BMEN 101-W: Introduction to Biomedical Engineering

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Maria Lyons</td>
<td><a href="mailto:mlyons@tamu.edu">mlyons@tamu.edu</a></td>
<td>979-845-2312</td>
</tr>
</tbody>
</table>

Course Prefix: BMEN
Course Number: 101

Academic Level: UG

Complete Course Title: Introduction to Biomedical Engineering

Abbreviated Course Title: INTRO TO BIOMEDICAL ENGR

Crosslisted With:

Semester Credit Hour(s): 1

Proposal for:
Writing Designation

Writing Designation

Number of credits: 1
Number offered for W sections of course.

Number of Sections per Academic Year: 2
Enrollment per Section (Avg.): 80

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as “Studies in Rhetoric”), how will the department ensure that the course consistently meets the requirements for a W course?

N/A

Do any assistants (i.e., GATs or undergraduates) help with the course?

Yes

2 graders per section (1:26.7 ratio)

Who will evaluate writing assignments?

Both the instructor and the graders under supervisor of the instructor will grade the assignments.

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

For each assignment, we will have a rubric developed. Randomly, 3 assignments will be pulled and graded by everyone. This is serve as a baseline for grading the remainder of assignments. If the grader is unsure of how to grade or which score to assign, they will mark the assignment(s) for the instructor to grade.

Writing instruction will predominately be via in class instruction given by the faculty instructor. Undergraduate peer mentors may provide guidance during office hours. Peer mentors will be provided past examples of quality writing.

Pick a syllabus statement:
To pass this course, you must pass the writing components. [NOTE: In this case the student will receive a failing grade.]

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>Course Blog</td>
<td>750</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Resume</td>
<td>250</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Cover Letter</td>
<td>300</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Review of User Needs</td>
<td>50</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Poster Session Write-Up</td>
<td>100</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Medical Device Write-Up</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Literature searching/referencing activity</td>
<td>300</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Professionalism and ethics activity</td>
<td>700</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Reflection</td>
<td>250</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>

Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Total Word Count</th>
<th>Total % of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3200</td>
<td>95</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

There are no collaborative writing assignments.

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

On the course blog, assistants will monitor weekly progress and writing ability. They will provide initial feedback (within the first 2 weeks) on how to appropriately use syntax, word choice, and technical comments.

On the Professional and ethics activity there is an ungraded feedback assignment. The instructor will read all assignments, providing feedback in the students’ writing ability (grammar, readability, clarity of writing, rhetoric, etc). Detailed comments will inform students where and how to improve for the final draft.

Describe how you provide writing instruction.

The instructor will provide resources on eCampus, allotment of time in class, and other books and websites for student use. Examples will be given in class of poor writing/communication and good writing/communication.

Additional Comments

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

Attach Course Syllabus 201931 BMEN 101 W Syllabus.docx

Reviewer Comments

Donna Pantel (dpantel) (07/09/19 9:35 pm): REPORT ON CERTIFICATION OF W COURSE: BMEN 101 We recommend that BMEN 101 Introduction to Biomedical Engineering be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 95% of the final grade is based on writing quality; (2) the total number of words is 3200; (3) the instructor to student ratio is 1:27; and (4) the assigned writing is appropriate to the major: BMEN 101 is a one-credit course. There are two graders assigned to each section. Writing assignments include a course blog entry of 75 words minimum a week over 10 weeks; a resume and cover letter related to the field; a review of user needs; a write-up of a medical device, of a poster session, and of an ethics exercise; a description and reflection of a literature search; and a reflection on a department sponsored event. Besides comments from graders on the weekly blog, students get written instructor feedback on a draft of the ethics write up. Instruction includes provision of e-campus writing resources and the use of samples.

Key: 1036
Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/21/19 6:33 pm

Viewing: CLAS 491-W : Research

Last edit: 05/21/19 6:33 pm
Changes proposed by: konradc

Contact(s)

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>C. F. Konrad</td>
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</tr>
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Course Prefix  CLAS  Course Number  491
Academic Level UG
Complete Course Title  Research
Abbreviated Course Title  RESEARCH
Crosslisted With
Semester Credit  0-3
Hour(s)
Proposal for:
Writing Designation

Writing Designation

Number of credits  1
offered for W sections of course.

Number of Sections per Academic Year  2
Enrollment per Section (Avg.)  5

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as “Studies in Rhetoric”), how will the department ensure that the course consistently meets the requirements for a W course?

Standard Syllabus (latest version, 19A, attached) to be followed by all instructors. Modifications possible for number and type of writing assignments, but not for overall minimum of words required, nor for grading scale and feedback practices.

Do any assistants (i.e., GATs or undergraduates) help with the course?

No

Pick a syllabus statement:

To pass this course, you must pass the writing components. [NOTE: In this case the student will receive a failing grade.]

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word Count</th>
<th>% of Final Grade</th>
<th>Collaborative?</th>
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</thead>
<tbody>
<tr>
<td>Expository Note or Scholarly Essay</td>
<td>1250</td>
<td>45</td>
<td>No</td>
</tr>
<tr>
<td>Scholarly Essay or Commentary</td>
<td>1250</td>
<td>45</td>
<td>No</td>
</tr>
</tbody>
</table>
Key: 1035

Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Total Word Count</th>
<th>Total % of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2500</td>
<td>90</td>
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</table>

Explain how collaboration is monitored to ensure equal participation.

N/A

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

All writing assignments will include at least one draft with feedback before the final version is submitted. Feedback will consist of peer-review presentation of written work; in-class workshops; and instructor’s oral and written comments on preliminary drafts. Particular attention will be paid to style, structure, argument, and conformity to accepted standards of writing in the field. Students will incorporate such suggestions and comments when revising their papers for final submission.

Describe how you provide writing instruction.

During the first week of the semester, students will receive a general introduction (by lecture) to methods of writing in the field of Classics, and will acquaint themselves with handouts and websites on scholarly writing published by the American Philological Association and the Texas A&M Writing Center. For each of the two writing assignments during the semester, a writing workshop will be dedicated to discussion of style, grammar, structure, and methods of argument (especially with respect to audience and purpose), as appropriate to the character of the assignment; students will be given exemplary models of writing in the form of published scholarly notes and articles.

Written and oral comments and suggestions on preliminary drafts will be offered for each of the two writing assignments. Throughout the semester, portions of each class will be devoted to discussion of preliminary and final drafts in order to point out strengths and weaknesses in style, structure, and argument.

Additional Comments This is a Re-Certification.

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

Attach Course Syllabus CLAS_491W_Recert_Syllabi_19C.pdf

Reviewer Comments Donna Pantel (dpantel) [07/09/19 9:37 pm]: REPORT ON RECERTIFICATION OF W COURSE: CLAS 491 We recommend that CLAS 491 Research be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 90% of the final grade is based on writing quality; (2) the total number of words is 2000; (3) the instructor to student ratio is 1:5; and (4) the assigned writing is appropriate to the major. When this course is taught as W, it will be taken for 1 credit. Students write either an expository note or a scholarly essay, depending on their area of research, and they also write a scholarly essay or commentary, again, depending on their research project. Each of the two assignments will be submitted in draft form for peer review, and the instructor may also provide written and oral comments on drafts. Instruction will include a general introduction to methods of writing in Classics, and students will be acquainted with relevant information from the American Philological Association and the University Writing Center. Each assignment will include a workshop where students can learn more about the required style and argument and can review samples.

Key: 1035
Course Information

Subject: Writing-intensive course focussing on introduction to research in the study of Greek and Roman Antiquity. Students enrolled in this course must also be enrolled in an approved section of a 300- or 400-level Classics course. Writing assignments for this course will be coordinated with the subject matter and writing assignments of the co-requisite course.

Prerequisites: Junior or senior classification and approval of department head.

Learning Outcomes: Upon completion of this course, students will be able to

— conduct research in Classical studies (library, bibliographic resources, critical use of internet)
— compose brief expository notes
— compose scholarly essays, including appropriate standards of style, citation, and acknowledgment.

Required Texts: As identified in syllabus for co-requisite course


Grading Policy: Expository Note/Scholarly Essay = 45%
Scholarly Essay /Commentary = 45%
Class Participation = 10%

Grading Scale: A = 100-90  B = 89-80  C = 79-70  D = 69-60  F = below 60

Note: You must achieve a passing grade on the writing components (expository note and scholarly essay = 90%, see below) of the course in order to pass the course.

Class Participation & Preparation: You are expected to come to class with the reading for that day prepared and ready to engage in class discussion. Example of scholarly writing in Classical Studies (articles, notes, reviews) and accompanying study questions will be posted on eCampus; you should prepare for class by making brief notes for each such text and question, as well as for questions you want to ask.

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

Attendance: You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add 2 (two) points to your Course Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek Complex on West Campus, or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality: Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

— Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/).

Student and faculty concerned about non-emergency behavior can report it at http://tellsomebody.tamu.edu.


Writing Assignments: Many Classics majors pursue postgraduate study, and it is critical for them to learn, at an early stage, how to write well and in a manner appropriate to the field. In order to accomplish these objectives, ninety percent (90%) of your grade in this course will be based on two written assignments. All assignments will be assigned a preliminary grade based on content, organization, and grammatical/linguistic accuracy; you may revise and resubmit your assignments for a final grade. Late submissions will be treated in accordance with University Regulations (see above, Attendance).

Expository Note: A note (ca. 4-6 pages = 1,000-1,500 words) explaining technical terms of Greek or Roman History, Archaeology, or Civilization; features of Greek or Latin grammar; or aspects of Greek or Latin Literature. Detailed instructor feedback will address writing practices common to the discipline and specific to individual subject areas.

Scholarly Essay or Commentary: This course requires concurrent enrollment in a 300- or 400-level Classics course. If the co-required course includes a paper of at least 1,000-1,500 words (ca. 4-6 pages), you will submit that paper as your scholarly essay/commentary for this writing-intensive course, to be graded separately with respect to its use of language, organization, structure, and research for the purposes of this course. If the co-required course includes no such written requirement, you will write a scholarly essay or commentary of at least 1,000-1,500 words (ca. 4-6 pages) on a selected topic or passage from the subject matter covered in the co-requisite course. Detailed instructor feedback will address writing practices common to the discipline and specific to individual essay topics.

Note: Where appropriate (e.g., in Greek and Roman History, Archaeology, or Classical Civilization courses), a second Scholarly Essay may be substituted for an Expository Note, or (e.g., in Advanced Greek and Latin courses) a single Writing Assignment of at least 2,000 words (ca. 8 pages) may replace the two normally given.
Tentative Schedule of Topics and Assignments

Week 1. Introduction to course.

Week 2. Stages of research; Bibliography. (Optional: Schaps I.1-3).


Week 4. Lexicography and Grammar. (Opt’l: Schaps II.6-7).


   Expository Note **preliminary** draft due.

Week 7. Literature; Oratory and Rhetoric; Philosophy. (Opt’l: Schaps II.10-12).
   Feedback on Expository Note.

Week 8. History; Archaeology; Mycenaean Studies. (Opt’l: Schaps III.13; IV.14-15).
   **Expository Note final draft due.**


   Scholarly Essay/Commentary assignment handed out.

Week 11. Papyrology; Palaeography; Editing Classical texts. (Opt’l: Schaps V.18-20).
   Scholarly Essay/Commentary **preliminary** draft due.

   Feedback on Scholarly Essay/Commentary.

   **Scholarly Essay/Commentary final draft due.**

Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/01/19 2:37 pm

Viewing: FREN 336-W : Politics, Culture and Society in Contemporary France

Last edit: 05/01/19 2:37 pm
Changes proposed by: nbracher

Contact(s)

<table>
<thead>
<tr>
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<th>E-mail</th>
<th>Phone</th>
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<tbody>
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<td>Nathan Bracher</td>
<td><a href="mailto:nbracher@tamu.edu">nbracher@tamu.edu</a></td>
<td>979-845-2124</td>
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</tbody>
</table>

Course Prefix  FREN  
Academic Level  UG  
Complete Course Title  Politics, Culture and Society in Contemporary France  
Abbreviated Course Title  POL CUL SOCIETY CONTEMP FRANCE  
Crosslisted With  
Semester Credit Hour(s)  3  
Proposal for: Writing Designation

Writing Designation

Number of credits offered for W sections of course.  3

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

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as "Studies in Rhetoric"), how will the department ensure that the course consistently meets the requirements for a W course?  
N/A  

Do any assistants (i.e., GATs or undergraduates) help with the course?  
No  

Pick a syllabus statement:  
To pass this course, you must pass the writing components. [NOTE: In this case the student will receive a failing grade.]

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>Composition 1: identifying, analyzing, &amp; overcoming cultural stereotypes and misunderstandings</td>
<td>600</td>
<td>15</td>
<td>No</td>
</tr>
</tbody>
</table>
Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word Count</th>
<th>% of Final Grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition 2: analyzing the use of history, language, and geography in the</td>
<td>600</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>construction of French national identity and in the politics of unity and division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition 3: identifying sources of inequality and challenges of modernization</td>
<td>600</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>in France's system of education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition 4: analyzing collisions of religion, politics, and ethnicity in</td>
<td>600</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>controversies surrounding Islamic veils and burkinis</td>
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<table>
<thead>
<tr>
<th>Total Word Count</th>
<th>Total % of Final Grade</th>
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<tbody>
<tr>
<td>2400</td>
<td>60</td>
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Add the total of the word count and % of the final grade here.

Explain how collaboration is monitored to ensure equal participation.

N/A No collaborative essays are assigned. However, see my remarks on the Formal Discussions discussed below.

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

In preparation of each formal composition, there is a corresponding in class Formal Discussion over the same material. Each Formal Discussion is highly structured, since it proceeds according to sets of written questions and often source documents such as press articles distributed to the class, which is divided into groups of three to four students. Groups vary from one assignment to another. Students are encouraged formulate their answers in writing as they discuss them with their peers for five to fifteen minutes. After this preliminary phase aimed to help students analyze documents for precise information, articulate their own perspectives, and respond to their peers, the class reconvenes as a whole, with each group presenting their answers, interacting with other groups and the instructor. This phase is crucial, since students are required to use sophisticated linguistic constructions while they confront the parameters of various social, cultural, and political issues in the context of contemporary France. In addition to these formal discussions, I also have students engage in peer review of the first draft of their papers.

Describe how you provide writing instruction.

While studying a variety of cultural documents, including press articles, films, political speeches, songs, popular idiomatic expressions, and advertisements, close attention is given to questions of language, including various forms political and cultural rhetoric, semantics, grammar, syntax, and register. In addition, I go over each specific writing assignment in detail approximately one week before it is due. During this time, I explain the choice of topics, indicate the crucial points that their essays must address, and describe the features of writing in French that I will be expecting and which will guide the criteria for grading.

Additional Comments

I would simply emphasize the fact that producing a 600 word essay in the French language on various topics of politics, culture, and society is much more demanding than a similar assignment in the student’s native language.

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

Attach Course Syllabus  
FREN 336W syllabus Engl 2019.pdf

Reviewer Comments

Donna Pantel (dpantel) (06/24/19 12:07 pm): REPORT ON RECERTIFICATION OF W COURSE: FREN 336 We recommend that FREN 336 Politics, Culture and Society in Contemporary France be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 60% of the final grade is based on writing quality; (2) the total number of words is 2400; (3) the instructor to student ratio is 1:22; and (4) the assigned writing is appropriate to the major. Students write four compositions in French related to the course topic. Formal discussions that include written answers to pre-formulated questions help students prepare for the writing; in addition, students peer review a draft of the first composition. Students learn about all aspects of the French language throughout the course, including how to write essays.
FREN 336-900  Politics, Culture, and Society in Contemporary France

Spring 2019
MWF 12:540 – 1:50
ACAD 226

Instructor:  Dr. Nathan Bracher
Office:  ACAD 329A
Hours:  MWF 2:00-3:00 pm and by appointment
Phone:  845-2124 (department)
e-mail:  nbracher@tamu.edu

Course Description:

This course focuses on contemporary French culture and society as visible in the structure and function of institutions as well as in the behaviors and discourses of various components of France’s population. The sociological and anthropological analyses from Wylie and Brière’s *Les Français* and documents from the French press and media will serve as our main points of departure. There will also be a recent film, *Qu’est-ce qu’on a fait au Bon Dieu?* All of the course material is accessible either on eCampus or via mediamatrix.tamu.edu In all of these documents, we will be dealing more with the contexts, habits, and structures that make it possible to understand structures, attitudes, and behaviors in present-day France than with the events and institutions themselves. We will consider longstanding continuities while at the same time considering divisions and tensions within French society. In addition, we will repeatedly stress the cultural differences that make for the sharp contrasts between American and French approaches to the basic issues of society, since frequent cultural misunderstandings arise from such differences.

Prerequisite:  FREN 202 or equivalent by transfer or placement

Learning Outcomes:

Students will

- identify the nature and origins of cultural misunderstandings.
- characterize the cultural habits and expectations that often disorient and frustrate newcomers to France.
- describe salient features and current problems of social institutions such as the family, schools, universities, governmental structures, and religions in France.
- understand the changing demographics and urban geography that add to socio-economic, cultural, and political divisions in France.
- engage in the ongoing debates over national identity that are prominent in French society, politics, and culture.
- explain crucial social, cultural, economic, and political issues in the context of globalization, new technologies, major waves of migration, and the European Union.
acquire knowledge of culture and society crucial for living and functioning successfully in a French context  
perform these tasks in French.

Schedule & Homework: The syllabus below points out the themes, readings, and videos that will be covered from one week to the next. All of this material is available either on eCampus or via mediamatrix.tamu.edu. It is absolutely indispensable for each student to study thoroughly each assignement before class., particularly since the pre-assigned questions will often lead to Formal Discussions.

Oral and Written Assignments: Each student will write four (4) compositions” of 600 – 700 words on the dates indicated in bold. The subjects of these essays will be provided by the instructor and will be based on previous readings and discussions. A select number of these compositions may reappear on the mid-term and final exams, which will focus on material found in the textbook and studied in lectures and class discussions. Specific instructions will provided at least one week before each paper is due. Some adjustments and modifications of the schedule may prove necessary. All changes will be announced by the professor. All class activities and written and oral assignments will be in French. The Formal Discussions will be graded on the bases of intellectual content, linguistic clarity, organization, and originality.

Grading: the overall grade will be determined according to the following percentages:

Written compositions . . . . . . . . . . . . . . . . . . . . . . . . 60%
Class Discussions . . . . . . . . . . . . . . . . . . . . . . . . 15%
Mid-semester exam . . . . . . . . . . . . . . . . . . . . . . . . 10%
Final Exam . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 15%

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below; per university guidelines, students must have a passing grade for the compositions in order to pass the course.)

N.B. Absences: Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1)

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

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

**Schedule of Study and Assignments, Spring 2019**

**14 – 23 January**: Cultural clichés, stereotypes, and misunderstandings

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>112 Gripes About the French</em> (eCampus)</td>
<td></td>
</tr>
<tr>
<td>French vs American cartoons &amp; caricatures (eCampus)</td>
<td></td>
</tr>
</tbody>
</table>

**Formal discussion 1**: identifying and dismantling French and American Stereotypes

**25 – 28 January**: notions of time and valorization of the past

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Les Français</em>, Ch. 2, 33-54: Points de vue français sur le temps</td>
<td>Pre-assigned questions</td>
</tr>
<tr>
<td>“Mes amours” (Cartoon, eCampus)</td>
<td></td>
</tr>
<tr>
<td>Paris metro map (eCampus)</td>
<td></td>
</tr>
</tbody>
</table>

**30 January** Composition 1: identifying, analyzing, & overcoming cultural stereotypes and misunderstandings

**1 – 13 February**: language, geography, and national identity

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Les Français</em>, Ch. 1, 13-32: Points de vue français sur l'espace</td>
<td>Pre-assigned questions</td>
</tr>
<tr>
<td>Yves Duteil, “La Langue de chez nous” (eCampus)</td>
<td></td>
</tr>
<tr>
<td>Jules Michelet, “Tableau de la France,” 1 – 3 (eCampus)</td>
<td></td>
</tr>
<tr>
<td>Jean-Paul Sartre, “Villes d’Amérique” (eCampus)</td>
<td></td>
</tr>
</tbody>
</table>

**Formal discussion 2**: the valorization of language and the organization of urban and rural landscapes
<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Les Français</em>, Ch. 11, 174-182: L'administration: la création de la France, les cultures régionales</td>
<td>Pre-assigned questions</td>
</tr>
<tr>
<td>Jacques Attali, “Penser la France” (eCampus)</td>
<td></td>
</tr>
<tr>
<td>Jean Ferrat, “La montagne” (eCampus)</td>
<td></td>
</tr>
<tr>
<td>Press dossier, « Démographie, villes et campagne, aménagement du territoire » (eCampus)</td>
<td></td>
</tr>
<tr>
<td>Charles Trenet, “Douce France” (eCampus)</td>
<td></td>
</tr>
<tr>
<td>Eva Joly, “La France résonne de tous les accents du monde” (eCampus)</td>
<td></td>
</tr>
</tbody>
</table>

**Friday 15 February, Composition 2**: analyzing the use of history, language, and geography in the construction of French national identity and in the politics of unity and division

**18 – 27 February**: Immigration, Diversity, and Mixity in 21st-Century France

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Les cinq chiffres à retenir sur la population française” (eCampus)</td>
<td>Pre-assigned questions</td>
</tr>
<tr>
<td>Film: <em>Qu’est-ce qu’on a fait au Bon Dieu?</em> (mediamatrix.tamu.edu)</td>
<td></td>
</tr>
<tr>
<td>Press dossier on immigration (eCampus)</td>
<td></td>
</tr>
</tbody>
</table>

**Formal Discussion 3**: representing and subverting stereotypes of color, national origin, and religion in the film *Qu’est-ce qu’on a fait au Bon Dieu?*

**1 – 6 March**: The challenges of inequality and modernization in France’s nationally centralized school system

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Les Français</em>, Ch. 12, 191-200: &quot;L'enseignement: écoles, collèges, lycées”</td>
<td>Pre-assigned questions</td>
</tr>
<tr>
<td>Press dossier on French schools</td>
<td></td>
</tr>
</tbody>
</table>

**Friday 8 March** Mid-Term Exam

**18 – 22 March**: higher education between mass instruction and elitism

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Les Français</em>, Ch. 13, 201-209: “Universités et grandes écoles”</td>
<td>Pre-assigned questions</td>
</tr>
</tbody>
</table>
Formal discussion 4: analyzing cultural assumptions and priorities in the structure and function of institutions of higher learning in France; articulating advantages and drawbacks of French vs American institutions of higher learning; identifying sources of disorientation and stress for Americans studying in France.

Monday 25 March : Composition 3, identifying sources of inequality and challenges of modernization in France’s system of education

27 March – 3 April : institutions, structure, and function of the state ; contemporary politics

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Les Français</em>, Ch. 10, 158-173: &quot;Le gouvernement&quot;</td>
<td>Pre-assigned questions</td>
</tr>
<tr>
<td>Press dossier on government and politics in France</td>
<td></td>
</tr>
</tbody>
</table>

5 – 12 April: the changing configuration of religious institutions, beliefs, and behaviors in a stridently secular state

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Les Français</em>, Ch. 17, 261-273: &quot;La religion&quot;</td>
<td>Pre-assigned questions</td>
</tr>
<tr>
<td>Press dossier on religion and society in France</td>
<td></td>
</tr>
</tbody>
</table>

Monday 15 April, Composition 4: analyzing collisions of religion, politics, and ethnicity in controversies surrounding Islamic veils and burkinis

17 – 24 April: women, marriage, family, and attitudes toward sexuality in present-day France

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press dossier</td>
<td>Pre-assigned questions</td>
</tr>
</tbody>
</table>

Formal Discussion 5: Comparing and contrasting attitudes, behaviors, and legislation concerning women, marriage, family, and sexuality in France and in the United States

26 – 30 April : French youth facing economic hardships and political crises

<table>
<thead>
<tr>
<th>Texts, images, and documents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press dossier</td>
<td>Pre-assigned questions</td>
</tr>
</tbody>
</table>

***FRIDAY, May 3, 10:30 – 10:30 p.m., FINAL EXAM***
Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/14/19 2:07 pm

Viewing: GEOL 420-W : Environmental Geology
Last edit: 06/14/19 2:07 pm
Changes proposed by: david-w-sparks

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Sparks</td>
<td><a href="mailto:david-w-sparks@tamu.edu">david-w-sparks@tamu.edu</a></td>
<td>979-458-1051</td>
</tr>
</tbody>
</table>

Course Prefix       GEOL  
Course Number       420  
Academic Level      UG  
Complete Course Title Environmental Geology  
Abbreviated Course Title ENVIRONMENTAL GEOLOGY  
Crosslisted With    
Semester Credit     3  
Hour(s)             
Proposal for: Writing Designation

Writing Designation

Number of credits offered for W sections of course. 3

Number of Sections per Academic Year 9  
Enrollment per Section (Avg.) 13

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as "Studies in Rhetoric"), how will the department ensure that the course consistently meets the requirements for a W course? N/A

Do any assistants (i.e., GATs or undergraduates) help with the course? Yes

How many? 1 per 3 sections

Who will evaluate writing assignments? Instructor and graduate teaching assistant(s).

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. If they help with grading, explain how you will ensure consistency and oversight of the grading (e.g., rubrics). Graduate teaching assistants will be supervised by the instructor. Graduate teaching assistants will be responsible for grading in the weekly Writing Workshops. For each weekly assignment, they will be provided with a rubric and sample graded assignment by the instructor.

Pick a syllabus statement:
To pass this course, you must pass the writing components. [NOTE: In this case the student will receive a failing grade.]

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-
Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word Count</th>
<th>% of Final Grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>summary of weekly topic (5 at 250 words each)</td>
<td>1250</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>compare/contrast paper</td>
<td>750</td>
<td>7.5</td>
<td>No</td>
</tr>
<tr>
<td>abstract</td>
<td>250</td>
<td>7.5</td>
<td>No</td>
</tr>
<tr>
<td>final paper</td>
<td>3000</td>
<td>30</td>
<td>No</td>
</tr>
</tbody>
</table>

Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Total Word Count</th>
<th>Total % of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5250</td>
<td>60</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

N/A

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

Within the writing workshops, students will do five short weekly writing assignments. Each assignment will be carried out during the workshop with opportunity for peer review and active feedback from the TA while preparing assignments. Feedback on finished assignments will be provided by TAs (using rubric and sample graded work from the instructor). Feedback on each will be useful in preparing for subsequent writing assignments.

The other three assignments (compare/contrast; abstract; final paper) will require first drafts for formative feedback to be incorporated into the final writing products.

Describe how you provide writing instruction.

Writing instruction will be provided by TAs during the writing workshop using lectures and in-class writing based on the writing textbook for the class.

Writing workshops consist of in-class writing, and will incorporate modeling and group discussion.

Additional Comments

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

Attach Course Syllabus  [GEOL420_Syllabus.pdf]

Reviewer Comments  Donna Pantel (dpantel) [07/09/19 9:40 pm]: REPORT ON RECERTIFICATION OF W COURSE: GEOL 420 We recommend that GEOL 420 Environmental Geology 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) 60% of the final grade is based on writing quality; (2) the total number of words is 5250; (3) the instructor to student ratio is 1:13; and (4) the assigned writing is appropriate to the major. GATs help with this course, with 1 being assigned for every 3 sections. Students write 5 summaries of the weekly topic, a compare/contrast paper, an abstract, and a final term paper. Weekly writing workshops include instruction and formative feedback in the form of peer review and GAT feedback on the weekly topic assignments; this feedback is provided so that it can be used in writing the next one. In addition, feedback is given on first drafts of the other three assignments. Workshops provide an opportunity for lecture, discussion, and modeling on writing.
Course title and number: GEOL 420
Term: Fall 2019
Meeting times and location: HALB xxx, MWF, Lab ____
Credits: 3

Course Description

While humans have always lived with natural hazards, the exploding population and infrastructure in the 20th and 21st centuries have caused the growth in size and number of natural disasters. Natural hazards such as flooding, volcanic eruptions, earthquakes, and landslides have affected humanity throughout its history. But, beyond those natural hazards, humans have also dramatically changed and shaped the environment around them, creating other environmental issues such as air and water pollution, groundwater depletion, and even earthquakes. This class will explore how humans interact with their environment, how these issues are triggered, and the geologic processes that contribute to these issues.

Since the values and opinions of society are not homogeneous, there is often controversy surrounding scientific reports. For example, environmental geoscientists can use the tools of science to assess the risk of people developing cancer from drinking contaminated groundwater. This objective has an ethic or value behind it: public health is a worthy goal. Other questions that science can tackle are more contentious as values collide. For example, scientists are trying to quantify the role that agricultural business is having on the degradation of the Florida Everglades – a unique and protected ecosystem that was brought close to annihilation in the middle of the 20th century. Managing and maintaining an ecosystem such as that one presents challenges; on the one hand everyone needs to eat, that food should be produced in America, and farmers need jobs. On the other hand, the existence of biodiversity and vibrant natural ecosystems represents a general benefit for the world, and processes that take place in a protected ecosystem can have direct benefits for the surrounding population through maintaining water and air quality.

A major challenge of scientists is to show how individuals, cities, and countries can improve their economies and public health through understanding the coupled human-geologic system. Many of these topics will be explored by the students after they are grounded in the concepts and tools of Environmental Geology, through student-led debates in the last several weeks of the course.

Essential concepts and case studies will be taught during regular lectures in this course synchronized with weekly reading assignments mostly from the textbook. As this is a senior level course, students are expected to take considerable initiative in learning and writing on topics beyond those covered by the assigned readings. Students will work with the instructor and TAs to learn research techniques and then work to express that knowledge and their opinions in their own writing, including writing for a broad audience.

The Writing Clinics:

During the first two months of the course, the lab sections serve as writing clinics where each TA will lead a brief discussion on some aspect of good scientific writing from Anne Greene’s book “Writing Science in Plain English”. Students are expected to have read the chapter prior to class. The remaining part of the tutorial will be working through writing problems in the book including peer grading. This in-class work will be graded by the TA. Each writing clinic will culminate in a short exercise on a topic related to the material covered that week. There will be opportunities for peer-review of these assignments during lab, and they will then be graded by the TAs using rubrics created by the instructor, with feedback from the instructor given through regrading of assignments after an initial pass by the TAs.

During November, the lab time segments will be used as coaching sessions for the TA’s and professor to work with groups in developing their research and arguments towards their debate time and final research paper.
Instructor Information

Name: Dr. J. Brian Balta
Telephone number: 979-845-4959
Gender pronouns: He, him, his
Email address: balta@tamu.edu
Office hours: TBD

Learning Outcomes

- Write articulately and correctly using the best style to engage the reader
- Summarize the main concepts and tools behind each discipline within the broad field of Environmental Geology
- Call upon different case studies to demonstrate human-geological processes
- Formulate a risk mitigation plan in response to a geological hazard
- Articulate your argument for a particular approach to manage natural resources and the risks of geologic hazards
- Justify the need for further research to assess the risk of human exposure to specific geologic hazards

Textbook and/or Resource Material


Grading

Official breakdown of course grading is as follows:
- In-Class content exam: 20%
- Writing Workshop Exercises: 30%
- In Class Debate Score (Group): 20%
- Written final paper (Individual): 30%

To pass this course, you must pass the writing components.

Grades will be assigned according to the following numerical scores:
A: 90.0-100%, B: 80.0-89.9%, C: 70.0-79.9%, D: 60.0-69.9%, F:< 60.0%

Writing assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and word length</th>
<th>% of total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summary. Summarize a geologic or environmental topic of your choice, 250 words.</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>Describe a cause of and a potential solution to one of the environmental issues discussed in class this week (soil erosion/pollution). 250 words.</td>
<td>3%</td>
</tr>
<tr>
<td>3</td>
<td>Explain how development in a certain area has affected the flood or landslide risk in that chosen area (250 words). Will include collaborative opportunities in lab.</td>
<td>3%</td>
</tr>
</tbody>
</table>
Examine a “Conspiracy theory” quality article related to Earthquakes or volcanoes, identify flaws or inconsistencies (100 words). Will include collaborative opportunities in lab.

Practicing concise writing: write 250 words to summarize a coastal issue and a management or remediation strategy.

Major assignment 1: Find an issue of scientific controversy and write an 800 word summary of the general topic. Compare and contrast the proposals from both sides and present which side the student feels has the stronger argument. Due in 2 weeks. Includes opportunity for collaborative feedback.

Practicing scientific writing. Students will read several scientific abstracts and evaluate them based on content. Student will pick 1 conference abstract (<2000 characters) and re-write it for readability and writing quality. 2 weeks, opportunity for collaborative feedback.

Final writing assignment: Students will write a 3000 word persuasive paper on chosen debate topic. Papers will: Summarize team’s three main debate arguments; address, acknowledge, or challenge the opposing team’s arguments; resolve the differences in views and restate position of your team. It is fine if your position changes after the debate. You are free to “switch sides” for the paper, but you should still review your main arguments for the side you were on during the debate. The purpose of the paper is to cover both sides comprehensively and draw a conclusion as was done during previous practice assignments. You do not have to “win” your side to get full points. Use consistent citation formatting. Arguments should be supported by facts and references to those facts. Students will be provided a general rubric for writing that will be followed during grading.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Week Start Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27-Aug</td>
<td>Introduction and Earth Materials and Processes</td>
<td>Chapt. 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>3-Sep</td>
<td>Soils, Ecology and Geology, Introduction to Natural Hazards</td>
<td>Chapt. 3, 4, 5</td>
</tr>
<tr>
<td>3</td>
<td>10-Sep</td>
<td>Rivers, Flooding, Landslides and Subsidence</td>
<td>Chapt. 6 &amp; 7</td>
</tr>
<tr>
<td>4</td>
<td>17-Sep</td>
<td>Earthquakes and Volcanoes</td>
<td>Chapt. 8 &amp; 9</td>
</tr>
<tr>
<td>5</td>
<td>24-Sep</td>
<td>Coastal Hazards</td>
<td>Chapt. 10</td>
</tr>
<tr>
<td>6</td>
<td>1-Oct</td>
<td>Water Resources and Water Treatment and Pollution</td>
<td>Chapt. 12 &amp; 13</td>
</tr>
<tr>
<td>7</td>
<td>8-Oct</td>
<td>Groundwater Resources</td>
<td>special readings</td>
</tr>
<tr>
<td>8</td>
<td>15-Oct</td>
<td>Mineral and Energy Resources and the Environment</td>
<td>Chapt. 14 &amp; 15</td>
</tr>
<tr>
<td>9</td>
<td>22-Oct</td>
<td>Fracking Week</td>
<td>special readings</td>
</tr>
<tr>
<td>10</td>
<td>29-Oct</td>
<td>Exam and debaters research week</td>
<td>self assigned</td>
</tr>
<tr>
<td>11</td>
<td>5-Nov</td>
<td>Great Debates</td>
<td>self assigned</td>
</tr>
<tr>
<td>12</td>
<td>12-Nov</td>
<td>Great Debates</td>
<td>self assigned</td>
</tr>
<tr>
<td>13</td>
<td>19-Nov</td>
<td>Great Debates</td>
<td>self assigned</td>
</tr>
<tr>
<td>14</td>
<td>26-Nov</td>
<td>Final Written Project Due Friday (Nov 30) at 5 pm via email</td>
<td>self assigned</td>
</tr>
<tr>
<td>15</td>
<td>3-Dec</td>
<td>Exam Week Starts</td>
<td>No final exam</td>
</tr>
</tbody>
</table>
Communications and technology policies
This class will make use of Ecampus as its primary communications method. Assignments, handouts, lecture slides, and reading material will be made available through Ecampus. There will be space for questions after class and suggestions on things to make the class easier for you in a forum – participation is optional in those forums but encouraged as the professor will make time to answer posted questions there. The instructor reserves the right to run assignments using the Ecampus software – if so; notification will be given in class. Course announcements and reminders will be placed as announcements through Ecampus. It is expected that students should see announcements within ~1 business day. High priority announcements will be sent to the class using email and are expected to be seen rapidly.

Copyright Policy
Class materials, including those shared through Ecampus, may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office. Class materials, including those shared through ECampus, can be used solely for the student’s own private use and cannot be disseminated outside of Texas A&M University systems. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

Attendance, late work, and Make-up Policies
This class will follow the University’s policy for excused absences. Late work will only be accepted for full credit in the case of excused absences. Unexcused late assignments will not be accepted. When possible, students must notify the instructor ahead of time for excused absences. All excused absences must be accounted for with proper documentation. For assignments, students must notify the instructor at the earliest possible opportunity to make arrangements for new due dates and submissions. False documentation is a violation of the honor code and will be reported. Exams or unannounced quizzes that are missed for a reason officially approved by the University regulations must be made up within 2 days of the student's return to class. Any questions concerning the grade on an exam, lab, or homework exercise must be submitted within one week of the date the graded exam, lab, or homework exercise is returned. For more information, please see Section 7 of the student rules: http://student-rules.tamu.edu/rule07

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

If you are registered with Disabilities Services and you need accommodations, please notify me as soon as possible so that appropriate classroom activities and assignments can be individually tailored to your needs.

Plagiarism Policy
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. This includes working in a group with other students and turning in identical work. Although working in groups is permitted, in all cases all students are expected to do and turn in their own work on assignments. Plagiarism is among the worst types of academic misconduct, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M maintains a system where faculty and students can file reports of suspected violations of these policies at http://aggiehonor.tamu.edu: homeworks or lab assignments judged to be too close to be matching will be reported to this site on the first offense. Full Plagiarism (including
copying another student’s homework or lab exactly) will receive no less than a 0 on that assignment at the discretion of the instructor and TA.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section “Scholastic Dishonesty.” If you are unsure about how to properly cite or reference your work, please ask your lecture professor for help. There are also numerous books and references in the library on proper citation and formatting. If you have any further questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

**Academic Integrity**

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

For additional information, please visit: http://aggiehonor.tamu.edu
Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/20/19 2:17 pm

Viewing: GERM 491-W : Research
Last edit: 05/20/19 2:17 pm

Changes proposed by: stefanieharris

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stefanie Harris</td>
<td><a href="mailto:stefanieharris@tamu.edu">stefanieharris@tamu.edu</a></td>
<td>979-845-2124</td>
</tr>
</tbody>
</table>

Course Prefix | GERM
Academic Level | UG
Complete Course Title | Research
Abbreviated Course Title | RESEARCH
Crosslisted With |
Semester Credit | 1-3
Hour(s) |
Proposal for: Writing Designation

Writing Designation

Number of credits | 1
Number of Sections per Academic Year | 1
Enrollment per Section (Avg.) | 10

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as “Studies in Rhetoric”), how will the department ensure that the course consistently meets the requirements for a W course?

This course has been designed as a co-requisite course. Students enrolled in this course must also be co-enrolled in an approved section of a 300- or 400-level German course. Writing assignments for individual students are coordinated with the writing assignments of the co-requisite course.

Do any assistants (i.e., GATs or undergraduates) help with the course?

No

Pick a syllabus statement:

To pass this course, you must pass the writing components. [NOTE: In this case the student will receive a failing grade.]

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>4 Reaction papers (500 words each)</td>
<td>2000</td>
<td>40</td>
<td>No</td>
</tr>
<tr>
<td>Final paper proposal/Bibliographic assignment</td>
<td>500</td>
<td>15</td>
<td>No</td>
</tr>
</tbody>
</table>
Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word Count</th>
<th>% of Final Grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment for co-requisite course</td>
<td>1500</td>
<td>35</td>
<td>No</td>
</tr>
</tbody>
</table>

Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Total Word Count</th>
<th>Total % of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>90</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

n/a

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

Formative feedback is provided to students through:
- Peer-review presentation of written work and in-class writing workshops
- Written instructor feedback on all drafts in form of writing rubric check points and areas of linguistic (German language) usage requiring improvement
- Presentation of final paper proposal with peer and instructor feedback (oral and written)

Describe how you provide writing instruction.

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

Additional Comments

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

Attach Course Syllabus: GERM 491 syllabus recertification 2019.pdf

Reviewer Comments: Donna Pantel (dpantel) (07/09/19 9:42 pm): REPORT ON RECERTIFICATION OF W COURSE: GERM 491 We recommend that GERM 491 Research 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) 90% of the final grade is based on writing quality; (2) the total number of words is 4000; (3) the instructor to student ratio is 1:10; and (4) the assigned writing is appropriate to the major. When it is offered as a W course, students will take GERM 491 for 1 credit. Students are writing in German. They write four reaction papers, a proposal with a bibliography for their research, and a research assignment for a co-requisite course. Formative feedback is given in writing workshops and through peer review as well as written instructor feedback on drafts with emphasis on German usage. For the proposal, students receive oral and written feedback from the instructor and from peers. Writing instruction addresses German rhetorical forms and language and is delivered through lecture, readings, models, and a detailed rubric. Students also complete exercises and reviews in German grammar.
Course description:
Writing-intensive course concentrating on the critical analysis of German literary texts and other forms of cultural production. Students enrolled in this course must also be co-enrolled in an approved section of a 300- or 400-level German course. Writing assignments are coordinated with the writing assignments of the co-requisite course.

Prerequisites:
Junior or senior classification and approval of department head.

Learning outcomes:
Upon completion of the course, students will be able to:
• Conduct research in German studies (library, bibliographic sources, critical use of internet);
• Compose a scholarly essay in the proper form, including appropriate standards of style, citation, and acknowledgement;
• Demonstrate a C1 level (CEFR) of German-language writing skills, which includes the ability to:
  (a) understand a wide range of demanding, longer texts, and recognize implicit meaning;
  (b) use language flexibly and effectively for social, academic, and professional purposes;
  (c) summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation;
  (d) produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

Required course materials:

Course requirements and evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Reaction papers</td>
<td>40%</td>
</tr>
<tr>
<td>Final paper proposal/Bibliographic assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment for co-requisite course</td>
<td>35%</td>
</tr>
<tr>
<td>Participation in discussions</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading scale**

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

You must pass the writing component of the course in order to earn a passing grade for the course.

*Reaction papers (40%)*
Students will submit four 2-page reaction papers (approximately 500 words each) that synthesize the discussions and reading. Reaction papers must be written in German and brought to class in hard copy on due dates noted on the assignment calendar. Papers will be presented and discussed in class and be subject to peer-review. Detailed instructor feedback will address points from common writing rubric and individual grammatical/linguistic areas. Papers will be assigned a first grade based on content, organization, and grammatical and linguistic accuracy. Students may revise essays and resubmit them for a final grade. Late papers will not be accepted except in the case of a university-approved excused absence (see statement on absences below).
Final paper proposal/Bibliographic assignment (15%)
Students will present their final paper topics to the class as part of a writing workshop. This assignment will include the submission of a one-page proposal and an annotated bibliography in preparation for the final paper (approximately 500 words). Instructor feedback will address content, organization, and appropriateness of sources.

Assignment for co-requisite course (35%)
A requirement of this course is that students are simultaneously enrolled in an approved German course requiring a final paper of at least 5 pages (1500 words). Students must inform the instructor of the co-requisite course that they are taking it in conjunction with this course. Students must submit a copy of the final paper written for the co-requisite course as part of the required work for this course. For the purposes of this course, that essay will be graded with respect to its use of language, organization, structure, and research as an essay.

Participation (10%)
Students are expected to come to class with the reading for that day prepared and ready to engage in class discussion. Study questions will be posted on eCampus. Students should use these study questions to prepare for class by making brief notes for each question, including relevant passages from the text with page numbers and any special vocabulary, as well as questions they want to ask. Study question sheets must be printed out and brought to class.

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

Academic integrity:

Disabilities:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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.

Title IX and Statement on Limits to Confidentiality:
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Was ist ein literarischer Text?</td>
<td>Klausnitz I.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lesen-Verstehen-Interpretieren</td>
<td>Klausnitz I.2</td>
<td>Reaction paper 1</td>
</tr>
<tr>
<td>4</td>
<td>Was sind literarische Gattungen?</td>
<td>Klausnitz I.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Researching: Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Wie lesen, verstehen, interpretieren wir narrative Texte?</td>
<td>Klausnitz I.4</td>
<td>Reaction paper 2</td>
</tr>
<tr>
<td>7</td>
<td>Wie lesen, verstehen, interpretieren wir lyrische Texte?</td>
<td>Klausnitz I.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Wie lesen, verstehen, interpretieren wir dramatische Texte?</td>
<td>Klausnitz I.6</td>
<td>Reaction paper 3</td>
</tr>
<tr>
<td>9</td>
<td>Researching: Indexes/Internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Class presentations: Final paper proposals</td>
<td>Final paper proposal/Bibliographic assignment</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Was ist ein Autor?</td>
<td>Klausnitz II.1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Was sind literarische Generationen?</td>
<td>Klausnitz II.2</td>
<td>Reaction paper 4</td>
</tr>
<tr>
<td>13</td>
<td>Was ist eine Literaturepoche?</td>
<td>Klausnitz II.3</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Was ist literarische Kommunikation?</td>
<td>Klausnitz II.4</td>
<td>Final paper due</td>
</tr>
</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/14/19 11:16 am

Viewing: POSC 381-W: Investigation of Professional Development in Poultry Science

Last edit: 05/14/19 11:16 am

Changes proposed by: rosemary-l-walzem

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosemary Walzem</td>
<td><a href="mailto:rwalzem@tamu.edu">rwalzem@tamu.edu</a></td>
<td>979-847-7361</td>
</tr>
</tbody>
</table>

Course Prefix       | POSC          |
Course Number       | 381           |
Academic Level      | UG            |
Complete Course Title| Investigation of Professional Development in Poultry Science |
Abbreviated Course Title | PROFES DEVELOP IN POUL SC |
Crosslisted With    |                |
Semester Credit Hour(s) | 2           |
Proposal for:       Writing Designation

Writing Designation

Number of credits offered for W sections of course. 2
Number of Sections per Academic Year 2
Enrollment per Section (Avg.) 47

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as “Studies in Rhetoric”), how will the department ensure that the course consistently meets the requirements for a W course?

It is not a variable topics course with one of these course numbers.

Do any assistants (i.e., GATs or undergraduates) help with the course?

Yes

How many?

1

Who will evaluate writing assignments?

both of us
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. If they help with grading, explain how you will ensure consistency and oversight of the grading (e.g., rubrics).

We sit together and grade – we swap papers and see if we come up with about the same scores and see the same flaws and if disagreement is marked make rules for how to decide going forward in order to have more consistent grading.

Pick a syllabus statement:
To pass this course, you must pass the writing components. [NOTE: In this case the student will receive a failing grade.]

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 on in class speaker</td>
<td>350</td>
<td>8.62</td>
<td>No</td>
</tr>
<tr>
<td>Reflection paper on in class speaker</td>
<td>350</td>
<td>8.62</td>
<td>No</td>
</tr>
<tr>
<td>Reflection paper on in class speaker</td>
<td>350</td>
<td>8.62</td>
<td>No</td>
</tr>
<tr>
<td>Reflection paper on in class speaker</td>
<td>350</td>
<td>8.62</td>
<td>No</td>
</tr>
<tr>
<td>Personal statement</td>
<td>750</td>
<td>8.62</td>
<td>No</td>
</tr>
<tr>
<td>Group project</td>
<td>750</td>
<td>27.59</td>
<td>Yes</td>
</tr>
<tr>
<td>Self-reflection on performance in group</td>
<td>200</td>
<td>8.62</td>
<td>No</td>
</tr>
</tbody>
</table>

Add the total of the word count and % of the final grade here.

<table>
<thead>
<tr>
<th>Total Word Count</th>
<th>Total % of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3100</td>
<td>79.31</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

There is only one group project. For that project each group writes a contract stating the role each group member is to play and what that role entails. The contract is also to specify how conflicts are to be resolved. A component of the final group project submission packet is a self-reflection on the individual’s performance in the group and comment on how the group could have improved their work process. Each group member must also submit a rubric defined performance evaluation of each of their group members. There is also a space for specific comments as needed. Peer evaluations and contract are not included in the group project word count. The self-reflection in this assignment is not the same as the personal statement.

Describe the formative feedback provided on student writing, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts or with peer review, or you can give feedback on graded writing if there are 5 or more assignments in the same genre.

There is a mandatory early reflection paper submission that is graded and promptly returned to the student to allow instructor to gauge initial writing skill level and inform the student of what types of changes will improve the grade in subsequent papers. We do not use resubmitted papers as it is our experience that students make corrections on the marked paper but do not incorporate the suggestions in subsequent writings. The early reflection paper is on the Aggie Honors presentation by Mr. Tim Powers regarding “Core Values.” The rubric for the reflection papers as well as instructional guidance on the reflection papers was included in the materials uploaded for renewal. Grading on this initial reflection paper submission includes detailed comments including “see the instructor.” There are 18-20 other presentations throughout the semester that the student can pick to write a reflection about. We take the 4 highest grades for the final grade. Students are encouraged replace papers with low scores with higher scoring papers taking into consideration the remarks provided on previously submitted reflections. The personal statement builds on the mandatory reflection on the “Core Values” presentation as the students are expected to comment on their core values.

The course includes one or more visits from writing center members to inform on services provided and encourage use of that resource. The group project includes a rough draft that must be taken to the writing center for review and which must also be submitted through Turnitin. In the final group submission packet both the initial Turnitin review and writing center comments on signed sheet must be included to determine how the group addressed any needed revisions.
Describe how you provide writing instruction.

The syllabus describes what type of document meets the specific assignment. My lectures reinforce what content and style the documents are to convey; there is a lecture on how to write a reflection paper, much is taken from the writing center materials. My primary goal in the course is for the students to develop an ability to employ a fact based strategy for opinion development and to deliver that opinion in crisp logical prose. The reflection papers, personal statement and self-reflection each provide an opportunity to write that type of document.

The course is early exposure to the wide variety of careers possible with a poultry science degree and tries to develop in the students an awareness of their own values and goals in connection with either selection of a career type, or an opinion about the person talking about the career type, or both (critical thinking & self-awareness). In the group project, the goal is to create a document that supports or refutes a lay article by evaluation of relevant peer-reviewed literature. The aim is to apply critical thinking and rational opinion building in a different context. I am not an English instructor, if submitted writing shows strong deficits the student is encouraged to use the writing center to improve their writing and their course grade. Descriptions of required documents include format, minimum word counts and exhortations to contact the instructor if struggling. In lecture students are encouraged to use other tools to avoid simple errors; tools such as spellcheck and grammar check in Word.

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

Additional Comments
Attended syllabus lists speakers for the Spring 2019 semester. External speakers will vary but campus resource presentations (Aggie Honor, Career Center, Money Education, Library, Writing Center and TVDML) are constant course components; altogether there are more than 18 opportunities to submit reflection papers.
POSC 381
Investigation of Professional Development in Poultry Science
Spring 2019

MW 11:30 am – 12:20 pm, 121 Kleberg

Professor
Rosemary L. Walzem, RD, PhD – rwalzem@tamu.edu
Professor
Office: 242 Kleberg
Office Hours – by appointment

Teaching Assistant
Tara Price – tprice@tamu.edu
Ph.D. Candidate
Office: 208 Kleberg
Office Hours – by appointment

Course Description
Investigation of Professional Development in Poultry Science allows for Poultry Science career opportunities to be considered through presentations by Poultry Science researchers and industry professionals; Promotes high impact educational experiences such as learning communities, collaborative assignments and projects, undergraduate research, diversity/global learning and internships; Addresses issues of professionalism including resume development, teamwork, and critical thinking skills.

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

Course Learning Outcomes

1. Demonstrate a basic knowledge of career opportunities for graduates from the Department of Poultry Science.
2. Demonstrate an understanding of the principles of poultry science and how they apply to issues of our world.
3. Develop an understanding of scientific research.
4. Become acquainted with former students working in industry as well as our faculty within the Poultry Science Department, the College Veterinary Medicine and Biomedical Sciences, and USDA-ARS in College Station.
5. Develop higher level writing skills in topics related to this course and discipline.
   a. Identify the components and develop the framework of a professional workgroup
   b. Identify high impact educational practices and opportunities to participate in them
   c. Demonstrate the ability to problem solve a poultry science issue using a teamwork approach

Recommended Resources
POSC 381 Class Guide on e-Campus

Learning Outcomes Assessment

<table>
<thead>
<tr>
<th>Assignment/Exam</th>
<th>Points Available</th>
<th>My Points Earned</th>
<th>Total Points with Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10 Points</td>
<td></td>
<td>A - 261-290</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>30 Points</td>
<td></td>
<td>B - 232-260</td>
</tr>
<tr>
<td>Group Semester Project</td>
<td>100 Points</td>
<td></td>
<td>C - 203-231</td>
</tr>
<tr>
<td>Resume Assignment</td>
<td>25 Points</td>
<td></td>
<td>D - 174-202</td>
</tr>
<tr>
<td>Personal Statement</td>
<td>25 Points</td>
<td></td>
<td>F - &lt;173</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>100 Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>290 Points</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lectures and Exams
There is no text for this class. No exams will be given for this course. Your grade is based on attendance and writing assignments.
Speakers in this class desire class interaction. Please be interactive with class speakers by asking questions and responding when they ask questions of the class. Class interaction is important and will enhance your learning experience as well as providing interesting commentary for your reflection papers.

Reflection Papers

Reflection papers may only be submitted for those presentations for which the student is physically present.

- You are required to write four (4) “reflection papers” over the course of the semester. HOWEVER, you can submit as many reflection papers as you like – your grade will be based on the 4 highest scores of submitted papers. Generally, scores improve as you gain more experience writing the papers and consider feedback that you get on early papers.

- *There is one required reflection paper for this semester: Aggie Honor System Office (due February 4 by 11:59 pm).* The remaining reflection papers may be written on speakers of your choosing.

- Students may submit as many reflection papers as they wish, with the top 4 grades being used for the final grade. Failure to submit the required reflection paper (Aggie Honor System Office) will result in a grade of 0 for that paper and will not be available for grade replacement.

- Each reflection paper will be based on a guest speaker. The purpose of these short papers is to give you a guided forum in which to express your opinions, reactions and thoughts about the topics, speakers and career options presented to you. This requires you to put your thoughts into words to communicate them to another person, giving you the opportunity to improve your writing skills.

- Paper format: You are required to use the cover sheet you will find in reflection paper instruction folder on e-campus. The paper itself should provide a brief summary of the speaker’s presentation and message, following which you will elaborate on your reaction to the speaker and her/his message as it relates to and shapes your professional/career goals. Your response to the speaker could be positive or negative or mixed. What you need to focus on is what you learn from the speaker and how this is changing or perhaps reinforcing your perspective. Each reflection paper should be 350 to 500 words in length with 1-inch margins in 12-point Times New Roman font. Text from cover sheets does not count toward reflection paper final word count. Papers not meeting the minimum word count (350 words) will not be graded and will receive a grade of “0”. Reflection papers are due within 7 days immediately following the speaker about whom they are written.

- Papers are to be submitted through e-Campus under the appropriate assignment tag. E-Campus submission links will close after 11:59 pm on the respective due date.

Semester Group Project

- Student groups will work together to conduct research on an identified topic and write a single paper that answers the following question: *Does scientific research support or refute the claim(s) presented in the current newspaper article?*

- Detailed assignment instructions will be given in the e-campus folder labeled “Semester Group Project Assignment” which students should read. The assignment will also be described in class.

Course Communication

The e-Campus web site (http://ecampus.tamu.edu) will be the primary form of course communication outside of the scheduled class period. Presentation pages, assignments, grade information and announcements will be posted there. Additionally, email messages related to this course will be sent periodically. Therefore, please check the e-Campus web site often and read all email regarding this course; students are responsible for posted and emailed course information.

Classroom Behavior and Expectations

Classroom behavior during lecture must be appropriate at all times. This is especially important since guest speakers will be presenting. Please read and comply with University Student Rules (http://student-rules.tamu.edu/rule21) regarding appropriate behavior. Students violating classroom etiquette policies will be asked to leave and unable to make-up missed work.

Specific classroom etiquette that students are expected to comply includes the following:

- Arrive to class on time.
- Laptops or tablets are not permitted in class without instructor permission.
- Turn off or silence cell phone ringers and pagers.
- Put cell phones away. No texting during presentations.
Avoid talking during class, except during class discussions.
Do not start to gather your items to leave and/or shuffle papers until the speaker has completed their presentation.

**Attendance Policy**

It is highly recommended that students attend all class sessions. Attendance will be taken at each class session. Students are responsible to (1) sign the attendance sheet at each class session, and (2) be present in class within 10 minutes of the scheduled class start time and not leave more than 10 minutes before the scheduled end of class to be considered present. Reflection papers may only be submitted for those presentations for which the student is physically present. Students with more than two unexcused absences will result in a **two point deduction per absence**. Class attendance will be posted on e-Campus weekly. Students who have a question about class attendance must contact Tara Price within two weeks of the class in question; attendance grades **will not** be modified after this two-week time period. The Texas A&M University policy on excused absences will be followed.

Opportunities to make-up missed assignments and activities will be given for university-authorized absences that are substantiated with written evidence from a medical professional or organization advisor. See Student Rules at Texas A&M University, Student Rule 7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a list of university-authorized absences. Written documentation from the medical professional is required for make-up work and/or exams and must be provided within **ONE** week after the original excused absence or it will be counted as “unexcused.” All make-up work and/or exams from an excused absence must be made up within **TWO** days of the release to return to class.

Students who have an authorized absence on an assignment due date are responsible to email the assignment to Tara or Sam Spivey on the date you are able to return to school to receive full credit. **Do not wait until the next class period to turn this in, as points will be deducted according to the assignment guidelines.**

**Electronic Communication and Response Time**

**Check the syllabus first!** Often student questions can be answered by reading the syllabus or browsing the course e-Campus site. If students cannot locate an answer to their question and/or need to send an email to myself or Ms. Price, it is requested that professionalism is used when constructing it. Please use a formal salutation (e.g. Dear Dr. Walzem – not Howdy Rosemary, Dear Tara - not Hey You!), body, closing and signature. Use appropriate sentence structure, capitalization, punctuation, and tone. This is a professional form of communication and not a text message. Use the following format to send a professional email with your request:

To: tprice@tamu.edu, CC: rwalzem@tamu.edu
Subject: POSC381 – Semester project

Dear Tara,

[Body of email]

Sincerely,

Student Name

Generally, I check email several times on the week days, but do not routinely check email over the weekend. Please allow a 48 hour window for an email response.

**Americans with Disabilities Act (ADA) Policy Statement**

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

**Academic Integrity and Misconduct**

*Aggies do not lie, cheat, or steal, nor do they tolerate those who do.*
As stated in the Texas A&M University Student Rule 20 (http://student-rules.tamu.edu/rule20), “Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

**Plagiarism:** The materials used in this course are not to be duplicated without permission. This includes all materials generated for this class, which include, but are not limited to, syllabi, handouts, Power Point outlines, exams, quizzes, case studies, in-class materials, Power Point slides shown in class that are not part of lecture outlines, etc. Students do not have the right to copy these materials unless I expressly grant permission. Note: “Making copies” is not limited to making hard copies, but it also includes taking pictures of materials with your phone or other electronic device.

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 Aggie Honor System requires honor violations be handled by the Aggie Honors Council with consistent and more severe consequences. See the Aggie Honor System web site, http://aggiehonor.tamu.edu, to learn the definitions of academic misconduct and the process and sanctions that will result if Aggie honor is violated.

No form of academic misconduct, including fabrication, plagiarism or cheating will be tolerated. If evidence of academic misconduct is found the incident WILL BE REPORTED to the Aggie Honors Council and their guidance in disciplinary action will be followed.
DATES TO REMEMBER
(Changes will be announced in class.)

Monday, 1/14

Class goals and course mechanics (1st day)

Friday, 1/18

Last day to drop without record (end of first week)

Wednesday, 1/23 by 12:30 pm

Each student must bring a current (2016-2019) newspaper article on a poultry related topic to class; article due in class and is considered late after 12:30 pm. **Week 2**

Wednesday, 1/30 by 5:00pm

Analyzing the Logic of an Article Assignment is due and is considered late after 5:00pm. This assignment can be submitted in class or emailed to tprice@tamu.edu. **Week 3**

Wednesday, 2/6 by 12:30 pm

Semester Group Presentation Media Article and Group Contract Due; Guidelines in semester group project folder on e-campus; both are due in class and is considered late after 12:30 pm. **Week 4**

Wednesday, 2/13 by 11:59pm

TAMU Academic Integrity Tutorials due, guidelines in assignment folder on e-campus; both tutorials are considered late after 11:59pm **Week 5**

Wednesday, 2/20 by 12:30 pm

Original resume due, guidelines in resume assignment folder on e-campus; hard copy of resume is required and considered late after 12:30 pm. **Week 6**

Wednesday, 3/6 by 5:00pm

Copy of the Semester Group Assignment Scientific-Based Articles Due, guidelines in semester group project folder on e-campus; articles considered late after 5pm. **Week 8**

Wednesday, 3/20 by 5:00pm

Final Resume and Personal Statement assignments due, guidelines in resume folder on e-Campus; assignments considered late after 5:00pm. **Week 9**

Wednesday, 3/27 by 5:00pm

Group Project: submit draft Turnitin Originality Report and Analysis **Week 10**

Wednesday, 4/3 by 5:00pm

Early Submission of Semester Group Project for extra points **Week 11**

Wednesday, 4/10 by 5:00pm

Standard Semester Group Project due date, guidelines in semester group project folder on e-campus; project considered late after 5pm. **Week 12**

Tuesday, 4/15 by 5:00pm

Last day to Q-drop without penalty **Week 14**

Monday, 4/29 by 5:00pm

End of the Semester Course Content Evaluation Due – Online (pica.tamu.edu)
No class meeting

**Important dates to remember:**

Monday, 1/18 – Last day to drop without record
Tuesday, 4/15 – Last day to Q-drop without penalty

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**Week 1**

1/14

Welcome – Class goals and course mechanics. (Walzem)

1/16

Media vs science (newspaper/original/review) lecture & assignments: newspaper article, analyzing logic

**Week 2**

1/21

Walk – Martin Luther King Day
1/23
COALS Career Center, Overview of CCC services & resume preparation http://careercenter.tamu.edu/ Introduce resume project

**Week 3**

1/28
Mr. Tim Powers - Director of the Aggie Honor System Office – Aggie Honor https://aggiehonor.tamu.edu/
1/30
ANRP class presentation (10 min); Group Project (Tara) – cover assignment instructions and assign groups.

**Citations**

**Week 4**

2/4
University Writing Center - Managing Group Writing Projects – Thad Bowerman https://writingcenter.tamu.edu/
2/6
Money Education Center – Money Management https://money.tamu.edu/

**Week 5**

2/11
Walk
2/13

**Week 6**

2/18
Dr. Craig Coufal: Associate Professor & Extension Specialist, Texas A&M University, College Station, TX
2/20
Dr. Christine Alvarado, Professor Texas A&M University College Station, TX

**Week 7**

2/25
Mr. Randy Stroud, Head of Global Live Support at Pilgrim's Pride Corporation.
2/27
OPEN Walzem jury duty

**Week 8**

Deuel Week
3/4
OPEN
3/6
Mr. Paul Pausky, COALS Career Center, managing your on-line presence & interview

SPRING BREAK – March 11- March 15

**Week 9**

3/18
Ms. Sydney Rosario – Miller Poultry
3/20
Mr. Ed Scott – Cal Maine Foods

**Week 10**

3/25
OPEN
3/27
Hannah Bailey, Curator, Birds & Natural Encounters, Conservation Collaborator, Saipan, Conservation Liaison, Texas Attwater’s Prairie Chicken

**Week 11**

4/1
Dr. Omar Gutierrez – Technical Service Manager at Huvepharma NV
4/3
Mr. Sean Schimelpfening – Human Factors Engineer at NASA Johnson Space Center

**Week 12**

Tara @ EB
4/8
Thersenia Lavergne – Arm & Hammer
4/10
Dr. Terry Hensley, Assistant Agency Director/Extension Veterinarian, TVMDL – field trip!!!
4/15  Mr. Juan Suarez – Territory Manager at Jones Hamilton Agricultural Division

4/17  OPEN

**Week 14**

4/22  Dr. Jason Lee Poultry Product Development Senior Manager CJ America – Bio Business Jason.lee2@cj.net  979-220-0915 (mobile)

4/24  Ms. Alicia Walker, ASQ CQA, Quality Control Auditor at Sanderson Farms, Laurel Mississippi

**Week 15**

4/29  OPEN Last day of class PICA evaluations
Purpose:
Reflection papers are short papers designed to give you a guided forum in which to express your opinions, reactions and thoughts about the topics, speakers and career options presented to you. This requires you to put your thoughts into words to communicate them to another person, giving you the opportunity to improve your writing skills.

Assignment Details:
A. Reflection papers may only be submitted for those presentations for which the student is physically present.
B. You are required to write four (4) reflection papers over the course of the semester. Each reaction paper will be based on a guest speaker.
   a. **There is one required reflection papers for this semester: Aggie Honor System Office (due February 4 by 11:59 pm)**
   b. The remaining reflection papers may be written on speakers of your choosing.
   c. Students may submit as many reflection papers as they wish, with the top 4 grades being used for the final “reflection paper total” grade. Failure to submit the required reflection paper (Aggie Honor System Office) will result in a grade of 0 for that paper and will not be available for grade replacement.
   d. Generally, scores improve as you gain more experience writing them and consider feedback that you get on early papers.
C. In each paper, you are required to give a brief summary of the speaker's presentation and message, following which you will elaborate on your reaction to the speaker and her/his message as it relates to and shapes your professional/career goals. Your response to the speaker could be positive or negative or mixed. Focus on you learned from the speaker and how this changed or perhaps reinforced your perspective.

Submission details:
A. You must use the coversheet/header template for your submissions (located on e-campus in the Reflection Paper folder and attached below)
B. Each reaction paper should be 350 to 500 words in length with 1-inch margins in 12-point Times New Roman font. Text from cover sheets does not count toward reflection paper final word count.
C. Reflection papers are due within 7 days immediately following the speaker presentation about whom they are written. Papers are to be submitted through e-Campus under the appropriate assignment tag. E-Campus submission links will close after 11:59 pm on the respective due date.
POSC 381-Professional Development in Poultry Science
Spring 2019
Speaker Information Sheet—Reflection Paper

Student Name: ______________________________________________________
Submission Date: ____________________________________________________
Speaker(s): _________________________________________________________
Speaker’s Company/Department: _______________________________________
Presentation Date: ____________________________________________________
Writing a Reflection Paper

POSC 381 – 900 W
Spring 2019
What is a Reflection Paper?

– for the purpose of this class, reflection papers will include the following elements:

– “A brief summary of the speaker’s presentation and message”

– Elaboration on “your reaction to the speaker and her/his message as it relates to and shapes your professional/career goals”

– Importantly, your reaction does not have to be positive….be honest in your writing
The Basics

- Length: 350-500 words (~1.5 pages)
- Use 1-inch margins and 12-point font
- Using first person is okay
- Your tone should be professional and academic – this isn’t a Facebook message or email. (Avoid stuffy language, however)
- “I am disinclined to acquiesce to your request.” Translation?
- Tips for Tone:
  - Avoid contractions (use “cannot” instead of “can’t”).
  - Avoid SLANG terminology (“connected” or “awesome”)
  - Never use second person (“you”).
How do I get started?

- Take notes during the guest lectures
  - Write down the main ideas of the lecture to use as part of your summary
  - Write down your thoughts as you listen.
    - What sticks out to you the most?
    - What was most helpful?
    - Did you disagree with anything?
    - Could you relate to something that was said?
- Write down your overall impressions of this lecture.
  - Favorable?
  - Unfavorable?
  - Why? It’s not enough to say “It was boring” or “I liked it.” Be specific! Write down your reasons why you felt the way you did.
Step #1. Identify the audience

- Your audience’s experience and familiarity with the subject will determine and change how much explanation and detail you include
- For this class assume you are writing to inform Dr. Walzem or Ms. Price
Outlining

Step #2. Outlines (& the like) help. Your options:

– **Immediate Rough Draft**
  – *If you have a lot to say and you want to get it down on paper quickly, this is a good option for you. Begin writing everything you thought about during the presentation. You will probably have to go back and make sure the paper has some kind of structure afterwards, but you can just revise what you have already written.*

– **Free writing**
  – *Write down everything you can remember, all of the important phrases/facts the speaker mentioned, your first impression. Don’t worry about grammar or spelling. Just keep writing until you run out of things to say.*

– **Diagram**
  – *If you’re not sure how to organize your thoughts, start with the main idea and branch out, connecting the facts and information to your reaction.*

– **Outline**
  – *Split up the things you want to say in your paper into the following categories:*
    – **Introduction**: Includes summary and a statement of the paper’s main idea (thesis)
    – **Body**: Includes all of the elaboration on or explanation of your main idea
    – **Conclusion**: A brief summary of what you have said, to wrap things up
Drafting

Step #3. Start writing

- Feel free to begin your draft in any part of the paper.

- Start at the intro if: if the summary seems easiest to write or you want to do things in order

- Start in the body if: you feel strongly about a topic and have a lot to say already

- Start in the conclusion if: all you can think about is how the paper should end

Step #4: Proofread and Edit!
Introduction

– Sentence 1: This sentence introduces the paper, and it should probably give the presenter’s name and maybe the title of his or her presentation (or the name of their company or organization)

– Sentence 2, 3, and sometimes 4: These sentences give a brief summary of the presentation (nutshell)
  – The main ideas you wrote down can probably be used in your summary

– Sentence 5: **This sentence is your thesis statement.**
  – To determine what the main idea, or thesis, of your paper should be, look at your reaction notes specifically. Which of your observations do you feel the most strongly about? This should probably be the main idea of your reaction paper.

  – An example might be: “After listening to Dr. Suzanne Young, I feel confident that a career in poultry veterinary medicine would be perfect for me.”
Body

– Organize the body of the paper around the different points you want to make.
  
  – *For example, with the sample thesis statement, you might cite something that Dr. Young said she does in her job, and how you particularly enjoy that kind of work, etc.*

– After each point, you might want to elaborate further
  
  – *Ex: Why do you enjoy that aspect of veterinary work?*

– You might want to split the body into more than one paragraph, but these papers will be short so that may not be necessary
Conclusion

– pull everything together, tying up any loose ends

  – It should summarize the paper and reinforce the things you have said in it.

  – might include your overall impression of, or reaction to the lecture or presentation

    – *This will convey your REFLECTIONS on the presentation*
Reflection Paper Rubric

/5 Thesis
The thesis is clear and easily found near the beginning of the paper. It includes relevant details that not only offer summarizing points, but also gives a thoughtful reaction to the information.

/2 Audience and Tone
The paper addresses the needs of the target audience while not addressing the audience directly (writing for the audience and not to it). The tone of the paper is professional and formal, though it may use first person.

/6 Word Choice and Sentence Structure
Vocabulary is concise and accurate, appropriate to the audience, and supports the thesis. Diction and sentence structure are chosen to avoid wordiness and achieve clarity. There is a balance between short and long sentences; the beginnings are varied.

/3 Organization
The paper includes an introduction, body paragraphs, and a conclusion. Body paragraphs support the thesis and include no irrelevant information. They are organized effectively and logically and use effective transitions to create coherency.

/3 Reflective Quality
The paper effectively provides the reader with insight into the reactions to the speaker’s presentation. Portrays what was learned from the speaker and how this changed or reinforced your perspective.

/4 Grammar, Punctuation and Spelling
There are few to no grammar or punctuation mistakes in the paper. Verb tense is consistent throughout the paper. Spelling is accurate.

/2 Cover Sheet
Proper cover sheet used and completed as directed.
Redacted were an interesting lecture that I did not agree with the Speaker. The process of pasture raised eggs in the manner they perform seems highly unsafe due to predation and parasites. The claims of healthier birds in the AI outbreak seem out laddish when the farms are not located in the area of the hi path outbreak. Any bird in the area that has Hi path in the vicinity of a pasture raised farm will contaminate the flock, because they flock is not contained or protected from overhead contamination. The price on the eggs is for a niche market and too expensive for the average consumer. I see the business doing well in the big cities but not in rural areas. He was not totally prepared for the questions the class asked and he talked around some of the questions instead of answering them.
The guest speaker that talked to our class was REDACTED, one of Tyson's senior Nutritionists. REDACTED talked to us about his journey to where he is now in his career. He touched on challenging parts of what his job including, No Antibiotics Ever (NAE) and how the poultry industry is really a people's business. I enjoyed REDACTED's lecture over his journey throughout the poultry industry to get to where he is today.

REDACTED completed his undergraduate degree at Texas A&M University in 2009 and went directly into the industry right out of college. He was a broiler service tech for a year and a half and then a breeder service tech for a year and a half at Sanderson Farms. He did not enjoy the work he was doing and was interested in the nutritional health aspect of the chicken industry. He decided to come back to school, starting with a Masters' degree under Dr. Caldwell. I think it takes a lot of courage for a person to come back to school after experiencing the real world and making worthwhile money. REDACTED

REDACTED also talked about a hot topic in the industry right now, NAE. He talked about Tyson's reasoning as to why they changed 90% of production over to NAE and the consumer misconceptions of this issue. I think that this is such a hot topic because of the mislabeling that chicken companies have used in the past, like labeling Antibiotics Freeel on chicken meat. This is misleading because all chicken meat in stores sold to humans is free of antibiotics. I agree with the way Tyson went about this issue in changing most of their facilities to NAE now, because eventually because of consumer demand, a law will be created.

Overall, I enjoyed REDACTED's lecture on his career and how he came back to school. It was cool to see that all experiences that a person has benefits them because he would not have had the knowledge of field experience if he did not go straight into work after his undergraduate degree. So if we learn from every experience we have access to, in the end it will only benefit us.
Additional Information!

◆ The Rubric

◆ Speaker Information Sheet – Reflection Paper Header

• Additional Resources: The University Writing Center
  Writingcenter.tamu.edu
POSC 381-Professional Development in Poultry Science
Spring 2019
Reflection Paper Writing Rubric (25 possible points)

____ /5 Thesis
- The thesis is clear and easily found near the beginning of the paper. It includes relevant details that not only offer summarizing points, but also gives a thoughtful reaction to the information.

____ /2 Audience and Tone
- The paper addresses the needs of the target audience while not addressing the audience directly (writing for the audience and not to it). The tone of the paper is professional and formal, though it may use first person.

____ /6 Word Choice and Sentence Structure
- Vocabulary is concise and accurate, appropriate to the audience, and supports the thesis. Diction and sentence structure are chosen to avoid wordiness and achieve clarity. There is a balance between short and long sentences; the beginnings are varied.

____ /3 Organization
- The paper includes an introduction, body paragraphs, and a conclusion. Body paragraphs support the thesis and include no irrelevant information. They are organized effectively and logically and use effective transitions to create coherency.

____ /3 Reflective Quality
- The paper effectively provides the reader with insight into the reactions to the speaker’s presentation. Portrays what was learned from the speaker and how this changed or reinforced your perspective.

____ /4 Grammar, Punctuation and Spelling
- There are few to no grammar or punctuation mistakes in the paper. Verb tense is consistent throughout the paper. Spelling is accurate.

____ /2 Cover Sheet
- Proper cover sheet used and completed as directed.

____ Total Score (out of 25)
Student Name: ____________________________________________________________

Submission Date: ________________________________________________________

Speaker(s): ______________________________________________________________________

Speaker’s Company/Department: ______________________________________________________________________

Presentation Date: ______________________________________________________________________
1. Newspaper article (Total points: 5 points)

Find and bring a newspaper article (dated 2016 or later) on a poultry science topic that you might have interest in researching. You can use the internet version of the newspaper as long as it is listed on the following website: http://www.onlinenewspapers.com. Failure to follow directions will result in point deductions.

- On a separate page, write a reference for the article using the American Medical Association Manual of Style, 10th Edition.
  - Write your name on the article and reference and staple these together prior to class.
- Due date: Wednesday, 1/23 by 12:30pm; No late articles accepted.

2. Analyzing the Logic of an Article Assignment (Total points: 10 points)

- Use the template provided on eCampus to analyze the logic of an identified article.
- Due date: Wednesday, 1/30 by 5:00pm; 5 points deducted for each day beyond the due date/time.

3. TAMU Academic Integrity Tutorials (Total points: 15 points)

- To ensure understanding and the importance of academic integrity, plagiarism, and citation, you are required to complete two online tutorials through the TAMU Libraries web page for this course. To complete each tutorial and its accompanying proficiency:
  - Go to TAMU Libraries http://library.tamu.edu. Log in using your NetID and password.
  - Complete both the Academic Integrity & Plagiarism and Citing Your Sources tutorials. URLs for the tutorials are provided below:
    - http://library.tamu.edu/services/library_tutorials/academic_integrity/index.html
    - http://library.tamu.edu/services/library_tutorials/citing_sources/index.html
  - Once you have read and studied the information on both tutorials, complete the proficiencies (quizzes) for each tutorial. Students must complete and score >90% on both tutorials to receive points on this assignment. (Note: No points given if only one tutorial is completed properly.)
  - Once you have completed the proficiencies with the required score, email your results to Tara Price (tprice@tamu.edu) by 11:59pm on Wednesday, 2/13.
    - Additionally, print out a hard copy of your results in the event that there is trouble with emailing your results; tutorial results are not saved and unavailable after they are emailed. Results cannot be recovered.
  - Due date: Wednesday, 2/13 by 11:59pm; No late assignments accepted.
Analyzing the Logic of an Article Assignment

I. Assignment Guidelines
   A. **Type** your responses to the questions below after listening to “Critical Thinking Presentation” on e-campus.
   B. **Due Date: Wednesday, 1/30 by 5:00 pm**; Hard copy or email submissions are acceptable. Send email submissions to tprice@tamu.edu
   D. Total points: 10 points; 5 points deducted for each day beyond the due date/time

II. Compare "sponge" thinking to “panning for gold” thinking.

III. Which type of thinking is most closely aligned to critical thinking? Why?

Use the following questions to analyze the logic of the article “Evaluation of different dietary alterations in their ability to mitigate the incidence and severity of woody breast and white striping in commercial male broilers”. Type your responses after each question. The typed assignment is due Wednesday, 1/30 by 5:00 pm; the article is in the folder marked “Analyzing the Logic of an Article Assignment” on e-campus.

   A. What is the main purpose of this article? (Explain the author’s purpose for writing the article as accurately as possible.)

   B. What is the key question that the author is addressing in this article? (State the key question in the mind of the author when s/he wrote the article.)
C. What is the most important information in this article? (Identify the facts, experiences, data the author uses to support her/his conclusions.)

D. What are the main inferences/conclusions in this article? (Discuss the key conclusions the author comes to and presents in the article.)

E. What is the perspective of this researcher?

F. What are possible bias to this researcher’s point of view?

Additional reference:
Newspaper article (Total points: 5 points)
Due date: Wednesday, 1/23 by 12:30pm; No late articles accepted.

1. Find and bring a newspaper article (dated 2016-2019) on a poultry science topic that you might have interest in researching. You may use the internet version of the newspaper as long as the newspaper is listed on the following website: http://www.onlinenewspapers.com. Failure to follow directions will result in point deductions.

2. Print or cut out the newspaper article in preparation to submit it in class.

3. On a separate page, type a reference for the article using the American Medical Association Manual of Style 10th Edition (Use the AMA Format Resource on e-Campus; see below)

   ONLINE NEWSPAPERS: (For a print newspaper article, follow same as below, but omit the URL.)


4. Write your name on the copy of the article and the typed reference and staple these together prior to class.

5. Submit both the article and reference in class on Wednesday, January 23.

Due date: Wednesday, January 23 by 12:30pm; No late articles accepted.
Purpose:
Students should be able to reflect upon what makes them unique candidates for the job market. This assignment is designed to prepare students to identify and showcase their unique backgrounds, personal motivations, ethics and career objectives. Upon completion of this assignment, students should be prepared for industry recruiting with valuable, insightful talking points.

Assignment Details:
A. You are required to write a minimum **750-1000 word** essay detailing your unique attributes as they pertain to applying for industry internships/jobs. You may choose to focus on Poultry Science-related experiences or use those that are not directly related but incorporate transferrable skills for any job market.

B. You are required to:
   a. Provide a brief summary of you background and experiences
   b. Identify your personal core values and how you incorporate these on a daily basis. (Refer to the video of Mr. Power’s presentation.)
   c. State future career goals

C. As you write, include details and fully explain each detail you provide. The reader (industry recruiter) should be able to develop a clear idea of your background, experiences, motivations and personal ethics.

D. The statement should address the often asked interview question of “how do you think you can add value to our company?”

Submission details:
A. You must use the coversheet/header template for your submissions (located on e-campus in the Reflection Paper folder)

B. Completed paper should be a minimum **750 to 1000 words** in length with 1-inch margins in 12-point Times New Roman font.

C. Assignment should be submitted **Wednesday, March 20 by 5:00 pm.** Papers must be submitted through the Turnitin link on eCampus in the “Professional Resume and Personal Statement” folder.

D. Grading Rubric is attached below.
Personal Statement Rubric

_____ /3 Introduction/Background Thesis

- The thesis is clear and easily found near the beginning of the paper. It includes relevant details to introduce the reader to the student’s background and lays the groundwork for details provided later in the assignment.

_____ /2 Audience and Tone

- The paper addresses the needs of the target audience (an industry professional/recruiter) while not addressing the audience directly (writing for the audience and not to it). The tone of the paper is professional and formal, though it may use first person.

_____ /3 Organization

- The paper includes an introduction, body paragraphs, and a conclusion. Body paragraphs support the introduction and include no irrelevant information. They are organized effectively and logically and use effective transitions to create coherency.

_____ /5 Personal Integrity and Core Values

- The paper clearly defines the student’s core values and relates them to the student’s future plans. Discussion includes how the student will benefit their future employer based on core values, ethics, and personal experiences.

_____ /5 Word Choice and Sentence Structure

- Vocabulary is concise and accurate, appropriate to the audience, and supports the thesis. Diction and sentence structure are chosen to avoid wordiness and achieve clarity. There is a balance between short and long sentences; the beginnings are varied.

_____ /5 Grammar, Punctuation and Spelling

- There are few to no grammar or punctuation mistakes in the paper. Verb tense is consistent throughout the paper. Spelling is accurate.

_____ /2 Cover Page

- Correct cover page is included and completed as directed.

_____ Total Score (out of 25)
POSC 381-Professional Development in Poultry Science

Spring 2019

Personal Statement

Student Name: ____________________________________________________________

Student Major: __________________________________________________________

Submission Date: ________________________________________________________
Student groups will work together to conduct research on an identified topic and write a single paper that answers the following question: “Does scientific research support or refute the claim(s) presented in the current newspaper article?” The American Medical Association (AMA) Manual of Style 10th Edition will be used to format the paper.

Assignment Learning Outcomes
I. Demonstrate an understanding of the principles of poultry science and how they apply to the issues of our world.
II. Demonstrate the ability to use critical thinking skills by using original and review research articles to evaluate a newspaper article.
III. Demonstrate the ability to problem-solve a poultry science related issue utilizing a teamwork approach.

Assignment Process
I. Group contract
   A. Each group must develop a group contract
   B. See group contract guidelines (attached and on e-Campus)
   C. Submit contract in class by 1:30pm on Wednesday, September 19.
   D. Failure to meet the group contract date requirement will result in a 20 point deduction for each group member on the final project grade.

II. Newspaper article and reference
   A. Each group must select a current (dated 2015-2018) newspaper article on a poultry science topic to research
      i. A newspaper article from the internet can be used as long as the newspaper is listed on the following website: http://www.onlinenewspapers.com
      ii. The article must be approved by the course instructor
   B. Each group must submit one completed newspaper article information form (form located on e-campus) including a copy of the article and reference in class by 1:30pm on Wednesday, September 19.
   C. Failure to meet the newspaper date requirement will result in a 10 point deduction for each group member on the final project grade

III. Research articles
   A. A minimum of three scientific evidence-based articles are required to support or refute the newspaper article
      i. Articles must be published in 2013 or later
      ii. A minimum of two articles must be original research
      iii. The third article can be an original research or a review article
      iv. Meta-analysis and systematic reviews can only be used as review articles
      v. Blogs, commentaries, editorials or case studies are unacceptable sources for this project
      vi. Articles must be from peer reviewed journals* (Refer to the TAMU library website notes or https://ulrichsweb.serialssolutions.com/ to determine if journal is peer-reviewed)
   B. Each group must submit a project status update form (located on e-Campus) including a complete copy of each of the three scientific evidence-based articles by 5pm on Wednesday, October 17.
IV. Group research paper
A. Conduct research to answer the following question: “Does scientific research support or refute the claim(s) presented in the current newspaper article?”
   i. Compare research findings to the newspaper article claim(s)
   ii. Write paper as a summary of the group’s findings
   iii. Suggested paper organization as follows:
      a. Introduction – Discuss topic and relevance to poultry science
      b. Discuss claim(s) in the newspaper article – cite the title and source of the newspaper article
      c. Discuss first article; cite the title and journal source of the article; explain/describe the findings of this study in adequate detail to convey your understanding of the study/experiment; You must include the findings and conclusion of the article/study
      d. Discuss second article; cite the title and journal source of the article; explain/describe the findings of this study in adequate detail to convey your understanding of the study/experiment; You must include the findings and conclusion of the article/study
      e. Discuss third article; cite the title and journal source of the article; cite the title and journal source of the article; explain/describe the findings of this study in adequate detail to convey your understanding of the study/experiment; You must include the findings and conclusion of the article/study
      f. Conclusion – provide an overview stating whether the findings of the original research/review articles support or refute the claims of the original newspaper article
      g. Organize the research articles in a logical sequence to enhance the flow of the paper

B. Format guidelines
   i. The paper must include in-text citations and a separate reference page using the American Medical Association Manual of Style 10th Edition
   ii. Summarization of all articles is required; direct quotes are not permitted
   iii. The paper should be written in formal third person using a professional style that is concise, easy to read and understand, organized, accurate and supported with credible research articles
   iv. The paper should be single-sided and double spaced using 12 point-Arial font, 1” margins and page numbers in the bottom right hand corner
   v. Formatting and organization guidelines must be followed to avoid point deductions

C. Paper review at the University Writing Center (UWC)
   i. Each group is required to take a rough draft of their paper to the UWC for critique/review; the paper cannot be submitted to the UWC for online evaluation
   ii. Groups are encouraged to schedule the UWC appointment early in the semester
   iii. Schedule the appointment when all group members can attend the UWC session (group members who do not attend the UWC meeting will receive point deductions)
   iv. The UWC consultant will email one of the group members an overview of your discussion; forward the UWC email to Tara Price at tprice@tamu.edu and include the names of all group members who attended the session; failure to forward this email by 5pm on November 13 with the required information will result in a 2 point deduction on the final paper.
   v. Submit the original UWC email with the final project.
D. Turnitin submission
   i. Read the resource **Understanding How to Use Turnitin** (located on e-Campus)
   ii. **Each student group** (not each individual group member) is required to submit their first draft of the paper to Turnitin to identify unintentional plagiarism by **11:59 pm on Monday, October 29.**
      a. Students must print the originality report of the draft submission
      b. Students are required to analyze the originality report according to the guidelines included in the Turnitin Information Form on e-campus.
   iii. Groups are required to correct unintentional plagiarism based on the originality report of the draft submission and the group analysis prior to final paper submission. This is due **Wednesday, October 31 by 5:00 pm.**
   iv. **Each student group** (not each individual group member) must submit their final paper to Turnitin based on the requirements for early or standard submission dates.
   v. Each group must print an originality report of the final paper and submit it with the final project

V. Participation requirement – Peer evaluation and self-reflection
   A. Participation grade is determined by:
      i. The average rating of your peer evaluation score (20 points);
      ii. Detailed self-reflection that complies with the guidelines (5 points); and
      iii. Compliance with the assignment guidelines in preparing self-reflection and peer evaluation.
   iv. Students who do not complete the self-reflection and peer evaluation by the designated timelines will not receive any participation points (total 25 points) on the assignment.

   B. Peer Evaluation
      i. Use the peer evaluation teamwork rubric (located on e-Campus) to evaluate each of your team member’s participation in the semester group project
      ii. Each student is required to print and complete a separate peer evaluation rubric for each member of your group
      iii. Identify the team member being evaluated on the rubric form. Use the descriptions of each category to rate the achievement of each team member from 0 to 4 with 4 representing the highest rating and 0 representing the lowest rating. The peer evaluation grade is an average of the peer scores.
      iv. The peer evaluation should be based on the agreed-upon contract and performance of the team member throughout the project
      v. Follow directions on the form

   C. Self-Reflection Summary
      i. Each student is required to write a self-reflection according to specified guidelines.
      ii. The typed summary (200-250 words or ¾ to 1 page) must include:
         a. Your personal contribution to the project;
         b. An explanation of how the group had to negotiate throughout the process to arrive at the final project; and
         c. Identification of what the group could have done better to enhance the success of the project.

   D. The peer evaluation and self-reflection can be turned in individually to Tara Price or with the group project, but it must be turned in by the identified project submission timelines to receive credit.
VI. Resources - Located in the semester project folder on e-Campus
   A. The class guide
   B. Texas A&M University Library resource page
   C. Group member list
   D. Group contract guidelines
   E. Newspaper article information form
   F. Project status update form
   G. Understanding How to Use Turnitin guidelines
   H. Turnitin analysis form
   I. *American Medical Association Manual of Style 10th Edition*
   J. Peer evaluation rubric
   K. Self-reflection guidelines

VII. Assignment Submission – **5 points deducted for failure to submit the assignment according to directions**
   A. Project must be submitted in a pocketed folder (*not three ring binder, etc.*)
      i. Write the group number on the outside of the folder with a black sharpie
      ii. Write the names of all group members on the outside of the folder with a black sharpie
   B. Include all of the following items in the pocketed folder at submission:
      i. Typed group research paper;
      ii. Newspaper article;
      iii. All three research/review articles;
      iv. Original UWC email;
      v. Turnitin originality report on rough draft with changes to be made identified
      vi. Turnitin originality report on final paper; and
      vii. Self-reflection and peer evaluations (may submit with the assignment or individually).
   C. Standard submission due date is 5:00 pm on Wednesday, November 14
   D. Early submission by 5:00 pm on Wednesday, November 7 (must include all required items including peer evaluations and self-reflections)
VIII. Grade Assessment
A. Newspaper article and research articles (Total 11 Points)
   i. Approved newspaper article dated 2015 or beyond 2 points
   ii. Proper type of scientific-based articles (at least two are required to be original research) 6 points
   iii. Scientific-based articles dated 2013 and beyond 3 points
B. Written Assignment (Total 64 Points)
   i. Content (organized with good flow, complete explanation of all articles – see rubric) 40 points
   ii. Proper format (see rubric) 12 points
      a. Proper document format
      b. Proper reference format (in-text citations and a separate reference page at the end of the paper)
   iii. Copies of all articles, original UWC email, and Turnitin originality reports included with written assignment 6 points
   iv. UWC group meeting (Individual group members who did not meet with the UWC will have these points deducted.) 6 points
C. Participation (Total 25 Points)
   i. Self-reflection 5 points
   ii. Peer evaluation (average of peer ratings and compliance with guidelines) 20 points
   iii. Students who do not complete the self-reflection and peer evaluation will not receive any peer evaluation points on the assignment.
D. Points will be deducted for failure to:
   i. Submit the Group contract by 1:30 pm on Wednesday, 9/19
   ii. Submit the Newspaper article information form with newspaper article and reference by 1:30pm on Wednesday, 9/19
   iii. Submit the Project status update form and all three scientific articles by 5:00 pm on Wednesday, 10/17
   iv. Submit the Rough Draft Turnitin analysis and report by 5:00 pm on 10/31
   v. Forward the UWC email to Tara Price with requested information by 5:00 pm on 11/13
E. Up to 5 points will be deducted for improper grammar, including sentence structure and tense, and spelling.

IX. Semester Project Due Date Requirements
A. Wednesday, 9/19 by 1:30 pm – Completed group contract and newspaper article information form due (form located on e-campus)
   i. Newspaper article and reference must be included with the newspaper article information form
   ii. Failure to meet the newspaper date requirement will result in a 10 point deduction for each group member on the final project grade
   iii. Failure to meet the group contract date requirement will result in a 20 point deduction for each group member on the final project grade.
B. Wednesday, 10/17 by 5:00 pm - Completed project status update (form located on e-campus)
   i. Complete copy of all three scientific evidence-based articles must be included.
   ii. Can submit in class, to Tara’s office (KLCT 208), or to the Poultry Science front desk by 5pm
   iii. Failure to submit the entire article will result in 3 points deducted per article.
   iv. Failure to meet the date requirement will result in a 10 point deduction for each group member on the final project grade.
C. Wednesday, 10/31 by 5:00 pm - Submit rough draft Turnitin Originality Report and typed Analysis
   i. Submit draft of paper to Turnitin
   ii. Print originality report
   iii. Analyze the originality report according to the guidelines included in the Turnitin Information Form on e-campus.
   iv. Printed originality report of draft submission and typed analysis can be submitted in class, to Tara’s office (KLCT 208), or to the Poultry Science front desk by 5:00 pm
   v. **Failure to meet any Turnitin date requirements will result in a 10 point deduction for each group member on the final project grade.**

D. Wednesday, 11/7 by 5:00 pm – Early Submission of Semester Group Project – add 5 points to final grade
   i. Submit final paper to Turnitin by 11:59 pm on Monday, 11/5
   ii. Turn in the COMPLETE assignment (including the self-reflection and peer evaluations) by **5:00 pm on Wednesday, 11/7.**

E. Wednesday, 11/14 by 5:00 pm - **Semester Group Project due**
   i. Submit final paper to Turnitin by 11:59 pm on Monday, 11/12.
   ii. Turn in the COMPLETE assignment (including the self-reflection and peer evaluations) in class, to Tara’s office (KLCT 208), or to the Poultry Science front desk by 5:00 pm on Wednesday, 11/14.
   iii. **Failure to meet this date requirement will result in a 20 point deduction for each group member per day.**
### Content and Format Rubric

<table>
<thead>
<tr>
<th>A paper</th>
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<td><strong>The document is easy to read and understand. The information presented helps the reader to appreciate the development of the argument being presented.</strong></td>
<td>In general, document is easy to read and understand, and, therefore, can be skimmed easily. Each paragraph supports the document’s purpose/thesis. Paragraphs are clear, appropriate length. The central idea of each paragraph is clear, and sentences in each paragraph relate to central idea.</td>
<td>While organization of main ideas may be logical, the overall structure makes reading difficult. For the reader, it’s like reading a list of facts that are not being connected into a unified “story”. Some paragraphs do not have a clear central idea.</td>
<td>Organization of thoughts is not always clear. Lack of organization slows down reading and may interfere with understanding of purpose and main ideas. Most paragraphs do not have a clear central idea.</td>
<td>Document has no clear principle of organization; writer seems to just write. Document does not make sense, and the lack of organization slows down reader and interferes with comprehension.</td>
</tr>
<tr>
<td><strong>8 points</strong></td>
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<td><strong>6 points</strong></td>
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<td><strong>Document has clear and logical organization with distinct, cohesive sections and includes effective transitions between sections.</strong></td>
<td>The document has a logical progression. Sections are well defined but transitions between them are rough.</td>
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<td><strong>7 points</strong></td>
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<td><strong>Thoroughly discusses the media article claims and each scientific-based article including a description of the research conducted; identifies the outcomes of each study and uses them to support or refute the media article. Strong arguments toward supporting or refuting the media article.</strong></td>
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<td>Limited discussion of the media article and one to two of the scientific-based articles including a partial description of the research conducted; the outcomes of two of the studies are not clearly presented and/or they are not clearly use to support or refute the media article. Limited argument toward supporting or refuting the media article. Details may be irrelevant to main ideas.</td>
<td>Discussion of media article and scientific-based articles is limited and incomplete. Limited support of main ideas. No argument toward supporting or refuting the media article.</td>
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<td><strong>20 points.</strong></td>
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<td><strong>Writer accurately summarizes the results presented and derives their own conclusion from them. No direct quotes used in the paper.</strong></td>
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<td>Writer summarizes some of the results and derives a conclusion using some of the results, but not all of them. Three to four direct quotes used in the paper.</td>
<td>Writer summarizes some of the results and derives a conclusion using select points. Five to six quotes used in the paper.</td>
<td>Writer implies there isn’t enough data to make a conclusion and only implies more work needs to be done. More than six direct quotes used in the paper.</td>
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<td><strong>5 points</strong></td>
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<td><strong>Document is formatted according to guidelines single-sided, double spaced, 12 point-Arial font with 1” margins and page numbers in the bottom right hand corners. - 4 points</strong></td>
<td>&lt;2 formatting errors present.</td>
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<td><strong>3.5 points</strong></td>
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XI. Examples of Peer Review Journals

A. Poultry Science
B. British Journal of Poultry Science
C. Journal of Nutrition
D. Journal of Applied Poultry Science
E. Avian Diseases
F. Meat Science
G. Journal of Food Science
H. Journal of Experimental Biology
I. PlosOne
J. World’s Poultry Science
POSF 381 Professional Development in Poultry Science
Semester Group Project Assessment
(Total Points: 100)

Group Number_________ Group Members _____________________________________________________________
___________________________________________________________________________________________

Grade Assessment

Newspaper article and research articles (Total 11 Points)
  i. Approved newspaper article dated 2016 or beyond ____/2 points
  ii. Proper type of scientific-based articles (at least two are required to be original research) ____/6 points
  iii. Scientific-based articles dated 2014 and beyond ____/3 points

Written Assignment (Total 64 Points)
  i. Content (organized with good flow, complete explanation of all articles – see rubric) ___/40 points
  ii. Proper format (see rubric) ___/12 points
     a. Proper document format
     b. Proper reference format (in-text citations and a separate reference page at the end of the paper)
  iii. Copies of all articles, original UWC email, and Turnitin originality report included with written assignment ___/6 points
  iv. UWC group meeting (Individual group members who did not meet with the UWC will have ___/6 points these points deducted.)

Participation (Total 25 Points)
  i. Self-reflection ___/5 points
  ii. Peer evaluation (average of peer ratings and compliance with guidelines) ___/20 points

<Point deductions for failure to submit the following>
  i. Group contract <___/20 points>
  ii. Newspaper article information form with newspaper article and reference <___/10 points>
  iii. Project status update form and all three articles <___/10 points>
  iv. Rough Draft Turnitin and Analysis submission <___/10 points>
  v. Improper grammar, including sentence structure and tense, and spelling. <___/5 points>

Total Points ___/100 points

Early Semester Group Project Submission +___/5 points

Final Grade ___________________
## II. Content and Format Rubric

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