Course Change Request

Date Submitted: 03/08/19 2:19 pm

Viewing: MARA 675: Leadership in the Maritime Industry

Last edit: 03/11/19 8:39 am

Changes proposed by: knox

Catalog Pages

referencing this course

Faculty Senate Number

Contact(s)

In Workflow

1. MARA Department Head
2. Curricular Services Review
3. GV Committee Preparer GR
4. GV Committee Chair GR
5. GV College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 03/08/19 2:12 pm
   Joan Mileski (mileski): Rollback to Initiator
2. 03/08/19 2:39 pm
   Joan Mileski (mileski): Approved for MARA Department Head
3. 03/11/19 8:40 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 03/13/19 3:46 pm
   Nicole Kinslow (wikinsln): Approved for GV Committee Preparer GR
5. 05/14/19 9:47 pm
   Antonieta Quigg (quigg): Approved for GV Committee Chair GR
6. 05/14/19 9:47 pm
   Antonieta Quigg (quigg): Approved for GV College Dean GR
7. 06/10/19 2:16 pm
   Cherise Castille (cherise.castille): Approved for GC Preparer
8. 06/25/19 9:50 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

Name E-mail Phone

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

Course prefix MARA  
Course number 675  
Department Maritime Business Administration  
College/School Galveston Campus  
Academic Level Graduate  
Academic Level (alternate) Undergraduate  
Effective term Summer 2019 Galveston  
Complete Course Title Leadership in the Maritime Industry  
Abbreviated Course Title LEADERSHIP MARITIME INDUSTRY  

Catalog course description
Focus on theory and real world practice of leadership; recognize components of leadership, management and labor; the basis of leadership authority, values and styles as applied to organizational vision, mission and life cycle; assess own leadership traits in preparation of entering work force.

Prerequisites and Restrictions
Graduate classification or approval of instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No  
Crosslisted With
No  
Stacked
No  
Stacked with

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

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
5211010016

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch?
No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.

Satisfaction of learning outcomes is accomplished through readings, class participation and a term paper.
Hours

Meet traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

The course design requires equivalent student effort to a 3 credit hour traditional course.

Will this course be taught as a distance education course?

Yes  
No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes  
No

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

Yes

Will classroom space be needed for this course?

No

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MMB-MBAA) Master of Maritime Business Administration and Logistics</td>
</tr>
<tr>
<td>Administration and Logistics</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus  MARA 675 On-line Syllabus.docx

Letters of support or other documentation

No

Additional information

Please approve beginning Summer 2019.

Reviewer Comments

Joan Mileski (mileskij) (03/08/19 2:12 pm): Rollback: missing description

Terra Bisset (t.bissett) (03/11/19 8:39 am): A traditional and non-traditional syllabus may be required if the course is seeking non-traditional format approval.

Reported to state?

GV  
No
TEXAS A&M UNIVERSITY AT GALVESTON
Department of Maritime Administration
MARA 675 Maritime Leadership

Instructor – Len Waterworth COL(R) United States Army – waterwol@tamug.edu
cell 713.899.7917

MEETING TIMES AND PLACE - Distance Learning Course, Staff meetings to be scheduled.

OFFICE HOURS (Monday and Tuesday 0900-1100 hours)

Course Prerequisite: Graduate Student, Permission of the instructor

Course Description:

Maritime Industry is a Global endeavor. As the Number #1 Maritime Masters in the United States this course will be conducted as a distance learning format, reaching out to global students. The course will study and share real world practice of leadership. Students will become familiar with components of leadership, management and labor, the basis of leadership authority, leadership values and styles as they apply to organizational vision, mission, organizational life cycle of organizations, and cultural difference one could expect in the Global Maritime industry.

Strategic Objectives:

1. Think critically, think in systems
2. Communicate effectively, written and oral
3. Be able to identify a problem, collect data, conduct analysis, develop solution(S) then make a recommendation based on business requirements.

Course Objectives:

4. Define Leadership and leadership authority
   the roles and responsibilities of leaders, managers and labor and the interactions between each.
5. Identify and describe major leadership attributes and theories
6. Describe the behaviors of effective leaders in a variety of situations
7. Use self assessment tools to evaluate your own level of leadership development and individual skills, personality dimensions and management competencies
8. Describe practical skill needed to be an effective leader in different environments
9. Describe a leader’s ethical options in crisis

Course Format

This is a graduate level class, and my intent is to use the Socratic method and utilize your undergraduate knowledge, your experience, your research and your current critical thinking skills. My objective is to help transition you from academia into a work place environment. You will be required to respond to questions. Your answers will have to be well thought out, based on research which has to be communicated effectively. You will have the opportunity to collaborate with others members of the class to expand the knowledge of the group. As a distance learning class, in support of a global industry, it is anticipated that we will have other team members that are located around the world, bring critical global perspectives on leadership. The class will be conducted of E-campus, It will be your responsibility to monitor and keep up with work products and work suspense's.

Text Currently I will be reviewing this semester

Required


READINGS THAT I LIKE

Headquarter, Department of the Army, FM 6-22, Army Leadership, October 2006
Adizes, Ichak, Adizes Institute Publication, 2004, Managing Corporate Lifecycles:

READING ROAD MAP (SUBJECT TO DETOURS)

WEEK 1
Introductions, Be ready to give your elevator speech.
WEEK 2
What Is Leadership?
FOCUS Trait Approach (N)

WEEK 3
Labor/Followers
Leadership Tasks/Leadership Constituents Chapter 2/3 (G)
Leadership Trait Questionnaire Review (LTQ) Pg. 38 (G)
FOCUS Skills Approach (N)

WEEK 4
Context and Attributes Chapter 4/5 (G)
Skills Inventory Review Pg. 69
FOCUS Style Approach (N)

WEEK 5
Power and Moral Dimension (Ethics) Chapter 6/7 (G)
Style Questionnaire Review Pg. 93
FOCUS Situational Approach (N)

WEEK 6
Culture and Ethics Chapter 15/16 (N)
Situational Leadership Review Pg. 116 (N)
FOCUS Contingency Theory (N)

WEEK 7
Large Scale Organized Systems Chapter 8 (G)
Contingency Theory Review Pg.134 (N)
FOCUS Path-Goal Theory (N)

WEEK 8
Fragmentation and the Common Good/The Knitting Together Chapter 9/10 (G)
Path-Goal Leadership Questionnaire Pg.155 (N)
FOCUS Leader-Member Exchange Theory (N)

WEEK 9
Community/Renewing Chapter 11/12 (G)
LMX7 Questionnaire Review Pg. 180 (N)
FOCUS Transformational Leadership (N)

WEEK 10
Sharing Leadership Tasks Chapter 13 (G)
Multifactor Leadership Questionnaire (MLQ) Review Pg.213 (N)
FOCUS Authentic Leadership Chapter 11 (N)

WEEK 11
Motivating / Release of Human Possibilities Chapter 16/17 (G)
Authentic Leadership Self-Assessment Questionnaire Review Pg. 280 (N)
FOCUS Psychodynamic Approach (N)

WEEK 12
Motivating /The release of Human Possibilities Chapter 16/17
EVALUATIONS

Your evaluation will be based on Participation, (75%) and your Leadership Frame Work. (25%)

PARTICIPATION

As stated above: Participation and meeting suspense’s will be critical to your final evaluation of this class and you future success in the business world. Each response either to questions or discussion will normally be award points: 10 points will be awarded to an answer that demonstrate thoughtful effort. 5 points will be awarded if you submitted something to meet the suspense and 0 will be awarded if you failed to meet the suspense. Answers that demonstrate superior Research, Analysis and Communication will be award bonus points. Initial answer will grant team mates into a discussion form on the subject. Each additional submission contributing to group learning will also be award points.

The total number of questions will be dynamic based on class participation. If you keep me interested in a subject with your brilliant discussion, there will be more points and less of my questions.

LEADERSHIP FRAME WORK

Near the end of the semesters you will Submit a paper of no more than 10 pages in which you present your current and future personal leadership framework. (Why would anyone follow me?) A leadership framework is an organized set of your ideas on how you will lead. Explain your leadership values, traits, how you could establish your authority/credibility, how you could establish a leadership climate and standards that will accomplish organizational objectives. Explain how you build relationships with your leadership and subordinates.

The paper should, reflective, it should be a statement of how you think about leadership now. And your leadership goals in the future.. It should have the potential to help you benchmark your leadership development over your working career.

I will be asking significant amount of participation questions on this project which will be scored. Individuals that exceed my expectation will not only get participation points but also Bonus points.

My Thoughts on PARTICIPATIVE LEARNING
Distance Learning Course and most of our work, discussions, quizzes and papers submissions will be done on eCampus. As with work that pays you for your efforts, active participation is required! At this point in your development as a graduate student, entering into the workforce, much of your learning should be driven by your own intellectual curiosity.

**System of Learning via Distance Learning**

You will be completing your course work via eCampus. YOU MUST READ! The books, announcements, messages, suspense's and syllabus and complete you work assignments.

Actively participating in your online course is essential to establishing a cohesive and effective learning community with your colleagues’. Participation and adherence to deadlines is required (if you want an A or a B). You will find suspense’s in business are not necessary on are regular recurring pattern so be ready to react and manage your time.

Participation means being active in the course discussion board and completing your course assignments by the deadline. For each discussion question each week, you must post an initial substantive response to the question. Post by the due date to ensure plenty of time for discussion and reflection.

**STUFF THE UNIVERSITY WANTS IN THE SYLIBUS**

**Statement on Course Evaluation (WHAT DO YOU THINK)**

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

**CLASS POLICIES:**

**Academic Integrity Statement and Policy**

“An Aggie does not lie, cheat, or steal or tolerate those who do.” (NOT TO BE NOT DISCUSSED IN CLASS, THIS IS EXPECTED)

Upon accepting admission to Texas, A & M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System.
For additional information please visit: http://www.tamug.edu/honorsystem/

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is 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.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

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

The content of this syllabus is subject to change at the discretion of the professor

A LITTLE OLD BUT FUN BACKGROUND MATERIAL

Leadership Part I
What it Takes to be a Great Leader (9:19)
https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader
The Power of Vulnerability (20:19)
Tribal Leadership (16:39)
https://www.ted.com/talks/david_logan_on_tribal_leadership

Trial, Error, and the God Complex (18:07)
https://www.ted.com/talks/tim_harford

WORK HAPPINESS PART I
How to Save the World from Bad Meetings (6:34)
https://www.ted.com/talks/david_grady_how_to_save_the_world_or_at_least_yours_elf_from_bad_meetings

Why It’s Time to Forget the Pecking Order at Work (15:47)
https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work

Six Rules to Simplify (12:01)
https://www.ted.com/talks/yves_morieux_as_work_gets_more_complex_6_rules_to_simplify

Why Work Doesn’t Happen at Work (15:21)
https://www.ted.com/talks/jason_fried_why_work_doesn’t_happen_at_work

Got a Meeting? Take a Walk (3:28)
https://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk

LEARNING
Three Rules to Spark Learning
https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning

How to Learn From Mistakes
https://www.ted.com/talks/diana_laufenberg_3_ways_to_share

Why We Do What We Do (21:45)
https://www.ted.com/talks/tony_robbins_asks_why_we_do_what_we_do

How Reliable is Your Memory? (17:36)
https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory

BRAINS
Brain Magic (19:49)
https://www.ted.com/talks/keith_barry_does_brain_magic

A Neural Portrait of the Human Mind (17:40)
https://www.ted.com/talks/nancy_kanwisher_the_brain_is_a_swiss_army_knife

Got a Wicked Problem? (9:01)
https://www.ted.com/talks/tom_wujec_got_a_wicked_problem_first_tell_me_how_you_make_toast

Optical Illusions Show How We See (16:30)
https://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see

LISTENING
Five Ways to Listen Better (7:50)
https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better

Everyone Around You Has a Story the World Needs to Hear (21:38)
https://www.ted.com/talks/dave_isay_everyone_around_you_has_a_story_the_world_needs_to_hear
Want to Help Someone? Shut Up and Listen! (17:09)
https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen
How to Speak So That People Want to Listen (9:58)
https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen

**All Kinds of People**
The World Needs All Kinds of Minds (19:43)
https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds
The Power of Introverts (19:04)
https://www.ted.com/talks/susan_cain_the_power_of_introverts
Your Elusive Creative Genius (19:09)
https://www.ted.com/talks/elizabeth_gilbert_on_genius

**Leadership Part II**
How Great Leaders Inspire Action (18:04)
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action
Lead Like Great Conductors (20:51)
https://www.ted.com/talks/itay_talgam_lead_like_the_great_conductors
Listen, Learn...Then Lead (15:38)
https://www.ted.com/talks/stanley_mcchrystal
Why Good Leaders Make you Feel Safe (11:59)
https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe

**Work Happiness Part II**
The New Era of Positive Psychology (23:43)
https://www.ted.com/talks/martin_seligman_on_the_state_of_psychology
The Puzzle of Motivation (18:36)
https://www.ted.com/talks/dan_pink_on_motivation
The Power of Time Off (17:40)
https://www.ted.com/talks/stefan_sagmeister_the_power_of_time_off
How to Make Work-Life Balance Work (10:05)
https://www.ted.com/talks/nigel_marsh_how_to_make_work_life_balance_work

**Honorable Mentions**
What Makes Us Feel Good About Work? (20:26)
https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work
The Origins of Pleasure (16:17)
https://www.ted.com/talks/paul_bloom_the_origins_of_pleasure
How to Truly Listen (32:09)
https://www.ted.com/talks/evelyn_glennie_shows_how_to_listen
Strange Answers to the Psychopath Test (18:01)
https://www.ted.com/talks/jon_ronson_strange_answers_to_the_psychopath_test
Can We Eat to Starve Cancer? (20:02)
https://www.ted.com/talks/william_li
The Surprising Science of Happiness (21:16)
https://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy
Happiness and Its Surprises (19:45)
https://www.ted.com/talks/nancy_etcoff_on_happiness_and_why_we_want_it
The Happy Secret to Better Work (12:20)
https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work
Why Do We Sleep (21:46)
https://www.ted.com/talks/russell_foster_why_do_we_sleep
How to Make Hard Choices (14:41)
https://www.ted.com/talks/ruth_chang_how_to_make_hard_choices
How to Make Stress Your Friend (14:28)
https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend
Your Genes are Not Your Fate (3:12)
https://www.ted.com/talks/dean_ornish_says_your_genesityour_fate
MARS 660: Environmental Conflict Resolution

Date Submitted: 02/26/19 3:18 pm

Viewing: MARS 660 : Environmental Conflict Resolution
Last approved: 06/19/17 3:26 am
Last edit: 03/04/19 4:48 pm

Catalog Pages referencing this course

- MARS - Marine Science
- BS/MML-MARR/MAAL-GAD: Marine Engineering Technology- 5-year Bachelor of Science/Master of Maritime Admin & Logistics

Programs referencing this course

- Program 1
- Program 2

Contact(s)

In Workflow

1. MARS Department Head
2. Curricular Services Review
3. GV Committee Preparer GR
4. GV Committee Chair GR
5. GV College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 02/26/19 3:33 pm
   Kyeong Park (parkk): Approved for MARS Department Head
2. 03/01/19 11:50 am
   Terra Bissett (tbissett): Approved for Curricular Services Review
3. 03/13/19 3:46 pm
   Nicole Kinslow (wikinsln): Approved for GV Committee Preparer GR
4. 05/14/19 9:47 pm
   Antonietta Quigg (quiggs): Approved for GV Committee Chair GR
5. 05/14/19 9:48 pm
   Antonietta Quigg (quiggs): Approved for GV College Dean GR
6. 06/10/19 2:16 pm
   Cherise Castille (cherise.castille): Approved for GC Preparer
7. 06/25/19 9:50 am
   LaRhesa Johnson (ljohnson): Approved for GC Chair

History

1. Jun 19, 2017 by Wesley Highfield (highfield)
Rationale for Course Edit: The proposed changes are part of a routine curriculum review.

Other

Transition to an on-line offering

Course prefix: MARS  
Course number: 660

Department: Marine Sciences

College/School: Galveston Campus

Academic Level: Graduate

Effective term: Summer 2019

Complete Course Title: Environmental Conflict Resolution

Abbreviated Course Title: ENVIRON CONFLICT RESOLUTION

Catalog course description: Origins and development of alternative environmental conflict resolution, a range of conflict resolution strategies for environmental conflict and the nature and process of environmental conflict resolution for both domestic and international disputes, across multiple issue areas and involving multiple scales - local, state, and national; emphasis on negotiation and mediation tactics of conflict resolution.

Prerequisites and Restrictions: Graduate classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  
Crosslisted With: No

Stacked: No  
Stacked with: No

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

Repeatable for credit? No

CIP/Fund Code: 0302050005

Default Grade Mode: Letter Grade (G)

Method of instruction: Lecture

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes: Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through a combination of lecture, graded online reading reaction posts, learning activities and a case study paper (see syllabus).
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Hours are met as a traditional lecture would be, just remotely.

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

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

Will classroom space be needed for this course?  
Yes

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

Required (select program)  
(MMR-MARM) Master of Marine Resources Management in Marine Resources Management

Elective (select program)  
(MMR-MARM) Master of Marine Resources Management in Marine Resources Management

---

**Course Syllabus**

Syllabus:  
Upload syllabus

Upload syllabus  
MARS 660_Fall 2019_revised.pdf

Letters of support or other documentation  
No Yes

Additional information  
Course edit request is to revise the title and catalog description of the course.

Reviewer Comments  
Terra Bissett (t.bissett) (03/01/19 11:49 am): A traditional and non-traditional syllabus may be required if the course is seeking non-traditional format approval.

Nicole Kinslow (wilkinsn) (03/04/19 4:48 pm): Replaced syllabus with revised syllabus.
Environmental Conflict Resolution
MARS 660 (CRN: 30340)
Dr. Ashley D. Ross (ashleydross@tamug.edu)
Online

Course Description and Prerequisites
Origins and development of alternative environmental conflict resolution, a range of conflict resolution strategies for environmental conflict and the nature and process of environmental conflict resolution for both domestic and international disputes, across multiple issue areas and involving multiple scales - local, state, and national; emphasis on negotiation and mediation tactics of conflict resolution. Credit: 3 hours. Prerequisites: Graduate classification or approval of instructor.

Learning Outcomes
At the end of this course, students will be able to:
1. Identify environmental conflict and its key characteristics.
2. Differentiate the key players, issues, and potential for collaboration of environmental conflict.
3. Design a process structure that addresses key issues and induces collaboration resolve environmental conflict.
4. Create solutions to resolve environmental conflict, using communicative and procedural skills that foster trust and collaboration, in a way that produces mutual gain for all parties involved.
5. Reflect on the challenges and opportunities associated with the implementation of various options to resolve environmental conflict.

Instructor Information
Name: Ashley D. Ross
Telephone number: (409) 740-4485
Email address: ashleydross@tamug.edu
Office hours: By appointment
Office location: Ocean and Coastal Studies Building (OCSB, Building #3029), Room 358

Textbooks & Required Materials


Additional required readings and materials are available on eCampus.
Course Requirements & Grading Policies

Course Requirements & Assignments

This course is designed as a collaborative learning environment where students contribute to learning as much as the instructor. This requires considerable preparation in the form reading in advance to each class meeting. It also relies on active student engagement to explore the concepts and cases presented related to environmental alternative dispute resolution. To incentivize reading and class discussion, a portion of your final course grade is based on short reading reaction posts that you will complete for each set of assigned readings on eCampus and the quality of your participation in the online discussion forum. Another portion of your final course grade reflects your critical thinking, demonstrated through completion of learning activities.

The course is broken into 15 learning modules, which we be released each week on Sunday morning and whose assignments will be due Saturday by 11:59pm. This means that you may work at your own pace in completion of the course requirements and assignments.

Each learning module will contain the following four components:

1. **Reading Reaction Posts**

   Reading reaction posts are short, informal writing assignments that reflect on the required reading. They are not summaries of the reading but rather short reflections of your reaction to the reading – what new terms or concepts stood out to you, how the ideas presented in the reading connect to previous readings and/or class discussions, and your informed opinion on the applicability of the arguments, ideas, and/or models presented.

   As a guide, reaction posts should be 250-400 words in length. You will submit your reading reaction on eCampus Wiki. The readings covered in the post are those that are assigned for that learning module. See the course schedule for the assignment of required reading by week.

   There are 14 reading reaction posts assigned throughout the semester. Together, they comprise 25% of your final course grade. Reading reaction posts will be graded based on content demonstrating critical thinking, suitable length, and writing quality, using the rubric shown below. Grades and feedback for reaction papers will be returned within two weeks.

   **Reading Reaction Post Rubric**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Content demonstrates critical thinking about the readings. The paper is 250-400 words in length and is free from glaring spelling and grammar errors.</td>
</tr>
<tr>
<td>80</td>
<td>Content presents some critical reflection on the reading but is predominantly a summary or description of the arguments. However, the paper is appropriate in length (250-400 words) and free of obvious spelling and grammar errors. OR Content demonstrates critical thinking and reflection but the paper is not appropriate length (250-400 words) OR there are multiple spelling and grammar errors that detract from the clarity of the paper.</td>
</tr>
<tr>
<td>60</td>
<td>Content describes and summarizes, rather than analyzes and critically reflects. AND/OR The paper is not appropriate length (250-400 words) AND there are multiple spelling and grammar errors that detract from the clarity of the paper.</td>
</tr>
<tr>
<td>0</td>
<td>No submission.</td>
</tr>
</tbody>
</table>
2. **Videos**
To engage you in each week’s learning module content, there will be a video lecture posted that you should take time to carefully review. Your completion of this assignment is critical for understanding the week’s content; however, this is not graded.

3. **Discussion Posts**
To interact with your classmates and professor about the week’s learning module content, you are required to post a response on the class discussion board. There will be prompts to respond to, and you should also aim to comment on your peer’s responses as well. Your responses to the prompts are best categorized as informed opinions. As such, you should make a clear claim or argument and provide evidence to support your perspective. Your claim or argument does not necessarily have to be provocative or conflict-inducing; rather, it simply takes one approach to the issue and elaborates on why you support this perspective.

Your discussion board posts will graded for clarity, use of evidence, and writing quality. You should aim to submit posts that are 100-200 words in length. The posts will graded using the below rubric. Cumulatively, these assignments comprise 20% of you final course grade. Grades will be posted within two weeks of the due date.

<table>
<thead>
<tr>
<th>Discussion Board Post Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>80</strong></td>
</tr>
<tr>
<td><strong>60</strong></td>
</tr>
<tr>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

4. **Learning Activities**
There will be an activity for you to complete with each week’s learning module. The majority of these activities require you to apply the concepts and lessons to the hypothetical case studies provided in the appendix of the Clarke and Peterson textbook. Other activities will explore aspects of the conflict resolution process.

Instructions and grading guidelines will be distributed with each assignment. The only preparation you need is completion of the required readings and a mindset of critical thinking. There are a total of 14 in-class activities throughout the semester; together they comprise 30% of your final course grade. Grades on these assignments will be returned within two weeks of completion.
5. **Case Study Paper**

   To apply the concepts learned in class, you will independently write a case study paper. The paper will be focused on an environmental conflict of your choice. You will outline the conflict resolution process, per the activity exercises completed in class, for this conflict. This includes a conflict assessment report, design of a collaborative process, design of a stakeholder and public engagement process, group charter, identification of issues for negotiation, assessment of potential communication issues, package deal to address the issue, and plan for sustaining community relations.

   Specifically, you should address the following in your paper:

   a) *Outline history of case relevant to consensus-building process* - environmental, economic, social, and political legacies contributing to conflict.

   b) *Identify key stakeholders and potential convener for consensus-building process* - specific groups/organizations and their associated interests and values.

   c) *Identify contextual factors likely to shape the consensus-building process*, including: relationships – past interactions, power differentials, levels of trust; boundary – political and/or geographic/natural that would affect the process; and capacity – resources of stakeholders and convener to participate in the process.

   d) *Identify potential areas of consensus and conflict* - process triangle and/or matrix of stakeholder interests to map consensus and conflict.

   e) *Assess likelihood of success of consensus-building process* - define what success is dependent on and make assessment accordingly.

Regarding formatting, you should adhere to general good practices for graduate paper submissions, including: 1 inch margins, reasonable font size (i.e. 12 point Times New Roman, 11 point Calibri), and 1.5 or double line spacing. You should use APA style for citations, including in-text citations and a reference list. Use good judgement in selecting credible sources related to the conflict you choose. Also incorporate the readings from class, as appropriate. A minimum of five scholarly sources is a good rule-of-thumb for this paper. The length of the paper should be approximately 10 pages. You may include tables and figures to convey important information. Be sure to include sources of the information contained within them.

Papers should be submitted on eCampus and are due December 9 by 5pm. Case study papers comprise 25% of your final course grade. They will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Case Study Paper Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (75 points)</strong></td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>0-54 points</td>
</tr>
<tr>
<td>Fails to address all of the required components to outline the conflict and assess potential for consensus. Many components need more development.</td>
</tr>
</tbody>
</table>

---

**4 | M A R S 6 6 0, F a l l 2 0 1 9**
<table>
<thead>
<tr>
<th>Coherence (15 points)</th>
<th>Largely fails to effectively incorporate scholarly sources, and claims made are not clear or sound.</th>
<th>effective use of scholarly sources, and claims made demonstrate critical thinking.</th>
<th>claims made that demonstrate critical thinking about course content as applied to the case selected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-8 points</td>
<td>Fragmented and illogical claims and connections between sections of the paper. Poor use of transition sentences/statements. Overall, writing needs substantial improvement.</td>
<td>9-12 points Claims made are mostly sound, grounded in evidence and logic. Connections between the sections and arguments are mostly clear. Mostly effective use of transition sentences/statements. Overall good writing quality.</td>
<td>13-15 points Claims made are sound, grounded in evidence and logic. Connections between the sections and arguments are very clear. Very effective use of transition sentences/statements. Overall excellent writing quality.</td>
</tr>
</tbody>
</table>

| Mechanics (10 points) | 0-5 points Multiple, consistent spelling and grammar mistakes, and overall neglect of standard writing and formatting conventions. Multiple inaccuracies made with APA style citations. | 6-8 points Some spelling and grammar mistakes, but overall adheres to standard writing and formatting conventions. Some but not many mistakes made with APA style citations. | 9-10 points A few spelling and grammar mistakes and effective control of standard writing and formatting conventions. Very few mistakes made with APA style citations. |

**Final Course Grade**

Your final course grade is calculated based on the following weights:

- Reading Reaction Posts 25%
- Discussion Board Posts 20%
- Learning Activities 30%
- Case Study Paper 25%

Final course grades will be posted by noon on December 17.

**Grading Scale**

Course grades are assigned as follows:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below
Attendance & Make-Up Policies

Attendance
Attendance in class is satisfied with your participation in each week’s learning module components – reading reaction post, discussion board post, video, and learning activity. If you are “absent” or unable to complete a week’s learning module, you must have an excused absence (per the policy below) to be eligible to make up these assignments.

Excused Absences
In the event of an absence, you are responsible for providing evidence to substantiate an excused absence. Excused absences, per university policy, include:

- Participation in an activity appearing on the university authorized activity list.
- Death or major illness in your 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.
- Illness of a dependent family member (spouse, unmarried children under the age of 18 and ageing parents).
- Participation in legal proceedings/administrative procedures that require your presence.
- Observance of a religious holy day, including travel for this purpose.
- Injury or illness that is too severe and/or contagious for you to attend class. If your illness or injury is for a period less than three business days, you should complete and submit to me the Texas A&M University Explanatory Statement for Absence from Class form, available at: http://www.tamug.edu/studentrules/Academic_Rules/Absence%20Statement.pdf
  If your illness or injury requires you to be absent from classes for three or more business days, you should obtain a medical confirmation note from your medical provider. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
- Mandatory participation as a student-athlete in NCAA-sanctioned competition.
- Pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery there from) and related conditions for so long a period of time as is deemed medically necessary by your physician.

To be excused you should notify me in writing (via the absence form) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) you must provide notification by the end of the second working day after the absence. 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.

Extended Absences
Whenever a student is absent for unknown reasons for an extended period of time, I am responsible for initiating a check on the welfare of the student by reporting through the head of the student’s major department to the Vice President of Academic Affairs and Chief Academic Officer and to the Office of Counseling and Career Services. If the student is absent for excused reasons for an unreasonable
amount of time during the semester, the Vice President of Academic Affairs and Chief Academic Officer may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

Make-Up Assignments
Make-up exams and assignments will be given only if you have an excused absence or documented emergency, per the policy above. Make-up assignments must be completed by the date agreed upon by you and me.

Late Assignments
Late assignments are not accepted. In the event of an emergency or excused absence (per the policy above), you may be given additional days to complete the assignment without penalty if we discuss it and agree that more time is needed.

Classroom Policies
Class Participation
You are expected to be prepared for each learning module and actively participate in class discussion and activities. You should approach this course as an online learning community where your participation and contributions matter just as much as if we were meeting in person.

Class Decorum
During class meetings you are expected to behave respectfully and contribute to a positive learning environment. This means that you turn off your cellphone ringer and refrain from text messaging in class. Also, during class discussion, you are expected to be respectful of others’ opinions and open to a diversity of ideas. If you do not comply with these expectations, you will be asked to leave the class meeting and you will not be given the opportunity to make up any assignments for that class meeting.

Course Communication
All emails sent to me directly (ashleydross@tamug.edu) or via eCampus email will be responded to within 48 hours during the work week (Monday-Friday). Emails sent on the weekend (after Friday at 5pm through Monday at 8am) will be responded to the following Monday. Please be mindful of this email policy when meeting course deadlines.

When communicating with me or your classmates (via email or eCampus), you are expected to use professional standards, including proper salutations, capitalization/grammar. This means you write complete sentences and do not use “text” lingo.

University Policies
Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409) 740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html
**Academic Integrity, Cheating, & Plagiarism**

“An Aggie does not lie, cheat or steal, or tolerate those who do.” The below descriptions of academic misconduct and dishonesty detail the Aggie Honor Code, which may be found at:  
http://www.tamug.edu/HonorSystem/

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Academic dishonesty includes the commission of any of the following acts. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty.

- **Cheating** – Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Examples include but are not limited to:
  - Having others conduct research or prepare work without advance authorization from the instructor.
  - Acquiring answers for any assigned work or examination from any unauthorized source. This includes, but is not limited to, using the services of commercial term paper companies, purchasing answer sets to homework from tutoring companies, and obtaining information from students who have previously taken the examination.
  - Collaborating with other students in the completion of assigned work, unless specifically authorized by the instructor teaching the course. It is safe to assume that all assignments are to be completed individually unless the instructor indicates otherwise; however, students who are unsure should seek clarification from their instructors.

- **Fabrication** – Making up data or results, and recording or reporting them; submitting fabricated documents, including but not limited to:
  - The intentional invention and unauthorized alteration of any information or citation in any academic exercise.
  - Failing to acknowledge the actual source from which cited information was obtained. For example, a student shall not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.
  - Providing a fabricated document to any University employee in order to obtain an excused absence or to satisfy a course requirement.

- **Falsification** – Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record, including but not limited to:
  - Changing the measurements in an experiment in a laboratory exercise so as to obtain results more closely conforming to theoretically expected values.

- **Multiple Submission** – Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work. Examples include but are not limited to:
  - Submitting the same work for credit in more than one course without the instructor’s permission.
- Making revisions in a paper or report (including oral presentations) that has been submitted in one class and submitting it for credit in another class without the instructor’s permission.
- Representing group work done in one class as one’s own work for the purpose of using it in another class.

### Plagiarism
- The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Examples include but are not limited to the following:
  - Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).
  - 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.
  - Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.
  - Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.

### Guidelines for Avoiding Plagiarism

**Style Guide:** You are expected to use American Psychological Association (APA) style or Modern Languages Association (MLA) style in this course. Chose a style and maintain it for all work submitted.

**Direct Quotation:** Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.

**Paraphrase:** Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one’s own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke’s comment..." and identify the exact reference.

**Borrowed facts:** Information gained in reading or research, which is not common knowledge, must be acknowledged.

**Common knowledge:** Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc., basic historical information (e.g., George Washington was the first President of the United States). Common knowledge does not require citation.

**Works consulted:** Materials which add only to a general understanding of a subject may be acknowledged in the bibliography, and need not be footnoted or end-noted. Writers should be certain that they have not used specific information from a general source in preparing their work unless it has been appropriately cited. Writers should not include books, papers, or any other type of source in a bibliography, “works cited” list, or a “works consulted” list unless those materials were actually used in the research. The practice of citing unused works is sometimes referred to as “padding.”

**Footnotes, endnotes, and in-text citations:** One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

**Graphics, design products, and visual aids:** All graphics, design products, and visual aids from another creator used in academic assignments must reference the source of the material.
Privacy – Family Educational Rights and Privacy Act

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to https://howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

The complete FERPA notice to students and the student records policy is available at the Office of the Registrar webpage: http://registrar.tamu.edu/Catalogs,-Policies-Procedures/FERPA/FERPA-Notice-to-Students#0-StatementofRights
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Course Introduction           | 1) Chapter 1 Clarke & Peterson                                                                                                                                                                                    | Reading Reaction 1  
Discussion Board 1  
Activity 1 |
| 2    | Environmental Conflict        | 1) Chapter 2 Clarke & Peterson  
Discussion Board 2  
Activity 2 |
| 3    | Environmental Law & Policy    | 1) Chapter 3 Clarke & Peterson  
Discussion Board 3  
Activity 3 |
| 4    | Convening a Collaborative Process | 1) Chapter 4 Clarke & Peterson  
2) Bureau of Land Management. (October 2009). “National Natural Resources Policy for Collaborative Stakeholder Engagement and Appropriate Dispute Resolution.” | Reading Reaction 4  
Discussion Board 4  
Activity 4 |
| 5    | Conflict Assessment           | 1) Chapter 5 Clarke & Peterson  
Discussion Board 5  
Activity 5 |
| 6    | Designing Stakeholder Process | 1) Chapter 6 Clarke & Peterson  
Discussion Board 6  
Activity 6 |
| 7    | Designing Public Process      | 1) Chapter 7 Clarke & Peterson  
Discussion Board 7  
Activity 7 |
| 8    | Working with Key Stakeholders | 1) Chapter 8 Clarke & Peterson  
Discussion Board 8  
Activity 8 |
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>References</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 9       | Decision-Making Model                      | 1) Chapter 9 Clarke & Peterson  
Discussion Board 9  
Activity 9 |
Discussion Board 10  
Activity 10 |
| 11      | Bargaining Sources of Power                | 1) Chapter 8 Clarke & Peterson  
Discussion Board 11  
Activity 11 |
| 12      | Communication in Negotiation               | 1) Chapter 10 Clarke & Peterson  
Discussion Board 12  
Activity 12 |
| 13      | Implementation & Evaluation                | 1) Chapter 11 Clarke & Peterson  
Discussion Board 13  
Activity 13 |
| 14      | Sustaining Community Relations             | 1) Chapter 12 Clarke & Peterson                                                                                                                     | Reading Reaction 14  
Discussion Board 14  
Activity 14 |