of production and the firm, theory of supply; the interaction of demand and supply.
ECMT 461-Economic Data Analysis: Concepts of statistical description, probability theory and statistical inference as they apply to Economic analysis; data management, data handling, and data analysis; focus on Economic statistics with emphasis on regression analysis.

Course Description: Theories and evidence on gender and race differences in labor market outcomes; labor supply and the role of family formation, the effect of human capital and discrimination on earnings, analysis of government policies, international comparisons.

This is a writing intensive course and the grade will depend both on mastery of the content of the course and on how well the student presents the knowledge and analysis acquired in the class.

Course Objectives: The student will understand the reasons for the past and current measured gender and race differences in economic outcomes in the U.S. labor market. The primary focus of this course is on the economic behavior of women and men, on economic institutions, and on economic outcomes, with a particular emphasis on race differences. We will seek answers to questions such as: Why are men paid more than women, and whites paid more than non-whites? Why do women and men work in different occupations? What explains the rise in labor force participation of women in the post World War II era? What explains the decline in labor force participation of black men in recent decades? Why do men and women marry? Why are there now more women than men enrolled in college? We will apply economic models of comparative advantage and specialization, supply and demand, consumer choice, human capital, and discrimination to explore the answers to these questions. Economic theory will frame our discussion.

A secondary objective is to improve the student's ability to write effectively.

Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: http://provost.tamu.edu/.

Office Hours: Tuesdays 4-5 pm., Wednesdays 2-3 pm., and by appointment. Send e-mail to the above address to schedule an appointment. The department of economics has a tutoring lab for undergraduate students staffed with students in the economics PhD program. The lab is free of charge and runs Monday through Thursday from 8:30 until 11:30 am. and from 1:30 until 4:30 pm. in ALLN 3002 (third floor of the building where we meet for lectures). On Fridays the lab runs from 8:30 until 11:30 am.

Required Text and Readings: The text book for this course is The Economics of Women, Men, and Work, by Francine D. Blau, Marianne A. Ferber, and Anne E. Winkler. Any recent edition (4th, 5th, 6th, or 7th) is acceptable. Supplemental readings from professional journals, newspapers, and on-line publications will also be assigned. All readings listed in this syllabus are available on the class website on eCampus. Any undergraduate labor economics textbook will be a useful reference.

Economical Writing, 2nd edition, by Deidre McCloskey is a highly recommended reading.

Students are encouraged to collect and bring into class, or email me, articles that are relevant to the issues covered in class. Good sources are The Wall Street Journal, The New York Times, The Economist and Business Week.
Requirements: There will be five, thirty-minute exams on lectures and readings. The four highest scores will count for 52 percent of the course grade. A sixth, final exam will count for 13 percent. Make-up exams will sometimes be oral examinations and will be held on the dates listed below, at 4 pm, in room ALLN 3007. To qualify for a make-up exam you must meet all requirements spelled under Student Rules 7 Excused Absences, in particular rule 7.3 that deals with notification to the instructor. The main parts of rule 7 appear at the end of the syllabus for your convenience. I strongly suggest you read rule 7 right away. Since you likely won’t read rule 7 be aware of this portion of rule 7.3:

“Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance 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. This notification should include an explanation of why notice could not be sent prior to the class.”

If you do not qualify for a make up exam your score on the missed exam will be zero.

The schedule for exams is as follows. The date for the final examination corresponds to the official university final exam time for classes that meet MWF 11:30 am-12:20 pm., which is the closest to our schedule. All exams will have the same format: part essay, part multiple choice. There will be no need for you to bring a scantron.

<table>
<thead>
<tr>
<th>Exam No.</th>
<th>Date 1</th>
<th>Date 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, January 30</td>
<td>Thursday, February 15</td>
</tr>
<tr>
<td>2</td>
<td>Thursday, February 15</td>
<td>Tuesday, March 6</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, March 6</td>
<td>Thursday, March 29</td>
</tr>
<tr>
<td>4</td>
<td>Thursday, March 29</td>
<td>Tuesday, April 17</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday, April 17</td>
<td>Thursday, May 3</td>
</tr>
<tr>
<td>Final</td>
<td>Thursday, May 3 at 3 pm.</td>
<td>Thursday, May 3</td>
</tr>
</tbody>
</table>

The remaining 35 percent of the final grade will be based on writing assignments. Two papers (each 1,000-1,100 words) will count 17 and 18 percent each. Details on the writing assignments will be distributed in a separate document, and are considered a part of the syllabus; any requirements and deadlines set forth there have equal force to those in this syllabus. In accordance with Texas A&M policy, your written assignments must be original writing, you must receive feedback on your drafts, you must revise your drafts, and the combined word count must be at least 2,000 words. Failure to follow these three criteria will lead to an automatic failure in the class. Failure to turn in any of the draft or final version of the writing assignments will result in failure in the class. Failing the writing portion of the class will lead to an automatic failure in the class regardless of other performance.

If you need assistance in developing your writing skills, you would be well advised to avail yourself of the services provided by the University Writing Center:

"The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person."

Class attendance is optional. However, I will take attendance.

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

Academic Integrity Statements: AGGIE HONOR CODE

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

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

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

Pledge: On all course work, assignments or examinations required for this course, 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.”

Violations of the Aggie Honor Code: Students who violate the Aggie Honor Code in their work for this class will earn an F* grade. I report all violations to the honor council.
Course Outline and Readings

Note: The chapters from Blau, Ferber and Winkler (BFW) listed below correspond to the 6th edition of the book. If you own a different edition you can easily find the corresponding chapters in your edition by referring to the Table of Contents of the 6th edition which is posted on the class website.

Topics and Readings

SECTION 1: Review of the syllabus, review of basic economic concepts
BFW, chapter 1

SECTION 2: Overview of recent developments: challenges facing young blacks and Hispanics, changing roles of women and men
BFW, chapter 2
2.3 Casselman, Ben. “Race Gap Narrows in College Enrollment, But Not in Graduation,” FiveThirtyEight, April 30, 2014.

SECTION 3: The family as an economic unit: specialization and exchange, comparative advantage, household bargaining models; the economics of marriage: supply and demand and marriage markets, divorce, fertility
BFW, chapters 3 and 10

SECTION 4: Rise in married women's labor force participation: the basic labor supply model, trends in female and male labor supply and underlying factors
BFW, chapter 4 and appendix to chapter 7 (regression analysis)
SECTION 5: The gender and race gaps in pay: trends in earnings and occupational segregation, the human capital model; introduction to regression analysis

BFW, chapters 5 and 6


SECTION 6: The gender and race gaps in pay: discrimination

BFW, chapter 7


SECTION 7: Recent developments in the labor market and their impact on the gender and race gaps in earnings and employment

BFW, chapters 8 and 9


SECTION 8: Gender Issues in Developing Countries

BFW, chapter 12


Texas A&M University Student Rules

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (Muster\(^1\))

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class.

b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 The associate dean for undergraduate programs, or the dean’s designee, of the student’s college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance 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. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

\(^1\) In accordance with Faculty Senate Resolution FS.14.101 (see Faculty Senate meeting minutes of Feb. 10, 1997), “faculty members are encouraged not to hold exams on the day of Muster. Any absence from classes beginning after 5 p.m. to attend Muster will be considered a university excused absence.”
Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/07/18 7:07 pm

Viewing: HEBF 325-W : Introduction to Secondary School Teaching

Last edit: 06/07/18 7:07 pm
Changes proposed by: meagan.shipley

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meagan Shipley</td>
<td><a href="mailto:meagan.shipley@tamu.edu">meagan.shipley@tamu.edu</a></td>
<td>812-340-2984</td>
</tr>
</tbody>
</table>

Course Prefix      HEBF  
Course Number      325
Academic Level     UG

Complete Course Title Introduction to Secondary School Teaching
Abbreviated Course Title INTRO SEC SCHOOL TCHING
Crosslisted With

Semester Credit     3
Hour(s)

Proposal for: 
Writing Designation

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)? 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.

I do not have students assisting me with the course; in our division, we are not provided with graduate assistants

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>Observation Assignment Prompts &amp; Reflections</td>
<td>1500</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Classroom Management Plan + Letter Home</td>
<td>500</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td>Assessment Narrative</td>
<td>1000</td>
<td>12.5</td>
<td>No</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 06/07/18 7:55 pm  Melinda Sheffield Moore (zulu818): Approved for HLKN Department Head
2. 06/08/18 1:31 pm  Chris Cherry (chrischerry): Approved for ED College Dean UG
3. 08/10/18 1:11 pm  Donna Pantel (dpantel): Approved for W & C Preparer
4. 08/10/18 1:18 pm  Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
Add word count of each graded writing assignment and put total word count here. 3000

Add the percentage of final grade based on writing and put total percentage here. 33.5

Explain how collaboration is monitored to ensure equal participation.

On my rubrics, I provide a box which requires students to provide signatures verifying work was completed evenly. Additionally, students will complete two peer evaluations after team projects are completed. If students do not contribute, they will not receive credit for completing the projects.

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

We will conduct peer reviews on the classroom management plan and letter home; students will review each other's plans and offer feedback for improvements. We will also review assignment details and rubrics prior to every assignment completed.

Describe how you provide writing instruction.

I will review APA guidelines, provide clear rubrics for assessment, provide videos on creating references list, complete in-class writing exercises and resources.

Additional Comments I have also attached a detailed description of the writing intensive assignments.

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

Attach Course Syllabus HEBF_KNFB 325 Fall 2018 Syllabus.docx
Writing Intensive Assignments.docx

Reviewer Comments meagan.shipley (06/07/18 7:21 pm): The course is cross-listed with KNFB 325

Donna Pantel (dpantel) (08/10/18 1:11 pm): REPORT ON RECERTIFICATION OF W COURSE: KNFB-HEFB 325
We recommend that KNFB-HEFB 325 Introduction to Secondary School Teaching 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: 33.5 2. Course content appropriate to the major 3. Total number of words: 3000 4. Instructor to student ratio for one section: 1:25 Since original certification, the course has not changed significantly. Students write three reflection papers, a classroom management plan with an accompanying letter home, and an assessment narrative. Peer reviews are conducted on the classroom management plan/letter home. Writing instruction includes in-class review of each assignment and associated rubrics, review of APA style, videos on writing the references page in APA, and in-class writing exercises.

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
HEFB/KNFB 325: Introduction to Secondary School Teaching  
Section 901: Wednesday 1:50-3:50pm (MILS 316)

Instructor: Meagan Shipley, PhD, CHES  
Office: Blocker 360A  
Phone Number: 979-862-4428  
Office Hours: Mondays & Wednesdays 10:15-11:30am or by appointment  
Email: meagan.shipley@tamu.edu  
*For a timely reply, please place “HEFB/KNFB 325" in the subject heading for all emails*

Course Description:
An important outcome of this course (and in the preparation of future teachers in general) is to prepare reflective practitioners. This means, today's teachers must be able to reflect (i.e., analyze and assess) on his/her teaching in an objective manner. This course requires students to link theory to classroom practice as we investigate how to establish the learning environment, develop learning strategies, and motivate students. Attention will also be focused on the characteristics of adolescents, diversity, equity, and mental health issues in the secondary school setting. Students are expected to continually seek connections between content covered in class and practices observed in the secondary school classrooms.  
Theory ➔ Practice.

Learning Outcomes: By the end of the course, students will:
1. Investigate the topics of establishing effective learning environments, learning theories, and motivation in order to apply these principles to classroom and physical education settings;
2. Demonstrate critical thinking and reflective practice through written assignments and class discussions;
3. Create interactive presentations on discipline models and classroom management strategies;
4. Participate in engaged scholarship by seeking information from professional bodies of literature, scholarly practice, and the community of learners to improve effective teaching practices and develop as a professional;
5. Illustrate preparedness in the detection of students with mental or emotional disorders and in intervention strategies for dealing with such students

Required Textbooks:

Course Materials:
Teaching often requires additional supplies for implementing lesson plans and various activities; please plan to spend an additional $20 to purchase materials and supplies for course assignments/projects.

Teaching Strategies:
To develop your skills as a certified educator, a variety of teaching/learning strategies will be employed to meet the course objectives. Experiential activities, lectures, discussions, readings, and application exercises will be utilized throughout the semester. Plan to be engaged in class activities and discussions while remembering that respectful expression of your point of view and thoughtful acknowledgement of others' perspectives are key to learning.

Grading:
Your grade for this course will be based upon the cumulative point total of the following point opportunities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verification of Background Check</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Travel Information Form</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Observation Assignments + Synthesis Papers“(3)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Classroom Management Plan + Letter Home “</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discipline Models Presentation &amp; Activity</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Test Construction</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Answer Key (Bloom’s Taxonomy)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Assessment Narrative“</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Mentor Teacher Evaluation &amp; Thank You Note</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Portfolio Submissions &amp; Justifications</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Field-based Hours</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>In-and Out-of-Class Activities, Attendance, &amp; Class Participation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Peer Evaluations (2)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>CEHD Mental Health Module</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
<td></td>
</tr>
</tbody>
</table>

““Meets writing intensive requirement

“““Because this course satisfies the W-course requirement of core curriculum, students must pass the writing assignments ““ with 70% or better to pass this class. This means that you must complete every writing assignment highlighted above; failure to complete any of the writing assignments will result in failing the course.

Grading Scale:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>360-400</td>
<td>A</td>
</tr>
<tr>
<td>320-359</td>
<td>B</td>
</tr>
<tr>
<td>280-319</td>
<td>C</td>
</tr>
<tr>
<td>240-279</td>
<td>D</td>
</tr>
</tbody>
</table>
Extra Credit:
Not available in this course

Curving/Rounding Grades:
To eliminate the need for rounding or curving grades, the course is based upon a total
number of points reflecting expectations within a professional environment.

Rubrics/Grading Procedures:
All assignments have corresponding rubrics detailing the grading criteria. In order to do
well in this course, pay careful attention to the assignment details and rubrics. Signing
the rubric indicates all team members have read the grading criteria and are satisfied
with the final product. If a team member did not contribute, they should not sign the
rubric and will receive 0 points on the assignment.

Assignments:
All assignments are due at the beginning of each class period on the date assigned.
No unexcused late work will be accepted.

Attendance Policy:
Punctual attendance is the first aspect leading to successful engagement in the
professional environment. The same is true for being a successful student; therefore,
attending class and arriving on time are fundamental expectations of this course.

Attendance will be taken at the beginning of class each day the class meets. If you are
not present when attendance is recorded, you are considered absent. For every
unexcused absence, students will receive a 10-point deduction from their final point
value. Please note: excused absences, as defined in Rule 7 (http://student-
rules.tamu.edu/rule07) of the Texas A&M University Student Rules, will not result in any
point deduction; however, written documentation will be required to receive an
“excused absence.”

No absences are permitted for the field experience hours. If a session is missed, students
must contact their mentor teacher via email prior to the observation and make up
another time. You are expected to show up at the same day and time so please take
this responsibility seriously.

*Note: Any documentation received later than one week after the original excused
absence will be counted as “unexcused.” Remember, it is your responsibility to make
sure that I receive a copy of your documentation as quickly as possible and to keep
track of your absences.

Office Hours:
Please do not hesitate to set up an appointment if you need help. I realize that my
office hours do not always coincide with student schedules. If you are unable to meet
at these times, I am also available by appointment or via e-mail. It is best to schedule
an appointment (even during regularly scheduled office hours), so I can make sure I am
in my office. Priority will always be given to students/teams with confirmed
appointments.
Expectations during office hour meetings:
1. Come prepared with specific questions you are struggling with from course content, textbook readings, assignment instructions, etc.
2. Bring all necessary handouts/materials with you to the meeting.
3. Respect the start and end times by arriving 3-5 minutes early of the scheduled meeting.
4. We can communicate via telephone or e-mail if last minute cancellation is needed.

This time is meant to clarify questions or concepts and further provide support of course material. Therefore, you must come prepared for our meetings. Help with proofreading is available through the University Writing Center at http://writingcenter.tamu.edu/.

Electronic Communication and Response Time:
Before sending me an email, **check the syllabus first**. It is highly likely that your question can be answered via the syllabus or by browsing eCampus. If you send me an email, please construct a professional email with a formal salutation (e.g., Dear Dr. Shipley -- not Hi Meagan), body, closing, and signature (i.e., name). Use appropriate sentence structure, capitalization, punctuation, and tone. This is a professional avenue of communication -- not a text message. Use the following format to send a professional email with your request:

**To:** Meagan.shipley@tamu.edu

**Subject:** HEFB/KNFB 325 – Assessment Question

Dear Dr. Shipley,

[Body of email]

Sincerely,
Type your name here

Generally, I check email several times per day; however, this does not mean an immediate response will always occur. Please expect a 48-hour window in which to receive an email response.

**Student Responsibilities for Electronic Communication:**
It is expected that you will check your TAMU e-mail at least **once a day** to ensure you receive e-mail communications from the instructor. If you have your TAMU mail account forwarded to another account, make sure your security settings will allow forwarded messages to be placed in your inbox.

**Technology:**
As emerging professionals, I should not have to monitor your cell phone and computer usage in class. Please be respectful and keep these devices stowed away during class. You will receive one initial warning. After your first warning, you will be asked to leave class, counted “absent,” and lose both attendance and participation points. In the professional world, your employer will not repeatedly remind you of school policies.

**American 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.

Copyright and Plagiarism:
Academic dishonesty, cheating, or plagiarism will not be tolerated. Refer to the TAMU Student Rules and Regulations, #20-Scholastic Dishonesty. In section I.20.1.3 of the Texas A&M University Student Rules, plagiarism is defined as, “Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that individual. To avoid plagiarism, always cite your sources.

Aggie Code of Honor:
“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”
“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.” All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at http://student-rules.tamu.edu/aggiecode

Classroom Expectations:
It is imperative that all students behave in a considerate, respectful, and civil manner toward their classmates, instructors, and guests throughout the entirety of this course. A classroom environment with these characteristics fosters mutual respect and collaborative learning among students, which is what we all want. As such, students are expected to:
1. Arrive to class early or on time
2. Stow away electronic devices
3. Be attentive and respectful
4. Attend AND participate in class on regular, daily basis
5. Complete readings BEFORE coming to class
6. Check & stay updated with eCampus announcements

Instructor Expectations:
In this course, you can expect me to:
1. Do my best to help facilitate your learning. If you are having difficulty understanding concepts from this class, challenge me to use my creativity to explain it in a different way so you do understand
2. Be clear in my policies and expectations for assignments and grading
3. Return assignments in a timely manner
4. Use provided rubrics for assignment to evaluate your work and to be fair in grading
5. Treat you with respect. If I appear to be disrespectful to you, please let me know so I can rectify the problem.

“If you are not willing to learn, no one can help you.

If you are determined to learn, no one can stop you”
Major Responsibilities: Teacher Certification (TEA, CEHD, & HLKN)

Everything you need to know about course requirements & assignments can be found here and on the rubrics. For your benefit, **READ BOTH CAREFULLY** prior to submitting your work!

1) Verification of Background Check (individual) (2.5 points)
   - All students must complete a CSISD background check prior to entering the school for field experience hours.
   - Upon completion, upload a PDF or screen shot to eCampus.

2) Travel Information Form (individual) (2.5 points)
   - All students traveling outside of the university are required to complete a travel information form through Student Activities.
   - To complete the form, log on to [https://studentactivities.tamu.edu/app/form_travel](https://studentactivities.tamu.edu/app/form_travel)
   - and follow the instructions provided.
   - This must be completed prior to beginning your field experience hours.
   - Upon completion, upload a PDF or screen shot to eCampus.

3) Field Experience Hours (individual) (20 points)
   - Students will meet with a mentor teacher in a local secondary school for **two hours per week for a total of 24 hours**.
   - Time cards must have all 24 hours documented and signed at the bottom by the mentor teacher to receive class credit.
   - Failure to turn in on time will result in lowering of the letter grade and/or receiving an “Incomplete” for the course.
   - Students are expected to arrive on time and follow all school protocol including dressing in a professional manner.
   - Make every effort to be present every week and communicate if problems (e.g., illness) arise.

4) CEHD Mental Health Module (individual) (10 points)
   - The College requires all teacher certification students to complete mental health training modules
   - Please plan ahead – trainings range from 2-4 hours with topics including trauma informed care, substance use/abuse, and suicide prevention.
   - Before beginning the trainings, download the accompanying PowerPoints and handouts. Be sure to take notes throughout in order to adequately prepare for the quizzes.
   - Upload a copy of all 3 certificates to eCampus and save a printed copy for your records. Be sure to include your name and the name of the training above each certificate.
   - To be safe, it is recommended to screenshot your certificates of completion because there may be delays in receiving your certificates.
5) Mentor Teacher Evaluation & Thank You Note (individual) (5 points)

Part I:
- Before your last visit, please write and deliver a thank you note to your mentor teacher AND school principal, Mrs. Elder, using the stationary provided by Dr. Shipley.
- This should be professionally written and represent both you and the Department well.
- Please consider writing a rough draft before writing the note because there will be no “backups” provided.
- Dr. Shipley must sign off on the thank you notes prior to delivery.

Part II:
- Before your last visit, politely ask your mentor teacher to complete the evaluation form provided to you in class.
- Ask your teacher to seal the envelope before giving it back to you to hand in during class.
- If you receive a poor evaluation, you will receive 0/20 points on the field experience hours.
- Additional remediation will occur to rectify the situation to ensure school faculty are fully satisfied prior to the end of the semester.

6) Portfolio Submissions & Justifications (individual) (5 points)
- In an effort to build upon your previous coursework, you will be asked to add at least three samples of work from this course to your electronic portfolio.
- You will also need to revise the standards chart with updated artifacts, links, and justifications.
- Justifications include HOW the standard has been met and go beyond a simple regurgitation of what the standard is.
- It is your responsibility to provide evidence of submission by sharing and emailing the instructor and GA prior to the due date.
- All majors are required to include the test construction assignment as one of your required artifacts as it is expected during your final portfolio review.
Writing Intensive Assignments

Everything you need to know about course requirements & assignments can be found here and on the rubrics. For your benefit, READ BOTH CAREFULLY prior to submitting your work!

To meet university requirements, W assignments must be:

1. Completed individually;
2. Comprised of 2,000 total words;
3. Total 33% of students' final grade

1) Classroom Observations: Prompts & Synthesis Papers (individual) (60 points)
Throughout your first few visits at AMCHS, you will be asked to respond to a series of prompts on various components of classroom climate, including the:

- physical environment
- classroom routines and procedures
- classroom management strategies

Using the prompts provided, type your answers to each question in complete sentences. On a separate word document, respond to the reflection questions in no more than 500 words. Be sure to follow APA and formatting guidelines, ensuring you have a properly formatted title page.

2) Classroom Management Plan + Letter Home (individual) (25 points)
Part I:

- Most new teachers struggle with building a positive classroom climate, which is why it’s important for you to be proactive and begin thinking about your classroom’s vision, mission, procedures/routines, classroom management strategies, and disciplinary procedures.
- Using the prompts provided, type your answers to each question using complete sentences.
- On a separate word document, respond to the reflection questions in no more than 500 words. Be sure to follow APA and formatting guidelines, ensuring you have a properly formatted title page.

Part II:

- Write a contract/letter home explaining your vision, mission, routines/procedures, behavioral expectations, disciplinary procedures, and contact information to your future students and parents/guardians.
- Keep in mind, this letter should be geared towards secondary students and will serve as the first point of contact between you and students’ parents/guardians.
- Personalize your letter to include any pertinent information you feel is necessary in order to establish a positive relationship with your students and their families.

3) Assessment Narrative + Final Assessment (individual) (50 points)

- Reflect on your overall experience creating the test, answer key, and rubric.
- Using the following questions as a guide, write a maximum 1,000-word, double spaced reflection paper, discussing the impact of the content learned in class in addition to your observation hours.
- Describe how your beliefs about teaching and learning have changed throughout the semester.
Answer the following questions:

1. What did you find most interesting, motivating, and/or enjoyable when creating your test and rubric?
2. What did you find most challenging when creating your test and rubric?
3. How do you plan to differentiate your instruction and assessment strategies to meet the needs of ALL learners? Provide 2-3 specific strategies.
4. Based on what you’ve learned this semester, what is your philosophy on assessment? Why is it important to assess student learning? How do you plan to incorporate informal and formal assessments in your classroom?
5. How have your perceptions/thoughts changed regarding the roles and responsibilities of a teacher?
Course Assignments

Everything you need to know about course requirements & assignments can be found here and on the rubrics. For your benefit, **READ BOTH CAREFULLY** prior to submitting your work!

1) **Discussion Leaders (20 points) (teams)**
   - Each team will be responsible for facilitating a structured, engaging discussion on the assigned readings and course topics.
   - On the assigned date, each team will prepare a handout or summary on the most important concepts from the readings. Teams should review the material via printed handouts, technology, or games prior to initiating the discussion.
   - Teams will prepare three to four thought-provoking reflection questions, using the recommendations from chapter 3, as well as the correct answers you are expecting from your classmates in bullet point form.
   - As discussed on page 82, teams should also include one to two “cueing questions” for each question in the event that none of your classmates participate in the discussion.
   - Be prepared to utilize 2-3 creative strategies to encourage discussion → you will be assessed on how well you facilitate discussion among your peers.
   - Each team will be graded on overall preparedness, content mastery, creativity, peer engagement, and application of course concepts.

<table>
<thead>
<tr>
<th>Team Number</th>
<th>Assigned Chapter/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K&amp;K, Chapter 4</td>
</tr>
<tr>
<td>2</td>
<td>“Teacher Home Visits” (PDF on eCampus)</td>
</tr>
<tr>
<td>3</td>
<td>K&amp;K, Chapter 1</td>
</tr>
<tr>
<td>4</td>
<td>K&amp;K, Chapter 6</td>
</tr>
<tr>
<td>5</td>
<td>K&amp;K, Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>K&amp;K, Chapter 7</td>
</tr>
</tbody>
</table>

2) **Discipline Model Overview & Activity (30 points) (teams)**
   - In teams, you will be responsible for teaching an assigned discipline model (see table below) using the template provided on eCampus.
   - This should not be about regurgitating the textbook but rather, require your peers to think critically and apply major concepts.
   - Two application exercises/interactive activities (e.g., active role play, case study, game, video analysis, application exercise, etc.) must accompany your overview. Be sure to attach additional handouts as necessary.
   - I highly encourage teams to think creatively in order to ensure mastery of each model (practice = progress).
   - In total, your presentation should last no more than **30 minutes**.

<table>
<thead>
<tr>
<th>Team</th>
<th>Model</th>
<th>Founder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Behavior Modification</td>
<td>Skinner</td>
</tr>
<tr>
<td>2</td>
<td>Assertive Discipline Model</td>
<td>Canter &amp; Canter</td>
</tr>
<tr>
<td>3</td>
<td>Logical Consequences Model</td>
<td>Dreikurs</td>
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<tr>
<td></td>
<td>*Cooperative Discipline Model</td>
<td>*Albert</td>
</tr>
<tr>
<td>4</td>
<td>Reality Therapy Model</td>
<td>Glasser</td>
</tr>
<tr>
<td>5</td>
<td>Positive Discipline Model</td>
<td>Jones</td>
</tr>
<tr>
<td>6</td>
<td>Teacher Effectiveness Training</td>
<td>Gordon</td>
</tr>
</tbody>
</table>

* Mention additional contributions to model
• On the due date, bring a hard copy to class AND upload the completed template along with additional attachments & handouts to eCampus.
• During your overview in class, teach your peers the lesson plan via a professional presentation (e.g., PowerPoint, Prezi, or handout) and then practice by showing them the model in action!
• Remember, we learn by doing and not just be passively listening so engage your peers in the activities! Be creative!
• Some form of physical activity/movement, not exercise, must be included in the lesson plan
• Similar to other presentations, please come to class professionally dressed and ready to teach → no jeans (you know how I feel about jeans 😒)

3) Test Construction (75 points) (teams)
• Teams will construct a test on an assigned health education content area & grade level for a maximum 75-minute class period.
• Teams will need to generate a thoughtful rationale for the purpose of the test – other than the end of the unit and "it’s time to test"
• Please follow the recommendations from your textbooks and ensure at least 50% of your questions reflect higher order thinking from Bloom’s taxonomy.
• In order to meet this standard, your test must include at least the following information:
  • Purpose
  • Overall Directions with the number of questions, points possible, and maximum time
  • Directions for each section with timing recommendations
  • 10 multiple choice questions
  • 20 true/false (10 questions, with a true and false version for each, for a total of 20 questions)
  • 5 matching
  • 5 fill in the blank
  • 5 short answer
  • 3 essay questions

The exam must be free of spelling, punctuation, and grammatical errors and adhere to the test building rules and best practices discussed in class and the Popham textbook. All teams must cite their sources on a separate references page located behind the answer key.

4) Answer Key with Bloom’s Taxonomy (15 points) (teams)
• Create an answer key to your test by highlighting and bolding each correct response.
• For the short answer and essay questions, include bullet point response criteria that would constitute a solid response from students. As the teacher, it is important to know the answer you are expecting, so you need to include the correct responses you would be looking for from your students.
• If you don’t know what you want, they won’t know either 😊 Be thorough!
• On the key, indicate the level of Bloom’s taxonomy for each question while keeping in mind that at least 50% of your questions must reflect higher-level thinking.
• Provide a thorough explanation of HOW the question corresponds to the provided Bloom’s taxonomy level.
• All teams must complete the two tables, located on eCampus, for timing recommendations and Bloom’s taxonomy percentage breakdowns.
5) Rubric Development (25 points) (teams)

Part I:
- In your teams, create an assignment (i.e., product or project) in the same content area and grade level as your test and describe it in detail.
- Include the assignment’s purpose, behavioral objectives, directions, and any other pertinent information.
- After reading the assignment’s description, I should be able to clearly understand what exactly you are asking students to do.

Part II:
- Create a corresponding grading rubric, using the provided template on eCampus, that adheres to the criteria discussed in class.
- Use my rubrics as an example so that someone who earns an “A” will be inspired by the rubric but does something unique to make it his or her own.

6) In- & Out-of-Class Activities, Participation, & Attendance (40 points) (individual, partner, & team)

- Throughout the semester, there will be various exercises and activities to be completed in- and out-of-class.
- Active participation involves: asking probing questions, making comments during class discussions, bringing relevant handouts, newspaper clippings, or journal articles to discuss, suggesting activities to enhance the investigation of a topic, and discussing class assignments, readings, or field experiences.
- A minimum of 10 points per day will be deducted for absences and/or non-participation.

7) Self- and Peer-Evaluations (20 points) (individual)

- All team members will evaluate themselves and each other using the templates provided on eCampus.
- It must be typed, thorough, and articulate the contributions of each team member.
- If your team members feel like you are not contributing, we will set up an appointment to discuss these concerns.
- The bottom line is: pull your weight and do your fair share. Be the type of team member you want others to be!

*More details will be provided in class*
Technical Guidelines

- All assignments should follow these technical guidelines → failure to do so will result in point deductions.

  Please see the title page template on eCampus, under the “Writing Help” folder, for additional help.

1. All papers should have 1” margins on all sides
2. Font should always be in 12-point Times New Roman (yes, even in the running head/header 😊)
3. Text should be double-spaced
4. You should have a title page containing the title of the paper, the author(s) name, and the institutional affiliation.
5. Include the page header flush left with the page number flush right at the top of the page. Please note that on the title page, your running head should look like this:

   Running head: TITLE OF YOUR PAPER

6. Pages after the title page should have a header that looks like this:

   TITLE OF YOUR PAPER

7. References should be cited appropriately and formatted in APA style.
8. References start on a separate page from the paper. Refer to the APA Manual for information on formatting a reference page.
9. Submit a paper copy at the beginning of class on the due date.
10. Staple all pages together → No paperclips!
11. Please consult with the instructor or GA if you have any questions regarding your paper

For additional help on the title page, refer to this website:

https://owl.english.purdue.edu/owl/resource/560/01/
Course Schedule

*This calendar is meant to serve as a guide. I reserve the right to make adjustments as needed in the event that guest speakers need to reschedule or due to traveling for academic- and/or scholarship-related purposes.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)*</th>
<th>In-Class Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/20</td>
<td>Verification of Background Check Due; Paperwork Due for Placement</td>
<td>K&amp;K, Ch. 1</td>
<td>Talk by School Principal</td>
<td>Meet A&amp;M Consolidated High School</td>
</tr>
<tr>
<td>8/29</td>
<td>Explanation of field experience hours &amp; expectations</td>
<td>K&amp;K, Ch. 1</td>
<td>Icebreaker Introductions; Animal Personality Tests</td>
<td>Pick your team/assign due dates</td>
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<td></td>
<td>Introductions; eCampus; Team Formation</td>
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<td></td>
<td>MODULE 1: CLASSROOM MANAGEMENT</td>
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<tr>
<td>9/5</td>
<td>Classroom Climate: Four General Areas</td>
<td>K&amp;K, Ch. 4</td>
<td>First Day Objectives; Carousel</td>
<td>Travel Information Form (upload to eCampus); APA Title Page; Discussion Leaders Team 1</td>
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<tr>
<td></td>
<td>Bonding &amp; Connecting with Students</td>
<td>K&amp;K, Ch. 4; “What Students Really Need to Hear” (eCampus)</td>
<td>Video &amp; Discussion</td>
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<tr>
<td>9/12</td>
<td>Discipline Models</td>
<td>K&amp;K, Ch. 4;</td>
<td>Team Presentations</td>
<td>Discipline Model Overview &amp; Activity Teams 1-3</td>
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<td>Discipline, cont’d</td>
<td>“Unhelpful Punishment” (eCampus)</td>
<td>Article Discussion</td>
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<td>9/19</td>
<td>Discipline Models</td>
<td>K&amp;K, Ch. 4</td>
<td>Team Activities</td>
<td>Discipline Model Overview &amp; Activity Teams 4-6</td>
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<td>Discipline Management Recap</td>
<td>K&amp;K, Ch. 4</td>
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<td>Scenarios</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Sources</td>
<td>Notes</td>
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<td>9/26</td>
<td>Reinforcement Schedules</td>
<td>K&amp;K, Ch. 2 &amp; 4</td>
<td>Reinforcement Charts; Self- and Peer-Evaluations; Discussion Leaders Team 2 (PDF)</td>
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<td></td>
<td>Classroom Management + Disciplinary Procedures</td>
<td>“Teacher Home Visits” (eCampus)</td>
<td>Peer Review; Classroom Management Plan + Letter Home</td>
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<td>10/3</td>
<td>Discipline Management Plans</td>
<td>K&amp;K, Ch. 1</td>
<td>Peer Review; Discipline Management Plan</td>
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<td>Stages of Development</td>
<td>K&amp;K, Ch. 1</td>
<td>Erikson vs. Piaget; Teaching Strategies Brainstorm; Discussion Leaders Team 3</td>
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<td>10/10</td>
<td>Characteristics of Adolescents</td>
<td>K&amp;K, Ch. 1</td>
<td>Carousel; Ted Talk; Classroom Observations: Prompts &amp; Synthesis Papers 1 &amp; 2</td>
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<td>Characteristics, Cont’d</td>
<td>“Harnessing the Incredible …” (eCampus)</td>
<td>Stations/ Teaching Techniques; Classroom Observations: Prompts &amp; Synthesis Papers 1 &amp; 2</td>
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<tr>
<td>10/17</td>
<td>Multiple Intelligences</td>
<td>K&amp;K, Ch. 6</td>
<td>Discussion Leaders Team 4; <a href="http://www.edutopia.org/multiple-intelligences-assessment">http://www.edutopia.org/multiple-intelligences-assessment</a></td>
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<tr>
<td></td>
<td>Learning Theories</td>
<td></td>
<td>Bring your results to class (eCampus)</td>
<td></td>
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<td></td>
<td><strong>MODULE 3: ASSESSMENT</strong></td>
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<tr>
<td>10/24</td>
<td>Behavioral Objectives (A, B, C, D, E)</td>
<td>K&amp;K, Ch. 5; The Hare &amp; the Pineapple</td>
<td>Writing Objectives; Classroom Observations: Prompts &amp; Synthesis Paper 3; Discussion Leaders Team 5</td>
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<td>Bloom’s Taxonomy</td>
<td>K&amp;K, Ch. 5</td>
<td>Practice Writing; Discussion; <strong>CEHD Mental Health Module</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook References</td>
<td>Activities</td>
<td>Notes</td>
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<tr>
<td>10/31</td>
<td>Assessment Types; Test Items</td>
<td>K&amp;K, Ch. 7; Popham, Ch. 1 &amp; 4</td>
<td>Pros &amp; Cons Chart</td>
<td>Discussion Leaders Team 6</td>
</tr>
<tr>
<td></td>
<td>Test Items</td>
<td>K&amp;K, Ch. 7; Popham, Ch. 5-7</td>
<td>Test Deconstruction &amp; Discussion</td>
<td></td>
</tr>
<tr>
<td>11/7</td>
<td>Rubric Development</td>
<td>Popham, Ch. 6-7</td>
<td>Lecture &amp; Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating a Rubric: Practice</td>
<td>“Understanding Rubrics” (eCampus)</td>
<td>Cookie Activity</td>
<td></td>
</tr>
<tr>
<td>11/14</td>
<td>Peer Review Session</td>
<td>Popham, Ch. 1-7</td>
<td>Peer Review Session</td>
<td>Drafts: Each team member must bring a copy of test products to class!</td>
</tr>
<tr>
<td></td>
<td>Review; Catch up</td>
<td>Popham, Ch. 1-7</td>
<td>Peer Review Session</td>
<td></td>
</tr>
<tr>
<td>11/21</td>
<td></td>
<td></td>
<td>Reading Day:</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>11/28</td>
<td>Test Modifications; Alternative Assessments</td>
<td>K&amp;K, Ch. 8; Popham, Ch. 8</td>
<td>Guest Speaker</td>
<td>Test Construction, Key, &amp; Rubric</td>
</tr>
<tr>
<td></td>
<td>Differentiated Instruction &amp; Assessment</td>
<td>K&amp;K, Ch. 9</td>
<td>Stations/Carousel</td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td>Differentiated Instruction &amp; Assessment Continued</td>
<td>K&amp;K, Ch. 9</td>
<td>Stations/Carousel</td>
<td>Self- and Peer-Evaluations; Portfolio Submissions</td>
</tr>
<tr>
<td></td>
<td>Course Wrap Up; Evaluations</td>
<td></td>
<td></td>
<td>Mentor Teacher Evaluation; Documentation of Hours</td>
</tr>
<tr>
<td>12/7</td>
<td>Final Exam</td>
<td>Assessment Narrative + Final Assessment (eCampus)</td>
<td></td>
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</table>

*Additional readings will be assigned on a weekly basis*
HEFB/KNFB 325
Teaching School in Secondary Settings
Dr. Shipley

- Observation Assignment Prompts & Reflections
- Classroom Management Plan + Letter Home
  - Assessment Narrative
OBSERVATION ASSIGNMENT 1: PHYSICAL ENVIRONMENT

Name: 
Subject: 
Grade: 

Background: The design/set-up of a classroom communicates a message telling students how you expect them to participate.

Instructions: Using the prompts below, type your answers to each question in complete sentences. On a separate word document, respond to the reflection questions in no more than 500 words. Be sure to follow APA and formatting guidelines, ensuring you have a properly formatted title page.

Prompts

Be sure to observe when students are in transition, coming into the room at the beginning of class and preparing to leave at the end of the period.

1. Does the student traffic flow smoothly or do areas of congestion appear? If there is congestion, where does it occur?

2. What is the arrangement of student furniture in this classroom? Are desks in groups, rows, or other formations? In what direction are the desks facing?

3. Are there “pathways” to high traffic areas, such as the pencil sharpener, trashcan, area(s) for papers to be turned in, whiteboard, etc.?

4. Where is the teacher’s desk located? How is it used during your observation period?

5. What “decorations” (e.g., charts, posters, student work) are visible? How do these contribute to the overall tone and appearance of the classroom?

Reflection (450-word minimum to 500-word maximum)

6. How does the physical environment positively or negatively impact student learning?

7. Based on your observation of the physical layout of this classroom, what elements might you use in your own future classroom? Why?

8. What changes or modifications might you make? Why?
OBSERVATION ASSIGNMENT 2: CLASSROOM ROUTINES & PROCEDURES

Name:

Subject: 

Grade: 

Background: Establishing clear classroom routines and procedures requires some serious thought and planning. Communicating clear guidelines and expectations helps ensure that your classroom runs smoothly, and you should consider them a teacher’s primary labor-saving device!

Instructions: Using the prompts below, type your answers to each question in complete sentences. On a separate word document, respond to the reflection questions in no more than 500 words. Be sure to follow APA and formatting guidelines, ensuring you have a properly formatted title page.

Prompts

Be sure to observe when students are in transition, coming into the room at the beginning of class and preparing to leave at the end of the period.

1. What is the teacher doing as students arrive in the classroom?

2. What do the students do as they enter the classroom? Are there instructions on the board, an activity for them to do, bell work, etc.?

3. How does the teacher take attendance?

4. What does the teacher do in order to get the attention of the entire class? What is their motivating introduction/anticipatory set?

5. What does a student do if he/she has a question?

6. How are papers/materials collected or distributed?

7. How does a student ask to go the restroom?

8. What is the procedure for dismissal?

Reflection (450-word minimum to 500-word maximum)

9. How do the routines and procedures positively or negatively impact student learning?

10. What are your overall impressions of the classroom routines and procedures and why; what procedures seem to be most effective and/or ineffective for managing students’ behaviors -- why?

11. Based on your observation of routines and procedures, what strategies might you implement into your future classroom?
Background: A classroom management plan creates a clear set of expectations and outlines your routines, expectations, and consequences for misbehavior. It paves the way for you, as the teacher, to fully engage students in learning.

Instructions: Using the prompts below, type your answers to each question in complete sentences. On a separate word document, respond to the reflection questions in no more than 500 words. Be sure to follow APA and formatting guidelines, ensuring you have a properly formatted title page.

Prompts

1. Are the classroom rules clearly posted where students can see them? If yes, where are they located?

2. List the rules (if posted).

3. List any consequences and/or positive reinforcements if posted or discussed.

4. How does the teacher redirect individual off-task behavior (e.g., using the student’s name, eye contact, proximity, etc.)? Which strategies seem to be most effective?

5. How does the teacher redirect whole class off-task behavior?

6. How are appropriate behaviors acknowledged and reinforced?

7. How does the teacher determine where the students sit? Is there assigned seating? If not, how do the students decide where to sit?

8. What are the rules/expectations regarding student use of personal devices (phones, tablets, etc.)?

Reflection (450-word minimum to 500-word maximum)

9. How does classroom management (or the lack thereof) positively or negatively impact student learning?

10. What discipline model is utilized most in your mentor teacher’s classroom? How does this model align with your personal approach to discipline?

11. Based on your observation of classroom management, what are your general observations and which practices might you implement in your own classroom?
1. **Determine your vision and mission for your classroom.**

**Vision:** what outcomes are you looking to achieve with your students?

**Mission:** what will you do on a daily basis to make sure your vision is achieved?

2. **Describe how you will…**

- Set the tone on the first day of school and begin building relationships with all of your students.

- Create a positive, well-managed classroom space -- what will be displayed? How will materials be organized?

- Create a positive, well-managed classroom environment -- what routines and procedures will you teach during the first two weeks, such entering the classroom, taking attendance, turning in assignments, asking questions, using the restroom, getting class attention, dismissal, etc.?

3. **Define 3-5 classroom rules**

- Get specific! Big ideas/themes, such as respect, are important values, but only if they are translated into specific behaviors. For example, respect can be demonstrated through not interrupting others, showing up on time, listening to instructions, etc.

- List any school-wide expectations, rules, policies that you are expected to follow (use AMCHS or your student teaching placement for guidance).

- Explain consequences for breaking classroom rules. Be specific as possible and then be sure to follow through! Reference the discipline model(s) you plan to utilize to reinforce your expectations and classroom management plan.

**Tying all of this together.**

- In 500 words, write a contract/letter home explaining your vision, mission, routines/procedures, behavioral expectations, disciplinary procedures, and contact information to your future students and parents/guardians.
  - Include your contact information, professional photograph, classroom QR code, and other pertinent information you see fit.
“Self-reflection is the school of wisdom.”
– Baltasar Gracian

Instructions: Reflect on your overall experience creating the test, answer key, and rubric. Using the following questions as a guide, write a maximum 1,000-word, double spaced reflection paper, discussing the impact of the content learned in class in addition to your observation hours. Describe how your beliefs about teaching and learning have changed throughout the semester.

Answer the following questions:

1. What did you find most interesting, motivating, and/or enjoyable when creating your test and rubric?
2. What did you find most challenging when creating your test and rubric?
3. How do you plan to differentiate your instruction and assessment strategies to meet the needs of ALL learners? Provide 2-3 specific strategies.
4. Based on what you’ve learned this semester, what is your philosophy on assessment? Why is it important to assess student learning? How do you plan to incorporate informal and formal assessments in your classroom?
5. How have your perceptions/thoughts changed regarding the roles and responsibilities of a teacher?
Core Curriculum Management

New Core Component Proposal

Date Submitted: 08/01/17 2:42 pm

Viewing: KNFB 325-W : Introduction to Secondary School Teaching

Last edit: 08/01/17 2:42 pm
Changes proposed by: dalingliu

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jiling Liu</td>
<td><a href="mailto:dalingliu@tamu.edu">dalingliu@tamu.edu</a></td>
<td>979-458-4659</td>
</tr>
</tbody>
</table>

Course Prefix     KNFB
Course Number          325
Academic Level         UG
Complete Course Title Introduction to Secondary School Teaching
Abbreviated Course Title INTRO SEC SCHOOL TCHING
Crosslisted With       HEFB 325
Semester Credit          3

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year 2
Enrollment per Section (Avg.) 15
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? No

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.

No assistants for this course

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection paper ×2</td>
<td>1500</td>
<td>14.3</td>
<td>No</td>
</tr>
<tr>
<td>Discipline management plan</td>
<td>500</td>
<td>2.9</td>
<td>No</td>
</tr>
<tr>
<td>Test construction</td>
<td>1500</td>
<td>21.4</td>
<td>Yes</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.

From the first time students pick their groups, equal contribution of each individual is emphasized. During each group’s preparation for presentation, discussion, test construction, and creating test keys and rubrics, instructor will constantly monitor each individual participate equally. Feedback on equal participation and contribution will be provided to each group and its members. A final peer assessment will allow group members to critique each other’s participation and contribution.

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

After students submit the first reflection paper, instructor will provide feedback on the content, writing mechanism, APA format of the paper, so that they can improve on the second reflection paper.

Prior to the final submission of the discipline management plan, students will bring a hard copy to the class, peer review the plan, instructor will also provide feedback, to ensure the product’s quality.

During students’ work on test construction, test keys, and rubrics, instructor will monitor and provide feedback to each step.

Describe how you provide writing instruction.

For each writing assignment, instructor will lecture on the procedure, present examples, and explain main points. Specifically, in order for students to master APA style, instructor will present what APA means, what it requires, and what a product looks like in APA format. The materials on APA instruction are also available on eCampus. Students are also encouraged to ask questions in case they are not certain about whether their formatting is correct or not. To complete the reflection papers, instructor will talk about the purpose of the papers and a few specific questions to elicit students’ reflective thinking. For test construction, keys, and rubrics, instructor will lecture on each component, display specific examples, and explain criteria. The examples will be uploaded to eCampus for students’ reference. In process of these writing assignments, instructor will provide oral and written feedback.

Additional Comments

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

Attach Course Syllabus: HEBF&KNFB 325 Fall 2017 Syllabus.pdf

Reviewer Comments: Donna Pantel (dpantel) (08/10/18 1:11 pm): REPORT ON RECERTIFICATION OF W COURSE: KNFB-HEFB 325 We recommend that KNFB-HEFB 325 Introduction to Secondary School Teaching 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: 33.5 2. Course content appropriate to the major 3. Total number of words: 3000 4. Instructor to student ratio for one section: 1:25 Since original certification, the course has not changed significantly. Students write three reflection papers, a classroom management plan with an accompanying letter home, and an assessment narrative. Peer reviews are conducted on the classroom management plan/letter home. Writing instruction includes in-class review of each assignment and associated rubrics, review of APA style, videos on writing the references page in APA, and in-class writing exercises.

Key: 398
HEFB/KNFB 325-901: Introduction to Secondary School Teaching
01:50–03:50 PM CT, Wednesday @Blocker 342A

Instructor: Jiling Liu, Ph.D.
Office: Blocker 300C
Phone: 979-458-4659
Email: dalingliu@tamu.edu
Office Hours: 01:00-03:00 PM, Monday & Wednesday, or by appointment

*For a timely reply, please place “HEFB/KNFB 325” in the subject heading for all emails*

Course Description
An important outcome of this course (and in the preparation of future teachers in general) is to prepare reflective practitioners. This means, today's teachers must be able to reflect (i.e., analyze and assess) on his/her teaching in an objective manner. This course requires to link Theory → Practice as we investigate how to establish the learning environment, develop learning strategies, and motivate students. Attention will also be focused on the characteristics of adolescents, diversity, equity, and mental health issues in the secondary school setting. Students are expected to continually seek connections between content covered in class and practices observed in the secondary school classrooms. To pass this course, you must pass the wring components (i.e., discipline management plan, reflection paper, test construction, key, and rubric).

General Learning Outcomes
By the end of the course, students will:
1. Investigate the topics of establishing effective learning environments, learning theories, and motivation in order to apply these principles to classroom and physical education settings.
2. Demonstrate critical thinking and reflective practice through written assignments and class discussions.
3. Create interactive presentations on discipline models and classroom management strategies.
4. Participate in engaged scholarship by seeking information from professional bodies of literature, scholarly practice, and the community of learners to improve effective teaching practices and develop as a professional.
5. Illustrate preparedness in the detection of students with mental or emotional disorders and in intervention strategies for dealing with such students.

Required Textbooks
**Course Materials**
Teaching often requires additional supplies for implementing lesson plans and various activities; therefore, please plan to spend $20 to purchase materials for course projects.

**Teaching Strategies**
To develop your skills as a certified educator, a variety of teaching/learning strategies will be employed to meet the course objectives. Experiential activities, lectures, discussions, readings, and in-class practices will be utilized throughout the semester. Please plan to be engaged in class activities and discussions; remember that respectful expression of your point of view and thoughtful acknowledgement of others’ perspectives are key to learning.

**Grading**
Your grade for this course will be based upon the cumulative point total of the following point opportunities:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment</th>
<th>Points Available</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td>Verification of Background Check</td>
<td>5</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>Travel Information Form</td>
<td>5</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>CEHD Mental Health Module</td>
<td>10</td>
<td>2.9%</td>
</tr>
<tr>
<td></td>
<td>Quizzes (x2)</td>
<td>50</td>
<td>14.3%</td>
</tr>
<tr>
<td></td>
<td>Portfolio Submissions &amp; Justifications</td>
<td>10</td>
<td>2.9%</td>
</tr>
<tr>
<td></td>
<td>Mentor Teacher Evaluation &amp; Thank You Note</td>
<td>5</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>Field-Based Hours Log</td>
<td>15</td>
<td>4.3%</td>
</tr>
<tr>
<td></td>
<td>Peer Assessment</td>
<td>20</td>
<td>5.7%</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper50s (x2)*</td>
<td>50</td>
<td>14.3%</td>
</tr>
<tr>
<td></td>
<td>Discipline Management Plan*</td>
<td>10</td>
<td>2.9%</td>
</tr>
<tr>
<td>Group Work</td>
<td>Discussion Leader</td>
<td>20</td>
<td>5.7%</td>
</tr>
<tr>
<td></td>
<td>Discipline Models Presentation &amp; Activity</td>
<td>30</td>
<td>8.6%</td>
</tr>
<tr>
<td></td>
<td>Test Construction*</td>
<td>75</td>
<td>21.4%</td>
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<tr>
<td></td>
<td>Key (Bloom’s Taxonomy)*</td>
<td>20</td>
<td>5.7%</td>
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<td></td>
<td>Rubric*</td>
<td>25</td>
<td>7.1%</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
<td><strong>100%</strong></td>
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* Writing course requirements

**Grading Scale:**

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<tr>
<th>Total Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>315–350</td>
<td>90–100%</td>
<td>A</td>
</tr>
<tr>
<td>280–314.99</td>
<td>80–89.99%</td>
<td>B</td>
</tr>
<tr>
<td>245–279.99</td>
<td>70–79.99%</td>
<td>C</td>
</tr>
<tr>
<td>210–244.99</td>
<td>60–69.99%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 210</td>
<td>&lt; 60%</td>
<td>F</td>
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</table>

**Extra Credit/Curving/Rounding Grades**
Not extra credit, curving or rounding grades available in this course.
Assignments

All assignments are due at the beginning of each class period on the date assigned. Late assignments may only be made up by providing the instructor with a written, documented, University-excused absence (http://student-rules.tamu.edu/rule07). Documentation must be presented to your instructor no later than one week following the original due date. It will be your responsibility to get notes from a classmate if you miss class. No unexcused late work will be accepted.

Attendance Policy

Punctual attendance is the first aspect leading to successful engagement in the professional environment. The same is true for being a successful student; therefore, attending class and arriving on time are fundamental expectations of this course.

Attendance will be taken at the beginning of class each day the class meets. If you are not present when attendance is recorded, you are considered absent. For every unexcused absence, students will receive a 15-point deduction from their final point value. Please note: excused absences, as defined in Rule 7 (http://student-rules.tamu.edu/rule07) of the Texas A&M University Student Rules, will not result in any point deduction; however, written documentation will be required to receive an “excused absence.”

No absences are permitted for the field experience hours. If a session is missed, students must contact their mentor teacher via email prior to the observation and make up another time. You are expected to show up at the same day and time so please take this responsibility seriously.

*Note: Any documentation received later than one week after the original excused absence will be counted as “unexcused.” Remember, it is your responsibility to make sure that I receive a copy of your documentation as quickly as possible and to keep track of your absences.

Classroom Expectations

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

1. Arrive to class on time
2. Stowe away electronic devices
3. Be attentive and respectful
4. Attend AND participate in class on regular, daily basis
5. Complete readings BEFORE coming to class
6. Check & stay updated with eCampus announcements

Instructor Expectations

In this course, you can expect me to:

1. Do my best to help facilitate your learning. If you are having difficulty understanding concepts from this class, challenge me to use my creativity to explain it in a different way so that you do understand
2. Be clear in my policies and expectations for assignments and grading
3. Return assignments in a timely manner
4. Use provided rubrics for assignment to evaluate your work and to be fair in grading
5. Treat you with respect. If I appear to be disrespectful to you, please let me know so I can rectify the problem.

Office Hours
Please do not hesitate to set up an appointment if you need help. My office hours may not always coincide with every individual’s schedule. If you are unable to meet at my office hours, I am also available by appointment or via e-mail. It is best to schedule an appointment (even during regularly scheduled office hours), so I can make sure I am in my office.

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

This time is meant to clarify questions or concepts and further provide support of course material. Therefore, you must come prepared for our meetings. Help with proofreading is available through the University Writing Center (http://writingcenter.tamu.edu/).

Electronic Communication and Response Time
Before sending me an email, check the syllabus first. It is highly likely that your question can be answered via the syllabus or by browsing eCampus. If you send me an email, please construct a professional email with a formal salutation (e.g., Dear Dr. Liu -- not Hi Jiling), body, closing, and signature (i.e., name). Use appropriate sentence structure, capitalization, punctuation, and tone. This is a professional avenue of communication -- not a text message. Please place “HEFB/KNFB 325” in the subject heading for all emails.

Generally, I check email several times per day; however, this is does not mean an immediate response will always occur. Please expect a 48-hour window in which to receive an email response.

It is expected that you will check your TAMU e-mail at least once a day to ensure you receive e-mail communications from the instructor. If you have your TAMU mail account forwarded to another account, please make sure your security settings will allow forwarded messages to be placed in your inbox.

Technology
As emerging professionals, I should not have to monitor your cell phone and computer usage in class. Please be respectful and keep these devices stored away during class. You will receive one initial warning. After your first warning, you will be asked to leave class. If you are asked to leave class, you will be counted “absent” and lose both attendance and participation points. In the professional world, your employer will not repeatedly remind you of school policies.

American 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.

Copyright and Plagiarism

Academic dishonesty (i.e. cheating or plagiarism) will not be tolerated. Refer to the TAMU Student Rules and Regulations, #20-Scholastic Dishonesty. In section 1.20.1.3 of the Texas A&M University Student Rules, plagiarism is defined as, “Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that individual. To avoid plagiarism, always cite your sources.

Aggie Code of Honor

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

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

1. Individual Responsibilities

1) Verification of Background Check (5 points)
   - All students must complete a CSISD background check prior to entering the school for field experience hours.
   - Please follow the directions on the link below: http://www.csisd.org/apps/pages/index.jsp?uREC_ID=161705&type=d&pREC_ID=335513
   - Upon completion, upload a screen shot or PDF copy to eCampus and bring a hard copy to class.

2) Travel Information Form (5 points)
   - All students traveling outside of the university are required to complete a travel information form.
   - To complete the form, log on to https://studentactivities.tamu.edu/app/form_travel and follow the instructions provided.
   - This must be completed prior to beginning your field experience hours.
   - Upon completion, upload a screen shot or PDF copy to eCampus.

3) Field Experience Hour Log (15 points)
   - Students will meet with a mentor teacher in a local secondary school two hours per week for a total of 24 hours.
   - Log must have all 24 hours documented and signed at the bottom by the mentor teacher to receive class credit.
   - Failure to turn in on time will result in lowering of the letter grade and/or receiving an “Incomplete” for the course.
   - Students are expected to arrive on time and follow all school protocol including dressing in a professional manner.
   - Make every effort to be present every week and communicate if problems (e.g., illness) arise.

4) CEHD Mental Health Module (10 points)
   - The College requires all teacher preparation students to complete a mental health training module for teachers.
   - You are highly advised to complete all four training modules prior to taking the quiz, as the average for students who take the quiz without watching the videos is around 20%.
   - After entering the quiz, 10 random questions will appear from a test bank and you will have 45 minutes to finish.
   - You may take the quiz up to three times and the highest score will be provided.
   - Correct answers will be made available after the due date.

5) Quizzes (50 points)
   - There will be two quizzes in this class – each will be application based where you will be responsible for writing the information, applying course concepts, and providing examples.
It will not be memorization-based where you simply regurgitate facts and numbers (e.g., multiple choice, true/false, etc.). This will require you to study differently (i.e., longer/harder) than you normally do for other exams.

Quiz 1 #1 will be worth 25 points and quiz #2 will be worth 25 points for a total of 50 points.

6) Discipline Management Plan (10 points; writing course requirement)

Each individual will develop a specific discipline management plan (1–2 pages), based on the discipline models covered in class. The discipline management plan should outline student disciplinary expectations, policies and regulations.

7) Reflection Papers (50 points; writing course requirement)

On the assigned due dates, you will turn in a 3-page (excluding reference list) reflection paper following the APA guidelines provided below.

The theme of reflection 1 will encompass classroom management, specifically addressing:

- What are your general observations of classroom management strategies and techniques utilized in your mentor teacher’s classroom?
- What are your overall impressions and why; what seems to be effective and/or ineffective for managing students’ behaviors -- why?
- How does the classroom environment facilitate or impede student learning?
- Describe three classroom management strategies you would implement in your future classroom? How would these contribute to student learning and success?

The theme of reflection 2 will encompass assessment of learning, specifically addressing:

- What are your general observations of the prominent assessment strategies utilized in your mentor teacher’s classroom?
- What are your overall impressions and why; what seems to be effective and/or ineffective in assessing student learning and skill acquisition -- why?
- How are the assessment strategies geared towards all learners? If they are not, what are the implications for the diverse set of students in the classroom?
- Describe three assessment strategies you would implement in your future classroom? How would these contribute to student learning and success?

8) Peer Assessment (20 points)

This is an opportunity to evaluate your group members’ contribution to teamwork during the semester, including reliable class attendance, individual preparation for teamwork, positive contributions to group discussions, and valuing and encouraging input from fellow group members. You will be evaluated by all members in your group. An individuals’ peer assessment score will be the average of the points she/he receives from the members of her/his group.

9) Mentor Teacher Evaluation & Thank You Note (5 points)

Part I:

- Before your last visit, please write and deliver a thank-you note to your mentor teacher and school principal using the stationary provided by Dr. Liu.
This should be professionally written and represent both you and the department as well.
Please consider writing a rough draft before writing the note because there will be no “backups” provided.

Part II:
- Before your last visit, politely ask your mentor teacher to complete the evaluation form provided to you in class.
- Ask your teacher to seal the envelope before giving it back to you to hand in during class.

10) Portfolio Submissions & Justifications (10 points)
- In an effort to build upon your previous coursework, you will be asked to add three samples of work from this course to your electronic portfolio.
- You will also need to revise the standards chart with updated artifacts, links, and justifications.
- It is your responsibility to provide evidence of submission by sharing and emailing the instructor and graduate teaching assistant prior to the due date.
- All majors are required to include the test construction assignment as one of your required artifacts because it is expected during your final portfolio review.

2. Group Responsibilities

1) Discussion Leaders (20 points)
- Each group will be responsible for facilitating a structured discussion on the assigned readings and course topics.
- On your group’s assigned date, you will prepare four to five reflection questions, using the recommendations from chapter 3, as well as the correct answers you are expecting from your classmates in bullet point form.
- As discussed on page 82, groups should also include one to two “cueing questions” for each question in the event that none of your classmates participate in the discussion.
- Each group will be graded on overall preparedness, content mastery, and application of chapter concepts.

2) Discipline Model Overview & Activity (30 points)
- In groups, you will be responsible for teaching your assigned discipline model using the template provided on eCampus.

<table>
<thead>
<tr>
<th>Group</th>
<th>Model</th>
<th>Founder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Behavior Modification</td>
<td>Skinner</td>
</tr>
<tr>
<td>2</td>
<td>Assertive Discipline Model</td>
<td>Canter &amp; Canter</td>
</tr>
<tr>
<td>3</td>
<td>Logical Consequences Model</td>
<td>Dreikurs &amp; Albert</td>
</tr>
<tr>
<td>4</td>
<td>Reality Therapy Model</td>
<td>Glasser</td>
</tr>
<tr>
<td>5</td>
<td>Positive Discipline Model</td>
<td>Jones</td>
</tr>
<tr>
<td>6</td>
<td>Teacher Effectiveness Training</td>
<td>Gordon</td>
</tr>
</tbody>
</table>

* Mention additional contributions to model

- This should not be regurgitating the textbook, but rather, thinking critically and applying the major concepts.
• An application exercise/interactive activity (e.g., active role play, case study, video analysis, etc.) must accompany your overview. Be sure to attach additional handouts as necessary.
• Groups are expected to think creatively to ensure mastery of each model (practice = progress).
• In total, the presentation should last no more than 30 minutes.
• On the due date, upload the completed template (along with additional attachments) to eCampus for grading.
• During your professional presentation (e.g., PowerPoint, Prezi, or handout) of the overview, teach your classmates 5–10 main points and then practice by showing them the model in action!
• Remember, we learn by doing and not just be passively listening so engage your peers in the activities!
• Similar to other presentations, please come to class professionally dressed and ready to teach.

3) Test Construction (75 points; writing course requirement)
• Groups will construct a test in an assigned health education content area & grade level for a maximum 75-minute class period.
• Groups will need to generate a thoughtful rationale for the purpose of the test – other than the end of the unit (i.e., “it’s time to test”).
• Please follow the recommendations from your textbooks and ensure at least 50% of your questions reflect higher order thinking from Bloom’s taxonomy.
• Your test must include the following information:
  • Purpose
  • Overall Directions with maximum time
  • Directions for each section with timing recommendations
  • 10 multiple choice questions
  • 20 true/false (10 questions, with a true and false version for each, for a total of 20 questions)
  • 5 matching
  • 5 fill in the blank
  • 5 short answer
  • 3 essay questions

The exam must be free of spelling, punctuation, and grammatical errors and adhere to the test building rules discussed in class and in the Popham textbook. All groups must cite their sources on a separate references page behind the key.

4) Key (Bloom’s Taxonomy) (20 points; writing course requirement)
• Create an answer key to your test by highlighting and bolding each correct response.
• For the essays, include bullet point response criteria that would constitute a solid response.
• On the key, reference the level of Bloom’s taxonomy for each question while keeping in mind that at least 50% of your questions must reflect higher-level thinking.
• All groups must complete the two tables (on eCampus) for timing and Bloom’s taxonomy percentage breakdowns.
5) Rubric (25 points; writing course requirement)

Part I:
- In your groups, create an assignment (i.e., product or project) in the same content area and grade level as your test and describe it in detail (e.g., purpose, behavioral objectives, directions, overview, etc.). After reading the description, I should be able to clearly understand what you are asking students to do.

Part II:
- Create a corresponding grading rubric using the provided template on eCampus and the criteria discussed in class. Use my rubrics as an example so that someone who earns an “A” will be inspired by the class rubric but does something unique to make it his or her own.

APA Guidelines

Papers should follow these APA guidelines. Failure to do so will result in deductions from the paper.

1. All papers should have 1" margins on all sides
2. Font should be 12-point Times New Roman (yes, even in the header)
3. Text should be double-spaced
4. You should have a title page containing the title of the paper, the author(s) name, and the institutional affiliation.
5. Include the page header flush left with the page number flush right at the top of the page. Please note that on the title page, your page header/running head should look like this:

   Running head: TITLE OF YOUR PAPER

6. Pages after the title page should have a running head that looks like this:

   TITLE OF YOUR PAPER

7. References should be cited appropriately and formatted in APA style.
8. References start on a separate page from the paper. Refer to the APA Manual for information on formatting a reference page.
9. Submit a paper copy at the beginning of class on the due date.
10. Staple all pages together. No paperclips.
11. Please consult with the instructor if you have any questions regarding your paper.

For additional help on the title page, refer to this website:
https://owl.english.purdue.edu/owl/resource/560/01/
# Course Calendar

*This calendar is subject to change due to guest speaker rescheduling or instructor academic/scholarship-related traveling*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)*</th>
<th>In-Class Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18</td>
<td>VERIFICATION OF BACKGROUND CHECK DUE; PAPERWORK DUE FOR PLACEMENT</td>
<td></td>
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</tr>
<tr>
<td>9/1</td>
<td>Explanation of field experience hours &amp; expectations</td>
<td>K&amp;K, Ch. 1</td>
<td>Icebreaker Introductions; Animal Personality Tests</td>
<td>Meet A&amp;M Consolidated High School (Principal: Mrs. Elder)</td>
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<tr>
<td></td>
<td>Introductions; eCampus; Group Formation</td>
<td>K&amp;K, Ch. 1</td>
<td></td>
<td>Pick your group; Assign due dates</td>
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<tr>
<td></td>
<td><strong>MODULE 1: CLASSROOM MANAGEMENT</strong></td>
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<tr>
<td>9/8</td>
<td>Classroom Climate; Four General Areas</td>
<td>K&amp;K, Ch. 4</td>
<td>First Day Objectives; Carousel</td>
<td>Travel Information Form (upload to eCampus); Discussion Leaders Group 1</td>
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<td></td>
<td>Bonding &amp; Connecting with Students</td>
<td>K&amp;K, Ch. 4; “What Students Really Need to Hear” (eCampus)</td>
<td>Video &amp; Discussion</td>
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<td>9/15</td>
<td>Discipline Models</td>
<td>K&amp;K, Ch. 4;</td>
<td>Team Presentations</td>
<td>Discipline Model Overview &amp; Activity Groups 1-3</td>
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<td>Discipline, cont’d</td>
<td>“Unhelpful Punishment” (eCampus)</td>
<td>Article Discussion</td>
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<td>Discipline Models</td>
<td>K&amp;K, Ch. 4</td>
<td>Team Activities</td>
<td>Discipline Model Overview &amp; Activity Group s4-6</td>
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<td>Discipline Management Recap &amp; Plan</td>
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<td>Discipline Management Plan (action steps)</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Discussion/Activity</td>
<td>Notes</td>
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<td>9/29</td>
<td>Reinforcement Schedules</td>
<td>K&amp;K, Ch. 2 &amp; 4</td>
<td>Reinforcement Chart</td>
<td>Discussion Leaders Group 2 (PDF)</td>
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<td>Discipline Management Plans</td>
<td>“Teacher Home Visits” (eCampus)</td>
<td>Peer Review</td>
<td>Discipline Management Plan</td>
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<td>10/6</td>
<td>Quiz 1: Classroom Management</td>
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<td>Stages of Development</td>
<td>K&amp;K, Ch. 1</td>
<td>Erikson vs. Piaget; Teaching Strategies Brainstorm</td>
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<td>Discussion Leaders Group 3; CEHD Mental Health Module</td>
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<td>10/13</td>
<td>Characteristics of Adolescents</td>
<td>K&amp;K, Ch. 1</td>
<td>Carousel; Ted Talk</td>
<td>Reflection Paper 1 (upload to eCampus)</td>
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<td>Characteristics, Cont’d</td>
<td>“Harnessing the Incredible …” (eCampus)</td>
<td>Stations; Teaching Techniques</td>
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<td>10/20</td>
<td>Multiple Intelligences</td>
<td>K&amp;K, Ch. 6</td>
<td><a href="http://www.edutopia.org/multiple-intelligences-assessment">http://www.edutopia.org/multiple-intelligences-assessment</a></td>
<td>Discussion Leaders Group 4</td>
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<td>Learning Theories</td>
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<tr>
<td>10/27</td>
<td>ABCDE: Behavioral Objectives</td>
<td>K&amp;K, Ch. 5; The Hare &amp; the Pineapple</td>
<td>Writing Objectives</td>
<td>Discussion Leaders Group 5</td>
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<td>Bloom’s Taxonomy</td>
<td>K&amp;K, Ch. 5</td>
<td>Practice Writing; Discussion</td>
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<td>11/3</td>
<td>Assessment Types; Test Items</td>
<td>K&amp;K, Ch. 7; Popham, Ch. 1 &amp; 4</td>
<td>Pros &amp; Cons Chart</td>
<td>Discussion Leaders Group 6</td>
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<td>Test Items</td>
<td>K&amp;K, Ch. 7; Popham, Ch. 5-7</td>
<td>Test Construction &amp; Discussion</td>
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</table>

**MODULE 2: LEARNING THEORIES**

**MODULE 3: ASSESSMENT**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Resource</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
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<tr>
<td>11/10</td>
<td>Rubric Development</td>
<td>Popham, Ch. 6-7</td>
<td>Reflection Paper 2 (upload to eCampus);</td>
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<tr>
<td></td>
<td>Creating a Rubric: Practice</td>
<td>“Understanding Rubrics” (eCampus)</td>
<td>Cookie Activity</td>
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<tr>
<td>11/17</td>
<td>Test Modifications; Alternative Assessments</td>
<td>K&amp;K, Ch. 8; Popham, Ch. 8</td>
<td>Guest Speaker</td>
<td>Test Construction, Key, &amp; Rubric</td>
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<tr>
<td></td>
<td>Peer Review Session</td>
<td>Popham, Ch. 1-7</td>
<td>Peer Review Session</td>
<td>Each group member should bring a copy to class! Peer Assessment Due</td>
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<tr>
<td>11/24</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>12/1</td>
<td>Quiz 2: Assessment</td>
<td>K&amp;K, Ch. 9</td>
<td>Stations/Carousel</td>
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<td>Differentiated Instruction</td>
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<tr>
<td></td>
<td>Course Wrap Up; Evaluations</td>
<td></td>
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<tr>
<td></td>
<td>Thank You Note to Mentor Teacher &amp; Principal (before last visit)</td>
<td></td>
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</table>

*Additional readings will be assigned on a weekly basis*
Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/14/18 8:02 am

Viewing: **POLS 424-W : Comparative Governmental Institutions**

Last edit: 06/14/18 8:02 am

Changes proposed by: m-taylor11

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle M Taylor-Robinson</td>
<td><a href="mailto:m-taylor11@tamu.edu">m-taylor11@tamu.edu</a></td>
<td>979-845-2525</td>
</tr>
</tbody>
</table>

Course Prefix   POLS   Course Number: 424

Academic Level: UG

Complete Course Title: Comparative Governmental Institutions

Abbreviated Course Title: COMP GOVT INSTITUTIONS

Crosslisted With

Semester Credit: 3

Proposal for:

Writing Designation

Number of Sections per Academic Year: 1

Enrollment per Section (Avg.): 20

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

No

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

no assistants handle grading for this course, all grading is done by the professor

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>writing assignment #1 (paper proposal)</td>
<td>750</td>
<td>5</td>
<td>No</td>
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<tr>
<td>writing assignment #2 (research paper)</td>
<td>2250</td>
<td>30</td>
<td>No</td>
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<tr>
<td>writing assignment #3 (critique of assigned reading)</td>
<td>500</td>
<td>10</td>
<td>No</td>
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<tr>
<td>writing assignment #4 (critique of assigned reading)</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>writing assignment #5 (constitution project - team paper)</td>
<td>3375</td>
<td>20</td>
<td>Yes</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.

Conclude the course syllabus by describing the formative feedback provided on student writing, especially on major assignments.

* Students receive feedback through multiple assignments, enabling them to build their knowledge about clear, effective writing from one assignment to the next. They also receive peer review for assignments 3 and 4, and peer input on assignment 5.
* Writing assignment #2 is the first long paper. Students are encouraged to schedule an appointment with the professor to discuss a polished draft of their paper. They also receive written comments on both the scientific content and writing style of the paper which they can incorporate in the later writing assignments for the course.
* Assignments 3 and 4 are 1-page reading summary/critique papers. Both papers have the same format so comments on assignment 3 should inform improvement in assignment 4. In addition, these two assignments are shared among students with students exchanging papers and marking the papers of their colleagues (2 students will read each paper) using a paper grading rubric, so they will receive feedback from their peers, along with feedback from the professor (the professor grades the paper).
* Assignment 5 is the second major paper for the course so students are encouraged to pay attention to the comments on their writing that they received throughout the course. Because the final paper is written by a team, each member of the group should provide feedback to other team members about the clarity and content of the writing.

Describe how you provide writing instruction.

* All of the readings assigned in the course are actual research articles or book chapters by professional political scientists, rather than textbooks targeted at an undergraduate audience. Thus, students can see the way professional political scientists write. This style and means of organizing writing will also be overtly discussed in class.
* Writing assignments 3 and 4 are readings summaries/critiques, and as part of presenting the readings in class, preparatory to the students commenting on their colleagues’ essays, I not only review the content of the articles, but also how content is presented.
* Class time is used for peer-response to writing for assignments 3 and 4.
* In class lecture I point out how social science scholars test hypotheses and present an argument, and I also highlight how social scientific writing differs from journalistic writing. In addition, to open the course with a focus on clarity in writing I hold a discussion about the academic writing / revision process.
* Class time will be spent discussing scholarly sources of data for hypothesis testing, and scholarly sources for preparing a literature review, including how to write a concise literature review. That presentation will also explain the importance of giving credit to the authors of those works and avoiding plagiarism.

Additional Comments

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

Attach Course Syllabus

POLS424WRevised Syllabus-(for W certification in 2018).doc

Reviewer Comments

Donna Pantel (dpantel) (08/10/18 1:15 pm): REPORT ON RECERTIFICATION OF W COURSE: POLS 424 We recommend that POLS 424 Comparative Governmental Institutions 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: 55 2. Course content appropriate to the major 3. Total number of words: 4,000 4. Instructor to student ratio for one section: 1:20 Since original certification, the course has not changed significantly. Students write a proposal for a research paper, a research paper, and two critiques of assigned readings. Besides these assignments, they also write about a collaborative project (not included in the counts above). Students complete peer reviews of the two reading critiques. Instruction includes the use of professional writing models (the course readings). Class is used to discuss how social science scholars test hypotheses and present an argument, to highlight how social scientific writing differs from journalistic writing, to discuss the academic writing/revision process, scholarly sources of data for hypothesis testing, and scholarly sources for preparing a literature review, including how to write a concise literature review and the importance of giving credit to the authors of those works and avoiding plagiarism.
Dr. Taylor-Robinson
T/Th 10:20-11:35
ALLN 1005

Office: ALLN 2118
Office Hours: Tues. 11:45-1:45
& by appointment
Office phone: 845-2525
E-mail: m-taylor11@tamu.edu

Course description in TAMU Undergraduate Catalog: Study of the politics and structure of governmental institutions in a comparative venue; examination of the building blocks by which patterns of governments and institutions can be identified across various political systems of the world; role of institutions across different types of political systems and how they are affected by global economic factors.

Course overview: Political institutions influence how political actors interact with one another, how civil society can make its wishes known to government, and the types of policy governments produce. This course explores how institutions matter by studying the design of key democratic institutions in comparative and cross-national perspective. The course will focus on the institutions that are the cornerstones of democratic governments: elections, executives, legislatures, and judiciaries. We will examine the ramifications of institutional design choices in established presidential and parliamentary democracies and in newly democratic countries. Topics include: how electoral institutions affect what groups in society are represented; how electoral and party institutions affect executive-legislative relations; and how institutional design affects incentives for the judiciary and legislature to check the power of the executive.

NOTE – This course is defined as a “W” course, which means that the course is writing intensive. As part of the writing focus of the course, we will devote a substantial amount of time to the practice of evaluating scholarly writing, as well as perfecting our own social science style writing skills. For more details about “W” courses, go to: https://writingcenter.tamu.edu/Students/W-Courses In order to receive “W” credit for this course a student must pass the writing portion of the course.

Learning outcomes:
Upon successfully completing this course students will be able to

- define, understand, and use concepts and terms relevant to the study of democratic institutions as they exist in diverse countries.
- evaluate the impact of democratic institution design for representation of different groups in a country.
- explain how the number and diversity of parties impacts the operation of democratic institutions.
- write a clear, coherent summary of an academic research article.

Course requirements:
This is a writing intensive course; so much of your grade is based on writing different types of papers (varying in purpose, length). In addition to writing, students are expected to attend class sessions so that they can participate in discussions of readings, develop and test a hypothesis about the effects of electoral institutions, and take tests over the assigned materials.

- 25% - Essay examination (tentatively on Feb.22) covering information from readings, lectures, and class discussions.
Writing assignment #1 – (5% of final grade) - Paper proposal outlining your paper topic and research approach for your independent research paper (More information in the Paper #1 and Paper Proposal section). Proposal due in class on Feb.15.

Writing assignment #2 – (30% of final grade) - Research paper 8-10 pages (double-spaced) testing a hypothesis about the impact of electoral rules on some aspect of political behavior, using evidence from at least two democratic countries. (More information in the Paper #1 and Paper Proposal section). Papers due in class on Mar.29.

Writing assignments #3 and #4 – (each 10% of final grade) - two papers (1 page single-spaced each) summarizing and critiquing assigned readings (More information in Readings Critiques section). First critique due at the beginning of class on Feb.1. Second critique due at the beginning of class on Apr.17.

Writing assignment #5 – (20% of final grade) - Group paper 12-15 pages (double-spaced). Paper topic: constitution proposal. (More information in the Constitution Writing Group Project section). Teams of 4 students will make a class presentation of their constitutional design and turn in a single team paper. (Team paper due by 5pm on May 3)

There is NO extra credit in this course.

Grades will be assigned based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4 - 59.5; F = below 59.4

NOTE: command of course material and conduct of research is the most important determinant of your grade on papers. However, this course is a writing intensive course, intended to improve your ability to write various kinds of papers that are appropriate to the discipline of political science. Thus, regardless of how well a paper addresses the substantive material/topic of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

Required readings:

Readings accessible as e-reserves through PSEL. Follow the pathways to my name, and the readings will be available there: http://ereserves.tamu.edu/eres/courseindex.apsx?error=&page=search

Paper #1 and Paper Proposal:
The purpose of the research paper is to test a hypothesis about how electoral rules affect some aspect of political behavior, using evidence from two or more democratic countries. Readings and lectures during the first half of the course will outline different types of electoral systems commonly used in modern democratic politics, and various ways electoral systems affect representation, governability, the number of political parties, and incentives for politicians.

For this paper, you will use the literature about electoral institutions as a basis for developing a hypothesis about how electoral rules affect political behaviors. You will select at least two democratic countries from which you will gather data to test your hypothesis. Students will turn in a formal and typed proposal for their paper (proposals due in class on Feb.15).

Proposals are to include the following: (proposals should be 1-2 pages in length plus a bibliography, typed single-spaced, using 12-point, Times Roman font with 1 inch margins)
1) A formally stated hypothesis that you will test in your paper
2) The countries you have selected for your test, including the rationale for their selection (make sure that they are democratic countries) and how they provide variance on your key independent variable
3) Outline of the electoral system of each country (only if your empirical test involves a small number of countries)
4) Explanation of the type of data you will use to test your hypothesis (including the years you will cover in each country and why) and evidence that the data you plan to use really exist

5) A preliminary bibliography including at least 8 scholarly sources, that should reflect a combination of sources about the theoretical idea and sources about the cases you will use for your test (additional sources may be added later). The bibliography should follow the format used in the American Political Science Review.

- NOTE - if the proposal is not marked "acceptable," you will be required to turn in a revised proposal in 1 week or a letter-grade will be marked off the paper.

- The major purpose of this assignment is to provide students experience preparing a paper proposal and to provide feedback to students about their proposed paper topic. However, grades will also be based on the clarity and “cleanness” of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing).

The research paper should be 8-10 pages in length, plus a bibliography (double-spaced, 12 point font Times Roman, one-inch margins). Pages MUST be numbered or the paper will lose half a letter grade. Papers that exceed the page limit will be returned and will be counted off one letter-grade per day until turned in at the correct length.

The final paper should include the following:
1) An introduction that briefly lays out the major purpose of the paper and outlines its organization
2) Review of the scholarly literature and a formally stated hypothesis about how electoral rules are expected to affect political behavior. This section should also include a discussion of how other researchers have operationalized their variables and of their findings that pertain to your hypothesis. (See “further readings” on the syllabus for leads on additional scholarly sources.)
3) Rationale for selecting the cases for your test, and if your data come from a small number of countries, a brief outline explaining the electoral rules of each country (including any major changes that have occurred in a country’s electoral rules in recent years).
4) Presentation of data for your test of your hypothesis, and your findings
5) A conclusion, including discussion of (a) how your findings relate to the scholarly literature; and (b) additional possible factors that might influence, or confound, the relationship expected in your hypothesis, and suggestions for future research on this topic.
6) Bibliography that follows the format used in the American Political Science Review. Failure to use this format will result in loss of a letter grade on the paper.
7) Citations in the text of your paper utilizing all sources listed in the bibliography, following the format used in the American Political Science Review.
8) Grades will also be based on the clarity and “cleanness” of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing).

Students are strongly encouraged to schedule an appointment with their professor (during office hours or at another agreed upon time) for us to meet in person to discuss a polished draft of your paper. If you wish to have such a discussion of your paper, you are responsible for scheduling this meeting. I will be available for such meetings beginning on Monday, Mar. 19 (1 ½ weeks before the paper is due).

NOTE - all information you obtained from one or more of your sources (e.g., direct quotes, paraphrased information, and in general any information that you obtained from your reading) must be cited in the text of your paper. Use the format of the American Political Science Review for citations. For example (Morgenstern and Cox 2002: 465). Cites for quotes must include the page number(s). Failure to use this format will result in loss of a letter grade on the paper. Not citing the sources of your information (even if you do not use a direct quote) is plagiarism, which will result in a zero on the paper (see information about plagiarism at the end of the syllabus).

NOTE - Your sources should be scholarly sources, such as articles published in scholarly journals, books and chapters in books published by university presses. Since your research paper concerns electoral laws, primary sources may also be available to you from the national electoral tribunal.
of a country, the official website of political parties, the country’s legislature. Such information should also be cited. Do not use encyclopedias as a source for your scholarly research papers. Failure to use scholarly sources for your research and paper will result in loss of 2 letter grades on the paper. If your empirical test involves a small number of countries, your paper must use at least 3 scholarly sources for each of your countries

NOTE - turn in your proposal with my comments on it along with your paper or your paper will lose a letter grade.

Readings Critique Papers:
The purpose of these papers is to assist students in learning to summarize scholarly research articles toward building a literature review for a research project. Each assignment will summarize two assigned class readings (instructions below about what to include in the summary). Part two of the paper will critique the works based on how they contribute to the greater literature about comparative democratic institutions. Three copies of typed papers (no more than one page, single-spaced, 12-point Times Roman font with 1 inch margins) are due at the beginning of class, and the readings will be discussed in lecture during the class period. For the final 15 minutes of class students will read and evaluate two colleagues’ papers.

Each summary should include the following:
• Full citation for each assigned reading in the format of the American Political Science Review.
• One sentence statement of the purpose of the research paper.
• Statement of the hypothesis (or hypotheses) proposed and tested in the paper
• Explanation of the data used to test the hypotheses (cases included, time period of data)
• Summary of findings of the research, including whether the authors found support for their hypotheses.
• Brief comparison of the 2 works.

This assignment will be evaluated by your colleagues in the class, by exchanging your paper with two other students. Thus, on the day the paper is due you must bring 3 copies of the paper to class (one for your professor, and two to exchange with other students). Your colleagues will evaluate your paper based on the accuracy of your summaries (on the above points), the clarity of your critique of the two works, and on the overall “cleaness” of your writing (i.e., lack of spelling and grammar errors). Papers will be graded by your professor.

These papers are due at the beginning of class on the following dates: Feb.1 and Apr.17. See rubric for evaluation at the end of the syllabus.

Constitution Writing Group Project:
The purpose of this research paper is to propose the major components of a constitution for an imaginary country, utilizing the information presented throughout the course. Political institutions influence how political actors interact, who is represented, the types of policy produced, and more. In this paper you put to use this diverse literature on institutional design and its consequences by writing a proposal for a constitution, and discussing the probable consequences (pros and cons) of the institutional designs you recommend (including how institutions may interact). Discussion of the consequences of your institutional choices is the most important part of your paper, and you need to support your discussion with citations to the scholarly literature. Please note the "further readings" listed under each topic on the syllabus, as these will be useful for finding this literature.

The paper each team produces should include a proposed design for the country’s electoral system as well as the executive and legislative branches, and whether the country should be federal or unitary. The paper should begin with a brief description of your imaginary country. The description should include such things as (1) size (population, territory), (2) ethnic (and/or linguistic, religious) makeup of the population, (3) percent urban/rural, (4) state of development of the communications and transportation system, as these factors may impact the functioning of institutions. It also should briefly
describe the country’s political party system (number of parties, their ideological dispersion, past electoral success, and how each party’s support is distributed around the country). The team will use this background information for assessing some of the probable impacts of the institutions you propose in your draft constitution. (NOTE - an imaginary country that is enormously wealthy, so that its government does not have to make choices about what policy programs to fund, or which has no diversity in the makeup of its society, will not make for a very interesting analysis of the consequences of institutions.)

Teams will be determined in class on Mar. 1. Each team will make a presentation to the class about their institution proposals for their country and their probable consequences before turning in their final team paper. Team presentations will take 25 minutes followed by 5 minutes for questions from the class. Presentations should be made using Power Point, bulleting the key components of the institutions you propose, focusing on their likely consequences, and the reasons for those consequences. Remember to also consider how your proposed institutions may interact.

Each team will turn in a paper of 12-15 pages in length, plus the bibliography (double-spaced 12 point font Times Roman, one-inch margins). The same provisions for form of references and citations, page numbers, and page length apply that are used for the individual papers (see Paper #1 section). The team’s cover page for the paper must clearly indicate which section of the paper was written by which team member.

The TAMU University Writing Center explains that, “A proficient writer argues well, thinks critically, and solves problems. A proficient writer should be able to analyze, evaluate, synthesize information from various sources, document and cite properly, organize text logically, and accommodate writing to an audience.” (webpage of the TAMU Writing Center, “Goals for W courses”). This paper will allow you to show your ability to do all of these things. Keep in mind that papers will be graded for academic content, and on their clarity and “cleanness” of writing (i.e., lack of spelling and grammar errors).

The team will receive a single grade for this paper and each team member will receive a grade for their component of the paper. The two grades will be averaged (weighted equally) to determine each student’s grade for this assignment. The class presentation made by the team will contribute to each student’s class participation grade, and it will serve as a formal opportunity to obtain feedback on your ideas from your fellow students and professor before the team paper is due. Students will offer feedback in class and your professor will e-mail comments to the team on the day of the presentation.

Papers are due no later than 5 PM on May 3. Turn papers in to my mailbox in the Department’s main office.

Penalties for missed exams, presentations, and late papers:

- I observe student rule 7 concerning university acceptable excuses for late work (see http://student-rules.tamu.edu/rule07).
- If you miss the exam because you have a university acceptable excuse (such as sickness with a note from your doctor), contact me within 48 hours so that we can set up a makeup exam time. Preferably, contact me before the exam.
- If you do not have a university acceptable excuse for missing the exam, you will not be allowed to take the exam and your grade will be zero.
- If your paper proposal is not marked "acceptable," you must turn in a revised proposal in 1 week or a letter-grade will be marked off paper #1.
- All papers except the team paper are due in class on the assigned date. The penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class. No late “readings critique” papers will be accepted. If you have a university acceptable excuse for why you cannot turn in a readings critique paper on the assigned date you will be able to make up the assignment by writing a reading critique paper on a different set of assigned readings.
- The team papers are due by 5 PM on May 3 in my mailbox in the Department’s main office. Papers not received by that time are late, and the penalty is one letter-grade off per day.
The penalty for missing your scheduled presentation date without contacting me with a university acceptable excuse beforehand is failure on the presentation part of the grade (this will translate into 2 letter-grades off on your paper grade). Due to time constraints, class presentations cannot be rescheduled.

Course schedule and readings:

**Jan.16 & 18**  What is an institution? Why do institutions matter?

**REQUIRED READINGS:**

- Lijphart text, chapters 2 & 3

**FURTHER READINGS TO HELP W/ RESEARCH PAPERS:**


**Electoral Institutions**

**Jan.23 & 25**  Types of elections

**REQUIRED READINGS:**

- Lijphart text, chapter 8

**FURTHER READINGS TO HELP W/ RESEARCH PAPERS:**


**Jan.30 & Feb.1**  Effects of electoral rules: on representation

**First readings critique paper due on Feb.1**

**REQUIRED READINGS:**


**FURTHER READINGS TO HELP W/ RESEARCH PAPERS:**


Feb.6 & 8 Effects of electoral rules: on governability and the number of parties
REQUIRED READINGS:
- Lijphart text, chapter 5
- Mainwaring and Shugart text, chapter 2

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:

Feb.13 Formulating testable hypotheses about electoral rules (including topic of: data sources)

Feb.15 Preparing and writing a scholarly literature review (including topic of scholarly citation of sources)

Feb.20-22 Effects of electoral rules & nomination procedures: on incentive to seek a personal vote
REQUIRED READINGS:

PROPOSAL for paper #1 DUE at the beginning of class on Feb.15
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:
Feb.27     MIDTERM EXAM

Mar.1     CLASS DEBATE – is it democratic to place restrictions on reelection?
REQUIRED READINGS:
• (e-doc) Carey, John M. 1996. Term Limits and Legislative Representation. New York:
  Cambridge University Press. (pp.27-51 & pp.103-135)
• (e-doc) Samuels, David. 2000. “Ambition and Competition: Explaining Legislative Turnover in
  Brazil.” Legislative Studies Quarterly 25(3): 481-497.

Mar.6     Federal v. Unitary Systems
REQUIRED READINGS:
• Lijphart text, chapter 10
FORM TEAMS for constitution writing paper – Mar.1
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:
  and Autonomy Arrangements. (2nd ed.) Essex, UK: Longman.
  Brown, and Co.

Executive and Legislatures
Mar. 8 & 20   Presidentialism vs. Parliamentarism
• Lijphart text, chapter 7
• Mainwaring and Shugart text, chapters 1 & 10
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:
  University Press.
  Press.
• Linz, Juan. 1994. "Presidentialism or Parliamentarism: Does It Make a Difference?" In The
  Failure of Presidential Democracy. Juan Linz and Arturo Valenzuela (eds.). Baltimore, MD:
  The Johns Hopkins University Press.
• Shugart, Matthew Soberg and John Carey. 1992. Presidents and Assemblies. New York:
  Cambridge University Press.

Mar. 13 & 15   Spring Break

Mar. 22 & 27   Who legislates in presidential democracies?
REQUIRED READINGS:
• Mainwaring and Shugart text, chapters 5, 7, 9, & 11
FURTHER READINGS TO HELP W/ RESEARCH PAPERS:
  Cambridge: Cambridge University Press.
• Morgenstern, Scott. 2001. "Explaining Legislative Politics in Latin America." In Legislative
  Politics in Latin America. Scott Morgenstern and Benito Nacif (eds.). Cambridge: Cambridge
  University Press.
• Shugart, Matthew Soberg and Scott Mainwaring. 1997. "Conclusion: Presidentialism and the
  Party System." In Presidentialism and Democracy in Latin America. Scott Mainwaring and
  Matthew Soberg Shugart (eds.). New York: Cambridge University Press. (pp.394-439)
• Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in
  Presidentialism, Parliamentarism, Multicameralism and Multipartyism." British Journal of
  Political Science 25: 289-325.

Mar. 29 & Apr.3  Who legislates in parliamentary democracies?

REQUIRED READINGS:

• Lijphart text, chapter 6

PAPER #1 DUE at the beginning of class Mar.29

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:


Apr. 5 & 10  Unicameral vs. bicameral legislatures

REQUIRED READINGS:

• Lijphart text, chapter 11

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:


Apr.12 & 17  Judicial Institutions

REQUIRED READINGS:

• Lijphart text, chapter 12

Second readings critique paper due on Apr.17

FURTHER READINGS TO HELP W/ RESEARCH PAPERS:


Apr. 19  CLASS PRESENTATIONS (teams 1 & 2)
April 24  CLASS PRESENTATIONS (teams 3 & 4)

April 26  CLASS PRESENTATIONS (team 5)

May 1  redefined day – Friday classes meet

May 3  PAPERS DUE - no later than 5pm in my mailbox in the department office

Rubric for student evaluations of readings critique papers:

<table>
<thead>
<tr>
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<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of summary of both readings</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Covers all assigned points</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Development of comparison</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Appropriate tone</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No spelling errors</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No punctuation errors</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL POINTS


Your grade on the assignment will be the average of the grade given by each of your student readers.

University Writing Center: The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

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.

Copyright on course materials: All handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, exams, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.


Definition of plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic offenses, for the
plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Academic Dishonesty:** Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Honor Council Rules and Procedures at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for more information.

**Diversity Statement:** The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See [http://diversity.tamu.edu/](http://diversity.tamu.edu/)). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/25/18 3:14 pm

Viewing: STAT 482-W : Statistics Capstone

Last edit: 05/25/18 3:14 pm

Changes proposed by: adabney

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
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<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
Course Number          482
Academic Level         UG
Complete Course Title  Statistics Capstone
Abbreviated Course Title  STATISTICS CAPSTONE
Crosslisted With
Semester Credit        3
Hour(s)
Proposal for:
  Writing Designation

Writing Designation

Number of Sections per Academic Year 1
Enrollment per Section (Avg.) 25

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

Who will evaluate them?
A Teaching Assistant, typically a graduate student from the Department of Statistics.

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 assigns preliminary scores, based on rubrics I provide, to written assignments. I review the assignments and scores myself, adding comments to the submitted document and manually adjusting scores as needed.

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>500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Short Papers</td>
<td>1500</td>
<td>40</td>
<td>No</td>
</tr>
<tr>
<td>Final Project</td>
<td>1000</td>
<td>40</td>
<td>Yes</td>
</tr>
</tbody>
</table>

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Add word count of each graded writing assignment and put total word count here. 3000
Add the percentage of final grade based on writing and put the total percentage here. 100

Explain how collaboration is monitored to ensure equal participation.
Each group is required to submit both a group-level report and anonymous individual reports on the individual contributions of its members. Individual grades on the collaborative project will be adjusted as needed to up- or down-weight by relative contribution.

Describe the formative feedback provided on student writing, especially on major assignments.
For the short papers and final project report, students or groups submit rough drafts, my TA and I assess the drafts with respect to rubrics and return to each student or group their annotated rubric with written feedback and their grade on the rough draft portion of the assignment. They then have at least one week to revise and resubmit. I again compile assessments and grades with the final drafts, and final grades for the overall assignments themselves are calculated as an average of the grades for both rough and final drafts.

Describe how you provide writing instruction.
I use markup tools in the submitted document (Track Changes in Word or annotation tools for PDFs) to highlight or strike through individual sentences or groups of sentences and attach a comment explaining my thinking and often providing alternative language to consider in revising them.

Additional Comments

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

Attach Course Syllabus

Reviewer Comments
Donna Pantel (dpantel) (07/10/18 1:06 pm): The W&C Course Advisory Committee recommends that STAT 482 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: 60
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:12

STAT 482 has a teaching assistant helping. Students keep a weekly journal related to course topics and write two short papers on statistical topics; they also complete an assignment related to a final project collaboratively. Formative feedback is provided by the instructor on rough drafts of the short papers and the final report using a rubric and written comments. Instruction is conducted via one-to-one or group-level discussions in the instructor’s office. The one-to-one vs. group-level distinction depends on how many students are enrolled in a particular section of Stat 482. The instructor meets with the individual/group of students once a week for 30 minutes to provide instruction and feedback.

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Instructor:
Alan Dabney, Ph.D.; Associate Professor; Department of Statistics.
Email: adabney@stat.tamu.edu
Phone: 979-845-3141
Office: Blocker (BLOC) Building, Room 459B
Office hours: TBA

Classroom Times and Locations: TBA.

Teaching Assistant: TBA.

Course Description: Integration of statistical models, design, sampling, graphics, and computing for the analysis of real problems; planning, drafting, revising, and editing reports; ethics; principles of collaboration and communication.

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

Learning Outcomes: At the end of the semester, students will be able to:
1. follow ethical guidelines and procedures for statistical consulting
2. communicate statistical information effectively orally, through writing, and using tables and figures
3. apply statistical models to real problems
4. calculate and interpret appropriate summary and inferential statistics, and create and interpret appropriate graphs and figures for data and models

Prerequisites:
• STAT 404, STAT 406, STAT 408 and senior classification.

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

Course Materials:
• Required textbook, Statistical Consulting by Javier Cabrera and Andrew McDougall.
• You will be provided with lecture notes, data and example code on eCampus.
• Required software: R or SAS.
• The University Writing Center offers many opportunities for improving your writing skills.

Grades:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Journal Entries</td>
<td>A</td>
</tr>
<tr>
<td>40%</td>
<td>Short Papers</td>
<td>B</td>
</tr>
<tr>
<td>40%</td>
<td>Final Project</td>
<td>C</td>
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</table>
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

Journal Entries: There will be at least five required journal entries. Each journal entry should be at least 100 words long and will be graded according to the following scale:

  [0] Not acceptable.  
  [1] Minimal work: Incomplete development of ideas, lack of clearly defined structure, several grammatical or spelling errors.  
  [2] Acceptable work: Good reliance on examples to illustrate ideas, appropriate conclusion, few or no grammatical or spelling errors.  
  [3] Excellent: Excellent use of examples to develop ideas, thorough, very logically organized, flawless spelling and grammar, varied sentence structure.

Short Writing Assignments: Two short writing assignments will be assigned. Each should be at least 750 words and will be graded using the following weights:

- 20% answering the research question and strength of the argument  
- 20% correct choices of statistical modeling  
- 20% correct interpretation of the data, graphs, and results  
- 20% clarity and conciseness in writing  
- 20% grammar, spelling, overall professionalism, and legibility of graphics

An example of a final report is found in Section 4.7 of the textbook.

Final Project: The final project will be conducted in groups of no more than five students and involve the full analysis of a data set. Projects should be at least 1000 words and will be graded using the following weights:

- 20% answering the research question and strength of the argument  
- 20% correct choices of statistical modeling  
- 20% correct interpretation of the data, graphs, and results  
- 20% clarity and conciseness in writing  
- 10% grammar, spelling, overall professionalism, and legibility of graphics  
- 10% peer review score

An example of a final report is found in Section 4.7 of the textbook.
Schedule:

Week 1: One lecture on best-practices in writing statistical reports, both as individuals and as part of a collaborative team. Read “Avoiding Statistical Pitfalls” by Chatfield, 1991 (found on eCampus). Write one journal entry summarizing the most important pitfalls encountered in statistical analysis, according to this author.

Week 2: Read Chapter 1 and Sections 2.1, 2.2, and 4.3 in the textbook. Practice statistician-client interactions in class. Write one journal entry summarizing what you did well and what you need to improve on during your next client interaction.

Week 3: Read the Ethical Guidelines for Statistical Practice by the ASA. Write one journal entry summarizing the most important responsibilities of a statistician.

Week 4: Read the remainders of Chapters 2 and 4 in the textbook. Work on the statistical analysis for the first writing assignment.

Week 5: Read the writing guidelines from the TAMU Writing Center. Form teams for final project. Schedule first meeting with client. Finish writing the first writing assignment and turn in draft.

Week 6: Read article on communication and listening skills. Resampling methodology lecture. Comments on first writing assignment draft returned.

Week 7: Special topics methodology lecture. Final drafts of the first writing assignment due. Write one journal entry describing the analysis of a data set using resampling.

Week 8: Class discussion on first meetings with clients. Brainstorm on methodologies. Write one journal entry summarizing what went well and what to improve upon in the next client meeting. Work on the statistical analysis for the second writing assignment.

Week 9: Continue meetings with clients. Begin cleaning data if necessary. Finish the second writing assignment and turn in draft.

Week 10: Create graphs and summary statistics for final projects. (Remember Section 2.6!) Write a one-paragraph summary to turn in. Discuss next steps in statistical analysis. Comments on second writing assignment draft returned.

Week 11: Final draft of second writing assignment due. Meet with clients to share preliminary analyses and adjust plans for further statistical analysis.

Week 12: Special topics lecture. Class discussion on meetings with clients. First draft of final project due.

Week 13: Special topics lecture. Last journal entry on uses of special topics. Comments on final project draft returned.

Week 14: Final draft of final project due.
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