Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/13/19 1:11 pm

Viewing: KNFB 416-W: Middle and Secondary School Physical Activities

Last edit: 07/13/19 1:11 pm
Changes proposed by: dalingliu

Contact(s)

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

Course Prefix: KNFB
Course Number: 416
Academic Level: UG

Complete Course Title: Middle and Secondary School Physical Activities
Abbreviated Course Title: MID & SEC SCH PHYS ACTIV

Crosslisted With: N/A

Semester Credit Hour(s): 3

Proposal for: Writing Designation

Writing Designation

Number of credits: 3
Number of Sections per Academic Year: 2
Enrollment per Section (Avg.): 15

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>Strategies Paper</td>
<td>1500</td>
<td>15</td>
<td>No</td>
</tr>
</tbody>
</table>
KNFB 416-W: Middle and Secondary School Physical Activities

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word Count</th>
<th>% of Final Grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans (X8)</td>
<td>5600</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Lab Reflections (X3)</td>
<td>3000</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Portfolio components (goals paper, resume, self-assessment)</td>
<td>2400</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>12500</td>
<td>50</td>
</tr>
</tbody>
</table>

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

Explain how collaboration is monitored to ensure equal participation.
The writing assignments listed above are all individual work.

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.

1. For the Strategies Paper writing project, students receive my and their peers' written feedback on choosing a topic and five references, writing an introduction paragraph, and on the first draft. They also receive my written feedback on their revision.
2. For the lesson plans, students receive my feedback on their submissions.
3. For the lab reflections, students receive my written feedback and their peers' comments.
4. For the portfolio writing components, students receive my and their peers' comments on resume before they make a final submission. Goals paper and self-assessment are peer reviewed first and then given instructor feedback.

Describe how you provide writing instruction.

I introduce the purpose and directions for each writing activity and provide examples for students to read. Then we discuss what areas are critical and common errors to avoid. Students write a small chunk and then peer review each other's work. I also give feedback to ensure everyone is on the right track. To help students with academic writing, I invite the university writing center personnel to give a lecture in our classroom. I also provide videos and use Turnitin for students to avoid violating plagiarism.

Additional Comments

Please let me know if you need guides and rubrics for the writing assignments.

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

Attach Course Syllabus

- **KNFB 416 Syllabus.pdf**

Reviewer Comments

Donna Pantel (dpantel) (08/07/19 4:40 pm): REPORT ON RECERTIFICATION OF W COURSE: KNFB 416 We recommend that KNFB 416 Middle and Secondary School Physical Activities be certified as a writing (W) course for four academic years (1/20 to 1/24). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 50% of the final grade is based on writing quality; (2) the total number of words is 12,500; (3) the instructor to student ratio is 1:15; and (4) the assigned writing is appropriate to the major. Students in KNFB 416 write a strategies paper, 8 lesson plans, 3 lab reflections, and a professional portfolio that includes a resume, a goals paper, and a self-assessment. The strategies paper, the resume, and the lab reflections are peer reviewed and also receive written instructor feedback; the lesson plans are graded and returned in a timely manner so that feedback on one can be used to write the next; the goals paper and self-assessment are peer reviewed. Instruction includes the use of examples, chunking assignments to provide peer feedback, use of Turnitin for plagiarism instruction, and lectures and materials from the University Writing Center.

8/27/2019, 4:12 PM
SYLLABUS

KNFB 416
Middle and Secondary School Physical Education
Spring 2019
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Course Information

Instructor: Jiling Liu, Ph.D.
Phone: 979-458-4659
Email: dalingliu@tamu.edu
Office: Blocker 300C
Hours: 9:00–11:00 AM Mon/Wed. Other times available by appointment.

Locations
Lecture: 11:30–12:20 AM, Monday & Wednesday @ Blocker 306
Lab: 9:10–11:10 AM, Friday @ PEAP Building (See Lab Syllabus for more detail)
Website: https://ecampus.tamu.edu

Catalog Description

- This is the capstone course of the teacher certification program. The middle and secondary methods course prepares preservice physical education teachers through completing five major components: effective teaching strategies, curriculum planning, media creation, professional writing, and portfolio building. This course also serves as a prerequisite for student teaching.

- Prerequisite: Completion of Phases I-III of the secondary program; admission to teacher education; approved acceptance to field experience (must complete and clear criminal history background check).

Course Objectives

- At the conclusion of the semester the students will be able to:
  1. Explain the anatomy of Mosston’s teaching spectrum.
  2. Plan and teach skill and concept-based lessons, using direct/indirect teaching styles and the skills of effective teaching.
  3. Use class management and discipline techniques to create a relatively uninterrupted lesson flow and a safe learning environment.
  4. Explain intrinsic and extrinsic motivation and incorporate strategies in lesson planning and teaching practices.
  5. Create a standards-based curriculum unit plan appropriate for middle and secondary school physical education.
  6. Compose a practical article for physical education professionals.
  7. Create a commercial advocating physical education/physical activity.
  8. Provide critical and constructive feedback to peers’ written assignments and teaching performances.
  9. Provide evidence for self-regulated learning and teacher as reflective practitioner through completing required work and participating in class/group discussions.
Required Textbooks


Attendance Policy

- This is the capstone course during professional development phase, therefore, attendance to class and all field experiences is **required**. Read the following bullets carefully.
  - Each unexcused absence in the classroom results in 5-point deduction from the final grade. One unexcused absence from the field portion will result in an immediate Fail.
  - Two unexcused late arrivals in the classroom (<10 minutes) will be counted as one unexcused absence. One late arrival in the field portion equals one unexcused absence in the classroom.
    - Each unexcused absence and late will be recorded in the Grade Center under the Absence category. One unexcused absence is counted as “1,” and one late arrival counted as “.5.”
    - Unexcused absences will be logged on Howdy with your final grade.
  - Evidence for excused absence must be provided within 3 days after the absence.
  - No make-up will be given without a University excused absence.
  - An absence from field experiences must be made up. Failure to complete the required hours in the field based portion will result in an incomplete grade.
  - Illness confirmation must be obtained congruent with student rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). If you have to miss a class or a field experience with university excused absence, inform your mentor teacher (and university supervisor) and instructor prior to the absence.
  - The classroom serves as a venue for professional discourse. Please take your hat off, keep your cell phone shut off unless you are asked to use it, and do not chew gums in the classroom.
  - In addition, you are expected to log in eCampus at least twice a week for self-studying learning materials and monitoring your academic and teaching performance.
Communication and Response Time

- Important course announcements will be sent to your TAMU email account throughout the semester, so please check your TAMU email regularly.

- If you send an email, please use Email function on eCampus. If you use your TAMU account, please place “KNFB 416” in the subject heading and expect a response within 48 hours. Before sending an email, check the syllabus and directions on eCampus first. It is highly likely that your questions are answered in the syllabus or on eCampus.

Writing Intensive & Peer Review Approaches

- This is a university designated writing intensive course. At least 33% of the final grade will be based on the quality of your individual written work. Writing mechanics, appropriate use of APA style, and effective communication in a succinct and thoughtful manner are critical. You must pass the writing components (listed below) to pass the class. It is recommended that you take advantage of the University Writing Center.

- To promote peer learning, critical thinking and writing skills, a peer review process will be employed. You will upload your work to the discussion forum, Peerceptiv, Turnitin, and provide constructive feedback to peers. Directions are given for each activity on eCampus.

Grading Policy

- The final grade will be calculated by totaling up the percentage of each category multiplied by its weight. The percentage is computed from dividing points earned by the total points available for the category. For example, if you get 200 out of 240, the total points available for Quizzes, the percentage is 83.33%, and your quiz points will be 83.33%×15 = 12.5.

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Performance</td>
<td></td>
</tr>
<tr>
<td>o Portfolio Construction</td>
<td>10*</td>
</tr>
<tr>
<td>o Strategies Paper</td>
<td>15*</td>
</tr>
<tr>
<td>o Lesson Plans</td>
<td>10*</td>
</tr>
<tr>
<td>LABS</td>
<td></td>
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<tr>
<td>o Lab Reflections</td>
<td>15*</td>
</tr>
<tr>
<td>o Lab Evaluations</td>
<td>15</td>
</tr>
<tr>
<td>o Self-Regulated Learning</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Group Performance (Optional)</td>
<td></td>
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<tr>
<td>o Unit Plan</td>
<td>15</td>
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<tr>
<td>o Advocacy Project</td>
<td>10</td>
</tr>
<tr>
<td>o Peer Evaluation (% will be used to compute individual grade)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</table>


- Students with letter grade D or below will NOT be eligible for student teaching.
Individual Performance

- **Portfolio Construction:** KNFB 416 is the final phase to build a complete portfolio and market yourself. Written artifacts, such as goals paper, resume, and self-assessment, will be created, peer-reviewed, revised and uploaded to eCampus and Google Sites. You must pass the portfolio defense to do student teaching.
  - **Important:** A portfolio folder, including (1) your 100-hours log with mentor teachers’ signature, (2) Portfolio Review Form, and (3) your portfolio link (shortened), will be due by the Q-drop date to Dr. Ping. Missing the due date will disqualify you for portfolio defense and consequently delay your student teaching.

- **Strategies Paper:** In 1000–1500 words, students are expected to write a practical, how-to paper for physical education professionals at all levels. Aiming to publish in *Strategies*, the paper should provide state-of-the-art information and “best practices.” Note that **direct quotes are NOT allowed.** Each line of direct quote will cost 2 points off from the assignment. You will submit your paper to Turnitin for originality check, peer review (PeerMark) three peers’ work, and finally submit your revision. You will also present your work to the class at the end of semester. Collaboration opportunity with the instructor is available. More details in the project guide can be found on eCampus.

- **Lesson Plans:** To teach each lab, you will write a lesson plan that scripts what you will say and/or do. You need to upload your lesson plan to eCampus in the same day of the lesson. If station cards or task sheets are used, you will attached the images of station cards or task sheets to your lesson plan. If PowerPoint slides are used, upload the slides too. Also provide links to videos or websites (e.g., Kahoot) in your lesson plan.

- **Lab Reflections:** To be a reflective practitioner, you will reflect on your teaching practices in **2-3 pages** formatted in **APA style.** Statements/arguments should be justified by using outside sources. However, **direct quotes are NOT allowed.** Each line of direct quote will cost 2 points off from the assignment. Typically you will have 2 weeks to reflect on the lesson(s) you taught and upload the reflection to eCampus.

- **Lab Evaluations:** For each lab you teach, you will receive an evaluation from your instructor or mentor teacher. You need to upload all these evaluations to eCampus in the same day of the lesson. In addition, you will need to upload the two evaluations (and your responses) from your university supervisor at the end of semester.

- **Self-Regulated Learning:** Self-Regulated Learning (SRL) is the most important outcome in addition to content knowledge in this course. Three types of activity demonstrate your capability of SRL.
  - Self-introduction to class (Week 1) and final reflection (Week 15) designed to practice self-regulated learning skills such as goal setting and reflective thinking, as well as promote class cohesion.
  - Required paperwork such as background check to complete the field based practices as well as the required documentation of our program and Texas Education Agency.
  - Quizzes that help you identify essential requirements of this course, components of a lesson plan, and rules of APA styles.
Note: An important outcome in this course and in the preparation of future teachers in general is to facilitate the development of reflective practitioners. Today’s teachers must be able to reflect on (analyze, assess) their teaching practices in an objective manner. What went well in this class? Why? What did not go well? Why not? Are students getting what they need to become thoughtful and productive citizens capable of competing in a global economy? These skills are in demand by business, industry, and society in general. The task of a teacher is not an easy one given the present state of our public schools, but a challenge we must meet. This course will constantly challenge you to be thoughtful and reflective. Therefore, be ready to provide educationally sound rationale to support your ideas, opinions and thoughts.

Group Performance (Optional)

- Group work is optional. This does not mean you have a choice not to do the work; but rather, you can choose to do the work either with a group or by yourself. If you choose to do it with a group, peer evaluation will be used as a weight to calculate your grade for the category. For example, if your group get 90 for the unit plan and your peer evaluation is 80%, your grade for the unit plan will be 90×80% = 72.
- **Unit Plan:** You (or your group) will develop a 3-week unit plan based on a specific curriculum model (e.g., TGFU, Sport Education, Fitness Education, or TPSR). Goals, instructions, activities, and assessments of this unit plan should be aligned with SHAPE America national standards and TEKS.
- **Advocacy Project:** You (or your group) will create and upload to YouTube a 1’15-1’30 commercial advocating for PE/physical activity in secondary schools. This project must effectively convince the audience that PE/physical activity is important for youth.
- **Peer Evaluation:** Group members will evaluate each other on their contribution to the group work. The peer evaluation is calculated by averaging the other teammates’ scores on the evaluation form. It will then be used as a weight to calculate your individual grade.

Submission & Late Policies

- **All Quizzes and written assignments MUST be submitted by 11:59:00 PM CT on the due date.** Any submission after the due date is counted as late submission. A late submission will result in a 20% deduction per day from the full credit of the quiz/assignment. All University excused make-ups must be arranged within three days after the absence.
- Prior to uploading your assignment, make sure you have understood the directions and the rubric for each activity. Attend to details and be sure you upload the correct document. **You only have one attempt to upload your assignment.** When submitting, make sure you click the “Submit” button, instead of “Save as Draft.” If you find the document is uploaded incorrectly (e.g., cannot be previewed, marked with “In process” blue pie), contact the instructor immediately. After the due date, unsuccessfully uploaded assignments will result in zero grade. Resubmission will result in a deduction of 20% per day from the full credit.
- Assignments due to **Peerceptiv** are peer reviewed by three classmates and the instructor. Grades for **Peerceptiv** assignments are based on **Benchmark Grading.** The weights for a **Peerceptiv** grade are Writing 70% and Reviewing 30%. If you miss a submission, you will immediately lose the opportunity to do peer review that counts 30% of the full credit. If you
submit your assignment to the instruction through email, you may get the rest of the full credit (70%) with compliance to the 20% deduction per day rule. That is, you may get at most $70\% \times 80\% = 56\%$ of the full credit within one day late. Please be mindful of the due date of Peerceptiv assignments.

- You can upload your Strategies paper multiple times to Turnin for originality check. If you miss the due date to upload your first draft and PeerMark, you will permanently lose all points for these two steps. Missing the due date for submitting the final revision will evoke the 20% deduction per day rule.

- Your submission will be graded typically within three days after the due date, unless otherwise stated. Your grade and feedback will be posted on eCampus—“My Grade.” If you have any questions about your grade and/or feedback, send the instructor an Email and expect to receive a response within 48 hours. More than three days after your grade is posted, no review will be given.

- Assignments must be formatted in either Microsoft Word, PowerPoint, or PDF. Other unrecognizable formats (e.g., Pages, Word Perfect) may result in zero grade.

**Incomplete & Q-Drop**

- A grade of “I (incomplete)” will be given only when the cause for being unable to complete the course quiz/assignment was due to approved university excused absence (see Student Rules 10.6).

- April 15, 5:00 PM, is the last day for all students to Q-drop without penalty (see Student Rules 1.18 and University Academic Calendar).

**Extra Credit/Curving/Rounding Grades**

- Extra credit may be earned by completing self-regulated learning (SRL) surveys and bonus part of other tasks. More information will be communicated on class. These opportunities will appear in the designated modules one week before it is due. Access to these opportunities will be denied after the due date, and no make-up will be allowed.

- No curving or rounding grades are available in this course. Keep monitoring your performance closely on a daily basis. Be proactive on learning and seeking for help.
## KNFB 416 Course Calendar

**Bold = due. Italic and underline = prepare next class. Bold and Italic = presentations.**

*L&T = Lund & Tannehill (Curriculum Development); M&A = Mosston & Ashworth (Teaching PE)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/14</td>
<td>01/16</td>
<td>01/18 (BLOC 300A)</td>
</tr>
<tr>
<td></td>
<td>Course Orientation</td>
<td>Mostton’s Teaching Spectrum</td>
<td>Effective Teaching Skills</td>
</tr>
<tr>
<td></td>
<td>- Portfolio Info (100 Hours)</td>
<td>- Goals Paper Upload to Peerceptiv</td>
<td>- Lesson Plan Writing</td>
</tr>
<tr>
<td></td>
<td>- Goals Paper</td>
<td>- Goals Paper Uploaded to Peerceptiv</td>
<td>- APA Style</td>
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<tr>
<td></td>
<td>- Self-Introductory Activity</td>
<td>- Read Effective Teaching Skills slides</td>
<td>Peer Review Goals Paper</td>
</tr>
<tr>
<td></td>
<td>- Read M&amp;A Chs. 1-3</td>
<td>- Read Lesson Plan Examples and APA Guide</td>
<td>Background Check &amp; Children Protct</td>
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<tr>
<td>2</td>
<td>01/21</td>
<td>01/23</td>
<td>01/25 (PEAP)</td>
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<tr>
<td></td>
<td>MLK, Jr. Day; Faculty Holiday</td>
<td>Gym Management</td>
<td>Demonstration of Teaching Styles</td>
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<tr>
<td></td>
<td>- Quiz: Lesson Plan Writing</td>
<td>- Gym Management</td>
<td>Goals Paper Revised (to Portfolio)</td>
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<tr>
<td></td>
<td>- Quiz: APA Style</td>
<td>- Read M&amp;A Chs. 7-10, 12 &amp; 14</td>
<td>Prepare questions for FB teaching</td>
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<tr>
<td></td>
<td>- Read Gym Management Slides</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>01/28</td>
<td>01/30</td>
<td>02/01 (PEAP)</td>
</tr>
<tr>
<td></td>
<td>Reality of The Gym</td>
<td>Motivation in PE</td>
<td>Lab 1 (TBD)</td>
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<tr>
<td></td>
<td>- Read Motivation in PE Articles</td>
<td>- 3-Minute Motivation Activity Due</td>
<td>Read Liability cases &amp; prepare questions</td>
</tr>
<tr>
<td>4</td>
<td>02/04</td>
<td>02/06</td>
<td>02/08 (BLOC 300A)</td>
</tr>
<tr>
<td></td>
<td>Legal Liability</td>
<td>Assessment and Grading</td>
<td>Lab 1 Post-Assignment Due (TBD)</td>
</tr>
<tr>
<td></td>
<td>- Read L&amp;T Ch. &amp; Assessment slides</td>
<td>- Liability Case Search Due</td>
<td>Read L&amp;W Chs. 1-2</td>
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<tr>
<td></td>
<td>- Search a liability case in PE</td>
<td>- Read SRL Slides</td>
<td></td>
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<tr>
<td>5</td>
<td>02/11</td>
<td>02/13</td>
<td>02/15</td>
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<tr>
<td></td>
<td>Introduction to Curriculum Development</td>
<td>Developing A Curriculum Unit Plan</td>
<td>No meeting in PEAP until 04/26</td>
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<td></td>
<td>- Developing A Guiding Philosophy</td>
<td>- Read L&amp;T Chs. 8-15</td>
<td>School Observations Analysis Due</td>
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<tr>
<td></td>
<td>- Read L&amp;W Ch. 9 &amp; Unit Plan slides</td>
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<tr>
<td>6</td>
<td>02/18</td>
<td>02/20</td>
<td>02/22</td>
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<tr>
<td></td>
<td>Curriculum Model Presentation</td>
<td>National Standards &amp; TEKS</td>
<td>Prepare content exam and TCERT-PPA practice test</td>
</tr>
<tr>
<td></td>
<td>- Read National Standards &amp; TEKS</td>
<td>- Curriculum Model Due</td>
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</tr>
<tr>
<td>7</td>
<td>02/25</td>
<td>02/27</td>
<td>03/01</td>
</tr>
</tbody>
</table>
|      | - Content Exam  
  • *Prepare unit plan peer review* | - Curriculum Unit Plan Review  
  • Craft Parent Letter | *Effective Teaching Analysis Due*  
  • *Prepare Critical Thinking Assessment*
|      | 03/04  | 03/06     | 03/08  |
|      | - Critical Thinking Assessment  
  • *Read Portfolio Instructions & Documents* | - Portfolio Overview (Google Sites)  
  ❖ *Portfolio Self-Assessment Due to Peerceptiv* | *Peer Review Portfolio Self-Assessment*  
  *Unit Plan Due*  
  *Midterm Course Feedback*
| 8    | 03/01  | 03/20     | 03/22  |
|      | 03/18  | 03/25     | 03/29  |
|      | - Introduction to Advocacy Project  
  - Introduction to *Strategies* Article Project  
  • *Topic selection & reference search* | - Analysis of A *Strategies* Paper  
  - Finding References  
  - Writing Introductory Paragraph | *Intro & Reference List Due*  
  • *Prepare your resume*
| 9    | SPRING BREAK | 03/27     | 03/29  |
| 10   | 03/20  | 03/27     | 03/29  |
|      | 03/25  | 03/27     | 03/29  |
|      | - Writing An Effective Resume  
  • *Revise intro and reference list according to feedback* | - Writing Main Body & Conclusion/Implications  
  ❖ *Resume Due to Peerceptiv* | *Peer Review Resume*  
  *TCERT PPR Practice Test Documentation Due*
| 11   | 04/01  | 04/03     | 04/05  |
|      | 04/08  | 04/03     | 04/05  |
|      | - Student Teaching Experience  
  • *Read Writing Clearly and Concisely* | - Writing Clearly and Concisely  
  • *Work on 1st draft of Strategies paper* | *Quality Teacher Analysis Due*  
  ❖ *Revised Resume Uploaded to Portfolio*
| 12   | 04/08  | 04/10     | 04/12  |
|      | 04/15  | 04/10     | 04/12  |
|      | - Q-Drop Date | *SHAPE America*  
  ❖ *Strategies Paper 1st Draft Due* | *PeerMark Strategies Paper Draft*
| 13   | 04/22  | 04/24     | 04/26  |
|      | 04/15  | 04/24     | 04/26  |
|      | - Mock Interview  
  ❖ *Portfolio Folder Due to Dr. Ping* | - Advocacy Presentation  
  ❖ *Advocacy Project Due*  
  ❖ *Paper Course Evaluation* | *Final Reflection*  
  *Teaching Recital in PEAP (TBD)*  
  *Final Reflection* |

* Schedule subject to change. More due dates are found in Course Calendar on eCampus.*
Academic Honesty

The Aggie Honor Code states: "An Aggie does not lie, cheat, or steal, or tolerate those who do." Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit: http://aggiehonor.tamu.edu/

Academic Dishonesty Procedures

Should you be suspected of academic dishonesty, the course instructor will have the option to send the matter to the Honor Council or adjudicate the case through the department. You will be notified via e-mail of the intent to submit the case to the Honor Council or of the appropriate steps to take to adjudicate the matter through the department. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and graduate assistants of the Office of Health Informatics cannot and will not discuss any academic issues with anyone other than the student including parents and/or guardians.

Services for Students with Disabilities

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

Copyrighted Materials & Responsible Computing

Most of the handouts and lecture materials used in this course are copyrighted (including but not limited to syllabus, exams, and in-class materials). These are legally protected documents, so do not reproduce these materials for any use other than those related to this course. Students are expected to follow the Rules for Responsible Computing located at: http://student-rules.tamu.edu/rule22 and http://student-rules.tamu.edu/append5. If you have questions or concerns related to course content, please contact your instructor.

Caveat

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.
Core Curriculum Management

Date Submitted: 07/15/19 4:14 pm

Viewing: RELS 312-W 312: Contemplation in the Modern World

Last edit: 07/15/19 4:14 pm

Changes proposed by: dox

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donnalee Dox</td>
<td><a href="mailto:dox@tamu.edu">dox@tamu.edu</a></td>
<td>845-3355</td>
</tr>
</tbody>
</table>

Course Prefix: RELS
Course Number: 312

Academic Level: UG

Complete Course Title: Contemplation in the Modern World

Abbreviated Course Title: CONTEMPLATION MOD WORLD

Crosslisted With: 

Semester Credit: 3

Hour(s): 

Proposal for: Writing Designation

Recertify this course for Writing designation? Yes

Writing Designation

Number of credits offered for W sections of course.

Number of Sections per Academic Year

Enrollment per Section (Avg.)

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?

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

Pick a syllabus statement:

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.

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

Explain how collaboration is monitored to ensure equal participation.
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.

Describe how you provide writing instruction.

Additional Comments

### Writing Designation Recertification

| Number of credits offered for W sections of course. | 3 |
| Number of Sections per Academic Year | 2 |
| Enrollment per Section (Avg.) | 25 |

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 is not a variable topics course.

Have there been any significant changes to the course? If so, summarize the changes. Of particular interest are changes in enrollment, the amount of writing, amount of writing instruction, amount and type of feedback, and percentage of grade based on demonstrated writing skill.

This version uses a model that allows students to write in direct connection to the class material, consistently throughout the semester in a series of 6 essays, plus a presentation which serves as a draft of the last essay (rather than a final term paper). Writing is scaffolded in complexity & difficulty. Prompts for Critical Thinking and Inquiry essays are precisely aligned with the TAMU core curriculum expectations for KLPC and allow students to write creatively on a topic of their choice as well as analyze and evaluate. Writing Center workshops on clear & concise writing and peer feedback are scheduled. Peer feedback is built into the syllabus, as is opportunity to re-write. 4/5 of the grade is based on writing. Types of feedback: peer review in class, professor discussion of writing using samples of student writing in class, written comments from professor (I meet with Valerie Balester on July 10 to get tips on giving effective feedback).

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

No

Have there been any significant changes in the staffing of the course? Have any assistants been added or removed?

No

If applicable, have there been any significant changes in the way you monitor the work of assistants (graduate or undergraduate)?

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>
</table>

RELS 312-W: Contemplation in the Modern World

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/coreadmin...
<table>
<thead>
<tr>
<th>Writing Assignment</th>
<th>Word Count</th>
<th>% of Final Grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry essay 1</td>
<td>500</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Inquiry essay 2</td>
<td>500</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Critical thinking essay 1</td>
<td>1,000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Critical thinking essay 2</td>
<td>1,000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Knowledge assessment essay 1</td>
<td>1,000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Knowledge assessment essay 2</td>
<td>1,000</td>
<td>20</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>5,000</td>
<td>80</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

Students will have 1 Writing Center workshop on peer review, monitored by the UWC staff member (10/1). Students will also have a peer review session (in pairs) monitored by the instructor (10/8).

Students have a Presentation (100 points), which serves as a draft of their final knowledge assessment (a suggestion offered by Valerie Balester) A class day is devoted to working on presentations. Students may elect to work independently or collaboratively (discussion). Instructor monitors, answers questions, provides feedback at this stage.

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.

Per discussion with Valerie Balester, the ungraded Inquiry mini-essays provide an opportunity for instructor to give formative feedback in a low-stakes assignment (as recommended by UWC website). Critical Thinking essays build on these ungraded mini-essays. Students have the opportunity to re-write essays except knowledge assessment essay 2, which is students' opportunity to give it their best. Formative feedback is provided on graded writing assignments in written comments. As suggested by Valerie Balester, instructor will select excellent student work to show as models and set a bar for writing standards.

Describe how you provide writing instruction.

This version of RELS 312 asks students to read first-person and third-person writing then to write using first and third person perspectives, which is important in the field of Contemplative Studies (see Critical Thinking Essays). The difference is a key component of the course content. Modeling is done by selecting excellent student work to highlight. Lecture on assigned readings includes discussion which articles/chapters are most effective and why (for example, readings from the Cambridge Handbook of Consciousness are impenetrably dense and third-person, reading by Thomas de Zengotita is first-person and colloquial. Throughout the course, students are asked to identify narrative, expository, persuasive, and descriptive writing and to choose an essay type for Knowledge Synthesis Essay 2.

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

**Attach Course Syllabus**
- RELS 312 Fall 2019 syllabus July 15 2019.docx
- RELS 312 Fall 2019 Schedule July 15.docx

**Reviewer Comments**
Donna Pantel (dpantel) (08/07/19 4:49 pm): REPORT ON RECERTIFICATION OF W COURSE: RELS 312 We recommend that RELS 312 Contemplation in the Modern World be certified as a writing (W) course for four academic years (1/20 to 1/24). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 80% of the final grade is based on writing quality; (2) the total number of words is 4000; (3) the instructor to student ratio is 1:25; and (4) the assigned writing is appropriate to the major. Students write 2 critical thinking essays, and 2 knowledge synthesis essays. Formative feedback will occur on 2 inquiry essays that prepare students in a low-stakes environment for later writing, and peer feedback will be given on 1 inquiry essay and on 1 knowledge synthesis essay. Students will also do a formal presentation on the topic they are writing about for the final knowledge synthesis essay before it is due, so they can use the feedback to revise their drafts. Writing instruction includes specific instruction in contemplative writing style, modeling, and lecture on writing styles.
<table>
<thead>
<tr>
<th>Date</th>
<th>In class today</th>
<th>Read before class</th>
<th>Notes</th>
<th>Due in eCampus</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8/27</td>
<td>Introduction</td>
<td></td>
<td></td>
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</tbody>
</table>
| Th 8/29 | Thinking about contemplative practice | eCampus Mirabai Bush, “Introduction,” 1-8  
| 2 T 9/3 | Living in our modern world | eCampus Thomas de Zengotita, “Busy, Busy,” 175-208 | | |
| 3 T 9/10 | Writing Center workshop: Clear and Concise Writing | *Experience of Meditation*, “Introduction” xiii-xxii (8-22) & “Conclusion” 259-267 | 8:00 a.m.  
Inquiry Mini-essay 1 | |
| Th 9/12 | Challenges in studying contemplation | eCampus Seager, William, “Brief History of the Philosophical Problem of Consciousness” 9-34  
Nicholas T. VanDam, et al., “Mind the Hype” | | |
*Experience of Meditation*, Basil Pennington, “Christianity,” 245-258.  
eCampus David Frenette, “Christian Centering Prayer in America” 75-88. | | |
eCampus *The New Monasticism*, Rory McEntee & Adam Bucko, 2-31 | | |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Th 9/26</td>
<td>Contemplative life in Buddhist framework</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T 10/1</td>
<td>Writing Center workshop: Effective Peer Review</td>
<td>8:00 a.m. Inquiry Mini-essay 2</td>
</tr>
<tr>
<td></td>
<td>Th 10/3</td>
<td>Preparation for Knowledge Synthesis Essay 1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T 10/8</td>
<td>Peer feedback on Knowledge Synthesis Essay 1 and discussion</td>
<td>8:00 a.m. Knowledge Synthesis Essay 1</td>
</tr>
<tr>
<td></td>
<td>Th 10/17</td>
<td>Mevlevi Order Sufi meditative prayer (the Zikr)</td>
<td>Experience of Meditation, Llewellyn Vaughn-Lee, “Sufism,” 223-244 eCampus Zia Inayat-Khan, &quot;Islamic and Islamicate Contemplative Practice,&quot; 97-108</td>
</tr>
<tr>
<td>9</td>
<td>T 10/22</td>
<td>Daoist meditation and Qi Gong</td>
<td>eCampus Louis Komjathy, The Daoist Tradition, 204-224 eCampus Daniel Odier, Meditation Techniques of Buddhist and Taoist Masters, 160-183 Experience of Meditation, Shou-Yu Liang, We-Ching Wu, “Taoist Qigong,” 49-85</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Reading Material</td>
</tr>
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</tbody>
</table>
|       |       |                                            | eCampus B. Alan Wallace, “Observing the Mind” and “Exploring the Mind,” 75-122.  
| 10    | T 10/29 | Mindfulness as a therapy                    | eCampus Jon Kabat-Zinn, “Some Clinical Applications of Mindfulness Meditation in Medicine and Psychiatry,” 47-54.  
| Th10/31 | 8:00 a.m. | Discussion of Critical Thinking Essay 1 & 2; work on presentations | 8:00 a.m. Critical Thinking Essay 2                                               |
|       |       |                                            | eCampus Hooria Jazaieri/Shauna Shapiro, “Managing Stress Mindfully” 17-34.       
|       |       |                                            | eCampus Deborah Rozelle, “Contemplative Practice and Healing Trauma,” 259-292.  |
| 11/7  |       | Contemplative practices and social responsibility | eCampus Janet Drey, “Contemplative Leadership in Organizations,” 343-361.  
<p>|       |       |                                            | eCampus Claudia Horwitz, “Contemplative Practice and Social Activism,” 387-398.  |
| 11/14 |       | Wrap up discussion                          |                                                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>11/19</td>
<td>13</td>
<td>8:00 a.m. All presentations in eCampus</td>
<td>Presentations and responses</td>
</tr>
<tr>
<td>11/21</td>
<td>11</td>
<td>Presentations and responses</td>
<td></td>
</tr>
<tr>
<td>11/26</td>
<td>14</td>
<td>Presentations and responses</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>15</td>
<td>No class meeting—Thanksgiving</td>
<td></td>
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<tr>
<td>12/3</td>
<td>15</td>
<td>Presentations and responses</td>
<td></td>
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<tr>
<td>12/9</td>
<td>16</td>
<td>Final exam period 1:00-3:00. No formal meeting--essay.</td>
<td>Write Knowledge Essay Synthesis 2</td>
</tr>
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<td></td>
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<td>3:00 pm Knowledge Synthesis Essay 2</td>
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Contemplation in the Modern World
Religious Studies (RELS) 312-900
Fall 2019

Catalog Description
RELS 312 Contemplation in the Modern World. Credits 3. 3 Lecture hours.
Interdisciplinary approach to examining contemplative practices: origins in philosophy and religious
traditions, goals and techniques of contemplation, contemplation in relation to cultural and social
problems or needs.

RELS 312 fulfills
Core area Language, Philosophy & Culture (KLPC)
International and Cultural Diversity requirement (ICD)
Elective in Religious Studies minor,
Elective in Religious Thought, Practices & Cultures major
W – writing intensive (to pass this course, you must pass the writing components)

Course Objectives
• Our goal is to think critically about contemplative practice, especially the challenges and
solutions contemplative practices pose to the modern world. We want to analyze through
writing, discussion, and presentations, some of the personal and social effects of those
practices, their historical and cultural roots and contexts, and scientific studies of
contemplative practices that underpin therapeutic applications.

• Whether the purpose of a contemplative practice is coping with everyday life stresses,
improving mental concentration, immersion in divinity, or liberation from the material world,
modern contemplative practices cultivate and value the human experience of an inner life.
Thinking creatively, how can we interpret the personal and social meanings of contemplative
practice in today’s complex world?

• Many modern-day contemplative practices originate in the disciplines of ascetic religious
communities in specific cultural contexts, for example Centering Prayer (Christianity),
modern postural Yoga (Hinduism), Mindfulness (Buddhism), and meditative dance (Sufism).
We want to inquire into the relationship between today’s contemplative practices and those
soteriological frameworks.

• Popular magazines, books, websites, and YouTube videos promote applications of contemplative
practice (often called meditation) in everyday life -- in business, the military, education, and
medicine. How can we evaluate the array of practices and perspectives out there?

• Contemplative practices raise the issue of social and personal responsibility. Your sense of
developing social and personal responsibility can expand as you encounter ways people’s inner
and outer lives merge. We might ask, for example, what is the role of social and personal
responsibility, for example, in a Christian or Buddhist monastic life? Such questions open
discussion of the ethical grounds of contemplative practice and action in a committed
contemplative life, and hone our ability to reflect on the ethics of our own decision-making.
Course Outcomes

- By the end of this course, you will have developed ways of understanding contemplative practices (demonstrated by writing, discussion, and a presentation).
- Your critical thinking work provides a frame for interpreting of contemplative practices in popular media, on the web, in the news, in people you encounter (demonstrated by presentation).

Texas A&M LPC Course Outcomes

Critical Thinking.
- Inquiry into ways people in modern societies practice contemplation (inquiry essays).
- Inquiry into effects of contemplative practice shown in research studies (inquiry essays).
- Evaluation of philosophical, religious, and epistemological underpinnings for contemplative practices (critical thinking essays).
- Creative thinking about the ways people experience their inner lives (knowledge synthesis essays).

Communication.
- Interpret contemplative practices in different frameworks and express your ideas about those practices based on reading, reflection and research (presentation).
- Demonstrate effective written and oral communication as you interpret a contemplative practice (presentation).

Social Responsibility.
- Consider cultural contexts in which contemplation is practiced to develop intercultural competence and the ability to engage effectively in local, national and global communities through recognition of how people cultivate an inner life (knowledge synthesis, essays).

Personal Responsibility.
- Recognize how cultivating an inner life serves or does not serve living in the modern world and develop personal responsibility for one’s ability to connect life choices and actions with ethical decision-making (knowledge synthesis, essays).

Texas A&M ICD Learning Outcomes

Live and work effectively in a diverse and global society.
- Analyze diverse approaches to contemplative practice (inquiry essays, critical thinking essays, presentation).
- Inquire into how contemplative practices affect mental and physical capacities and evaluate the value placed on those capacities in different practices (inquiry essays, critical thinking essays).

Articulate your ideas about the value of cultivating a diverse and global perspective.
- Apply critical first-person analysis and third-person analysis to think creatively about contemplative practices (critical thinking essays, knowledge synthesis).
- Reflect on and articulate the value of cultivating a diverse and global perspective based on that analysis (knowledge synthesis).

Recognize diverse opinions and practices and consider different points of view.
- Evaluate different disciplinary approaches to contemplative practice to develop intellectual flexibility (inquiry essays).
- Recognize and analyze correspondences/contradictions in your own understandings of religion, spirituality, a health mind, an inner life and those of other people (critical thinking essays).
RELS 312 Semester Requirements

Readings
- eCampus

Course work
- To pass this course, you must pass the writing components.
- See Student Rules 7.1.1-7.1.8. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Assignments not submitted on time can be made up ONLY with appropriate documentation.
- Both inquiry mini-essays must be submitted on time in order for any other work to be accepted & graded.
- Your instructor is happy to read drafts of any work before you submit it. I encourage you to get feedback.

Due dates
- inquiry mini-essay 1 0 points due 9/10 8:00 a.m. *mini-essays must be submitted on time for any other work to be accepted and graded*
- inquiry mini-essay 2 0 points due 10/1 8:00 a.m.
- critical thinking essay 1 100 points due 10/15 8:00 a.m.
- critical thinking essay 2 100 points due 10/21 8:00 a.m.
- knowledge synthesis essay 1 100 points due 10/3 8:00 a.m.
- presentation 100 points due 11/19 8:00 a.m.
- knowledge synthesis essay 2 100 points due 12/9 3:00 p.m.
- Total 500 points

Grading
A=450-500 Exceptional work.
- FAR exceeds expectations for comprehension, original insights, critical/analytical/synthetic thinking and shows ability to conceptualize beyond course content.
- Demonstrates superior written expression (comprehension, grammar, syntax, word choice, coherence, structure all excellent; written communication is effective, accurate, and shows exceptional facility).
- Your writing is: engaging, confident, clear, complex, demonstrates understanding of the topic, free of errors.
- Your argument is easily identifiable and strong, intellectually challenging, supported by a variety of cited evidence.
- Demonstrates original thought, deep engagement with course themes, and unique applications of major concepts or methods with rigorous detail and precision.
- Engaging, incorporating and going beyond the course content and methods to new insights.

B=400-449 Above average work.
- Exceeds expectations for comprehension, critical/analytical/synthetic thinking and ability to conceptualize course content.
- Demonstrates competency in written expression (comprehension, grammar, syntax, word choice, coherence, structure communicate ideas effectively and accurately)
- Your writing is generally well-structured, coherent, grammatically sound, syntactically sound, accurate, few if any errors.
- Your argument is clear and well supported with cited evidence.
- Demonstrates engagement with course topics and themes; shows effort to think in new and compelling directions with specificity and detail.
- Engaged application of course concepts and methods.

C=350-399 Average work
- Acceptable and competent work overall but I encourage you to do better.
- Meets expectations for basic comprehension, critical/analytical/synthetic thinking however ideas may not yet be well developed or expressed clearly.
- Demonstrates average writing ability (comprehension, grammar, syntax, word choice, coherence, sentence structure generally communicate ideas). Writing may be pedestrian or require further development.
- Your words and sentences generally reflect your knowledge and comprehension but may need improvement; writing may not be consistently well-structured, coherent, grammatically sound, syntactically sound, accurate but is readable and your meaning generally comes through; errors present (ask yourself: did I proofread out loud?)
- You have an argument, but the argument may not be clear, consistent, or supported well with details and citations (ask yourself: would a reader understand what I have in my mind?)
- Demonstrates familiarity with course content (ask yourself: can I get more out of the course content?).
Some evidence of effort to apply course concepts and methods.

**D=300-349 Below average**
- A preponderance of unacceptable work overall, not meeting minimal expectations overall.
- Does not meet expectations for basic comprehension, critical/analytical/synthetic thinking.
- Demonstrates below average writing ability (comprehension, grammar, syntax, word choice, coherence, sentence structure do not convey meaning, comprehension, knowledge).
- Writing may have significant issues with clarity and may contain many errors. Indicates a facile engagement with course themes and a lack of graduate level thinking.
- Arguments are difficult to follow, do not convey your understanding of the topic, suffer from generalization (lack of precision and details).
- Little or no connection with course content.
- Little or no application of course concepts and methods.

**F=below 300 Unacceptable**
- Work does not meet minimum expectations in any way, on any level.

**LIBRARY RESOURCES** [https://library.tamu.edu/](https://library.tamu.edu/)
- RELS librarian: Dr. Stephen Bales. [https://library.tamu.edu/directory/people/sbales](https://library.tamu.edu/directory/people/sbales)
  (979) 845-1036 sbales@library.tamu.edu

**WRITING RESOURCES -- UNIVERSITY WRITING CENTER** [writingcenter.tamu.edu](http://writingcenter.tamu.edu)
- The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond.
- You can work with a trained UWC peer consultant in person or via web conference or email. Consultants can help at any stage of your process, from brainstorming to reviewing the final draft. You can also get help with public speaking, presentations, and group projects.
- UWC’s main location is on the second floor of Evans Library; walk-in location on the second floor of West Campus Library. To schedule an appointment or view handouts and videos [writingcenter.tamu.edu](http://writingcenter.tamu.edu) or (979)-458-1455.

*Late work will not be accepted, makeups will not be given without a documented reason following policy on University approved absences.*
COURSE GUIDELINES

PARTICIPATION

Personal responsibility. Respecting your peers and instructor is an ethical decision. You are not required to agree with views different from your own, but to respect the exchange of ideas and perspectives. multiple viewpoints. You are required to hold reasoned dialogue with views and perspectives with which you disagree. This is essential for living and working in a diverse, global society.

Feedback. Peer and Prof feedback on written assignments is built into the syllabus. Everyone is expected to listen to diverse opinions, consider different points of view, formulate reasoned responses.

Social responsibility. Tardiness and/or leaving early disturbs your fellow students. Be respectful.

Personal responsibility. Do NOT use electronic devices for purposes unrelated to the class. Respect your fellow students by turning off and putting away electronic devices before class.

A RESPECTFUL VIBE

Each member of this class is responsible for respectful engagement as you encounter other people’s perspectives, truth-claims, identities (gender, sexual orientation, religion, ability, age, socio-economic status, ethnicity, race, culture, political views, etc.) Remember that intent and impact do not always align. Bring breaches in this collective commitment to my attention right away so that we can address them.

PARTICIPATION

We create this learning environment together. Your social responsibility to others is to do the readings by the due date so that you can engage in informed discussion. Throughout the semester, I will ask for volunteers to do reflection, experiential experiments, responses to presentations, and other low-stakes activities for group discussion.

Why discussion? Reflection in discussion aids in thinking through a topic or an argument and leads to growth in critical thinking skills and, in turn, writing or speaking skills. Some studies show students feel more deeply engaged in their learning when they are required to write or speak to others about it. (See the UWC website for more! https://writingcenter.tamu.edu/Faculty/Planning-Designing-W-C-Courses)

GRADING

I hope you enjoy this class, and the opportunity to improve writing and speaking. Grades are a guide to help you improve (though often perceived as a judgment). Instructors do not assign grades--students earn grades. You can start working now to earn the grade you want (grading rubric above).

- IMPORTANT: I will not accept late assignments without an acceptable, documented reason or documented University approved excused absence (see Texas A&M University Student Rule 7.1
- For those who would like a challenge, or are taking this course for Honors credit, there is an additional essay which can contribute to your final grade.

MORE about GRADING

“At the end of every semester, panicked students contact me when there is frankly nothing I can do about their grade, because the student already earned that grade based on their performance over the course of the semester. Not only is it unfair to your peers to ask for special consideration at the end of the semester, it’s also unnecessary if you’ve been proactive about your work and grades throughout the course. If you contact me at the end of the semester to ask for any sort of change to your grade [or assignments], I will not answer your email except to cut and paste this paragraph…” (Dr. K. Kattari 2016).

ATTENDANCE

The University views class attendance as the personal responsibility of an individual student. If you miss a class without a university excused absence, it is your personal responsibility to get the notes from a classmate, review them, and prepare questions before you see me to make up the information you missed. I monitor attendance, but there is no grade for class attendance. If you miss classes, you will not be prepared for the graded written work. Missed classes, lack of preparation, lack of participation are usually reflected in a grade in this way.
Late work will not be accepted, makeups will not be given without a documented reason following policy on University approved absences.

ACADEMIC INTEGRITY
http://aggiehonor.tamu.edu

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

Upon accepting admission to Texas A&M University, you assumed a commitment to uphold the TAMU Honor Code, to accept responsibility for your learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

AMERICANS WITH DISABILITIES ACT (ADA)
http://disability.tamu.edu

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.

TITLE IX and LIMITS of CONFIDENTIALITY

Texas A&M University and the College of Liberal Arts foster a learning environment that is safe and productive. University policies and federal and state laws provide guidance for 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 issues that jeopardize the health and safety of our community. As an instructor, I must report allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff to other University offices if you share it with me, even if you do not want the disclosed information to be shared. These reports may trigger contact from a campus official who will want to talk with you about the incident. It will usually be your decision whether or not to speak with that individual. To talk in a confidential setting, make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

NAME and GENDER PRONOUNS

Professional courtesy and sensitivity are important with respect to individual identities. Instructors have class rosters with students’ legal names. Please tell me early in the semester how you wish to be addressed.

LATE POLICY

See Texas A&M University Student Rule 7.1 http://student-rules.tamu.edu/rule07
- All assignments are due on the date/time stated in the syllabus. If extenuating circumstances interfere with turning in assignments, please, please, please let me know immediately by email, and be able to document. Make-up assignments for university-excused absences only with adequate documentation.
- No work will be accepted after the scheduled final exam session.

COURSE SCHEDULE

- Schedule subject to change as the class develops.
- Films are available on YouTube, TAMU Kanopy https://library.tamu.edu/search/video.html and TAMU Course Reserves https://library-reserves.library.tamu.edu/ares/ares.dll?AresForm=Logon
ESSAYS and PRESENTATION

Late work (including inquiry mini-essays) will not be accepted, makeups will not be given without a documented reason following policy on University approved absences.

- This course is writing intensive (W, 900). Essays and presentation develop your writing through inquiry, critical thinking, and knowledge synthesis.
- Grades are based on written and verbal expression as evidence of your comprehension.
- You may re-write any essay except Knowledge Synthesis 2 within 1 week after you receive the grade – the 2nd grade counts.
- You will receive in-class feedback from peers and your professor, and Writing Center workshops.
- You will be graded on content, writing, and organization as evidence of comprehension (see grading rubric and https://wordcounter.net/blog/2017/01/12/102813_different-types-of-essays.html).
- Knowledge Synthesis Essay 2 builds on your presentation, which serves as a rough draft.
- Both mini-essays must be submitted on time in order for any other work to be accepted and graded.
- Guide to page length. 1,000 words is roughly:
  - 2 pages Arial, 12pt, single space
  - 2 pages Calibri, 10pt, double space
  - 4 pages Times New Roman, 12pt, double space

Inquiry Mini-essays—read and understand this
Inquiry Mini-essays are not graded. Both mini-essays must be submitted on time in order for any other work to be accepted and graded. They serve as your entrance into the course material, and as a writing diagnostic. Examples of excellent writing from these essays will be selected and used in class.

Inquiry Mini-essay 1
due 9/10 8:00 a.m.
Draw from readings, films, and class discussions to write at least one complete, coherent, well organized paragraph (with a topic sentence and cited references) on each of the following questions.

1) Maia Duerr opens her chapter in Contemplation Nation with this quotation by Rob Lehman: “There is an inner revolution taking place in our culture in which great numbers of people are becoming aware of the relationship of their inner lives to their outer lives” (p. 9). What evidence have you seen that supports or counters Lehman’s observation?

2) What do you think is the most important question Thomas de Zengotita’s chapter “Busy, Busy” raises and why is this question important to you?

3) The film In Pursuit of Silence, along with the reading on silence by Thich Nhat Hanh (Vietnamese Buddhist Monk), counter Thomas de Zengotita’s description of life in the modern world as “busy, busy.” What did these two perspectives together prompt you to think about?

Inquiry Mini-essay 2
due 10/1 8:00 a.m.
Draw directly from readings, films, and class discussions to write at least one complete, coherent, well organized paragraph (with a topic sentence and cited references) on each of the following questions.

1) What do you think is the most compelling challenge in studying consciousness in contemplative practices and why?

2) What are your thoughts about the social function of monastic life in the modern world, based on the examples of Christian and Buddhist monasticism we studied? What about monastic life would you like to know more about?

3) After studying contemplation/meditation in 2 different religious frameworks, what are your thoughts about the soteriological (transcendent) function of contemplation/meditation posed in each of these traditions?
Critical Thinking Essay 1 (100 points, 1,000 words or more) due 10/15 8:00 a.m.
Apply critical first-person reflection and third-person evaluation to a contemplative practice of your choice. Write a well-organized essay, with a thesis and cited references from class readings/films around these prompts:
- Evaluate the framework for the contemplative practice you have selected (philosophical, religious, epistemological, scientific). What ethical and social frameworks inform the practice?
- What are the historical and cultural origins of the practice, and what is the relationship between those roots and the practice today?
- What is the purpose of this contemplative practice – why do people do it?
- Describe the techniques this practice involves – what do people do in the practice?
- What experiences do people value in this practice?
- From the course readings, analyze 2 different approaches to, or perspectives on, this practice. What questions does each approach/perspective raise for you about the practice?

Critical Thinking Essay 2 (100 points, 1,000 words or more) due 10/29 8:00 a.m.
Apply critical first-person reflection and third-person evaluation to reflect critically on the contemplative practice you wrote about in Critical Thinking Essay 1. Write a well-organized essay, with a thesis and cited references from class readings/films around these prompts:
- Evaluate the role of personal responsibility in this practice.
- Evaluate the role of social responsibility in this practice.
- How did you respond to learning about this contemplative practice (did it challenge you, interest you, seem difficult, contradict your own ideas, open up new ideas to think about, raise questions about modern life, raise questions about cultures different from your own).
- Analyze at least 2 correspondences and/or contradictions between your own experience and that of the practitioners in the practice.
- From the course readings, identify 2 approaches to, or perspectives on, this practice. How does each approach/perspective challenge your understanding of the practice?
- After reflecting on those challenges, what are your ideas about the value of cultivating a diverse and global perspective on the way people experience an inner life?

Knowledge Synthesis Essay 1 (100 points, 1,000 words or more) due 10/8 8:00 a.m.
Weeks 1-6. In a well-organized essay, with a thesis (your main point) and cited references from class readings/films. Choose at least 2 themes, ideas or questions we have developed in Weeks 1-6. Use these to interpret the contemplative practice presented in this YouTube talk and make a point:

Presentation (100 points, visual images+text, 10-15 mins) due 11/19 8:00 a.m.
Present to the class on a topic listed at the end of the syllabus or a topic of your choice. Your presentation functions as a draft of Knowledge Synthesis Essay 2. Your goal with this presentation is to introduce the practice to your peers, along with present your reasoned, researched analysis of the practice. Use the class readings, films and other research to provide evidence for your analysis. Use your presentation to develop a perspective, which will become your thesis for Knowledge Synthesis Essay 2.

Knowledge Synthesis Essay 2 (100 points, 1,000 words or more) due 12/09 3:00 p.m.
Weeks 7-14. Write a well-organized essay, with a thesis and cited references from readings, films, and reference to presentations about the topic on which you presented. Synthesize your knowledge of contemplative practice by
- Stating an issue or problem about your topic you personally find compelling (your main point).
- Develop an expository, narrative, descriptive, or persuasive (argumentative) essay. Feel free to use writing conventions and methods appropriate in your major.
Course Schedule
subject to change pending course developments

Week 1
T 8/27 Introduction.
   Defining contemplation and meditation.
   Visual images for analysis: How we imagine an inner life, and its relation to social expression
   Visual image for analysis: The Tree of Contemplative Practice http://www.contemplativemind.org/practices/tree
   Visual image for analysis: Graph of contemplative research

Th 8/29 Thinking about contemplative practice in the modern world.
Read
   • eCampus Mirabai Bush, "Introduction," in Contemplation Nation, 1-8
   • eCampus Maia Duerr, "Assessing the State of Contemplative Practices in the U.S." in Contemplation Nation, 9-34
Lecture/Discussion
   • Terms (meditation/contemplation, mindfulness, consciousness, awareness, concentration, mind, dualism, transcend)
   • Frameworks around a practice that give it meaning (religion, social functioning, health/well-being, transcendence, experiential, philosophical)
   • Origins and cultural histories of meditative/contemplative practices
   • Techniques used in the practice (physical movement or stillness, lifestyle, chant, breath, mental focus, silence, solitude, prayer).
   • Methods/approaches to studying contemplative practice (philosophy, religion/theology, scientific, language)
   • Research (humanities-experience, social science-contemplative practice in societies, biological sciences—applications in medicine, understanding the human brain and body)
   • Problems (the hard problem of consciousness, mind studying mind, cultural difference; ephemerality of an inner life, apophatic traditions, the basic problem of what is an inner life, the problem of describing an inner life)
   • Issues in the study of contemplative practice (cultural norms and values, modernity, mental health, contemplation as epistemology)
   • The historical separation of contemplation and action (Richard Rohr)
   • Questions (what/who are we?) Of what value is the "development of individual consciousness"? (Experience of Meditation, p. 263)

Week 2
T 9/3 Living in our modern world -- busy selves, activity, stimulation, everyday life in technology-rich societies.
Read
   • eCampus Thomas de Zengotita, Chapter 5 "Busy, Busy," 175-208 from Mediated: How the Media Shapes Your World and the Way You Live In It (NY: Bloomsbury, 2005), 175-208
Discussion
   • Experiences of everyday life in the modern world--is practicing meditation/contemplation an antidote? Ralph Smart (using reverse psychology) would say yes, describes his experience with meditation and backs up his conclusion with research. Mamata Venkat would say yes, based on personal reflection on life history and how contemplative practice addressed her life experience.
- Critical first-person reflection, third-person analysis on practicing contemplation in the modern world: Mamata Venkat, Ralph Smart. Relationships between contemplation/action, inner experience/outward expression.

In class
- view Mamata Venkat (Public Health meditation instructor)
- view Ralph Smart (Psychologist) 10 Reasons to not Meditate
  https://www.youtube.com/watch?v=IZ9_jWV2YTM (2016, 15:14)
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3004979/

Th 9/5 An alternative to “busy, busy” – silence and solitude in the modern world.
Read
- eCampus Thich Nhat Hanh, Silence: The Power of Quiet in a World Full of Noise, 7-41.
Discussion
- the role of silence, stillness, the mind and the senses in contemplative practice
In class
- excerpt from film In Pursuit of Silence

Week 3
T 9/10 Writing Center workshop on effective writing due by 8:00 a.m. Inquiry Mini-essay 1
Read
- Experience of Meditation, “Introduction” xiii-xxii (8-22) and “Conclusion” 259-267
In class
- Writing Center workshop and discussion of reading

Th 9/12 “I think, therefore I am”? Challenges in studying contemplation. Philosophical inquiry around consciousness, the “hard problem” of consciousness. The mind, the self, mind/body, transcendence. Two perspectives on the mind in meditation: Jon Kabat-Zinn (MBSR) and therapeutic mindfulness drawing from Buddhist practices. Yongey Mingyur Rinpoche, Lama in the Tibetan Buddhist tradition.
Read

In class
- view Jon Kabat Zinn (developed MBSR, a therapeutic technique without the Buddhist framework, founded the Stress Reduction Clinic and Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School; author, Wherever You Go, There You Are).
  - “Your Thoughts are Bubbles” https://www.youtube.com/watch?v=w8Nsa45d0XE (2018, 5:28)
  - “Defining Mindfulness” New York Academy of Sciences
• view Yongey Mingyur Rinpoche (Tibetan Buddhist lama in the Karma Kagyu and Nyingma lineages, received Dzogchen transmissions founder of the Tergar International organization in the U.S. & Tergar Asia community in India; author, *Joy of Living*).
  o “Monkey Mind” [https://www.youtube.com/watch?v=LkoOCw_tp1I](https://www.youtube.com/watch?v=LkoOCw_tp1I) (2016, 1:42)
  o “Meditation and Going Beyond” [https://video.search.yahoo.com/yhs/search?fr=yhs-Lkry-SF01&hsimp=yhs-SF01&hspart=Lkry&p=Yongey+Mingyur+Rinpoche+YouTube#id=5&vid=44b96a848de19511a97ccc53b12757ff&action=click](https://video.search.yahoo.com/yhs/search?fr=yhs-Lkry-SF01&hsimp=yhs-SF01&hspart=Lkry&p=Yongey+Mingyur+Rinpoche+YouTube#id=5&vid=44b96a848de19511a97ccc53b12757ff&action=click)

Week 4
T 9/17 Contemplative practice in Christian religious framework

Read
- eCampus The Conferences of John Cassian, 34-36; The Cloud of Unknowing, 40-46; St. John of the Cross 185-189
- *The Experience of Meditation*, Basil Pennington, “Christianity,” 245-258
- eCampus David Frenette, “Christian Centering Prayer in America: A Contemplative Practice for Contemporary America,” in *Contemplation Nation*, 75-88

Lecture/discussion
- Early Christian monastic traditions – the Desert Fathers, Lectio Divina – origins of modern Contemplative prayer
- Lay meditation practice today -- modern Christian Centering prayer
- Experiential purpose, techniques of the practice
- Critiques of Centering Prayer

Th 9/19 Contemplative life in Christian framework -- silence, solitude and community; personal and social responsibility

Read
- eCampus *The New Monasticism*, Rory McEntee & Adam Bucko (Orbis Books, 2015) 2-31

In class
- film excerpt: *Into Great Silence* (Kanopy)
- film excerpt: “Life in Hidden Light” [https://www.youtube.com/watch?v=R7lhfc4fY4](https://www.youtube.com/watch?v=R7lhfc4fY4) (22.28 mins)
- reflection writing with Inquiry Mini-Essay questions in mind

Discussion
- Social and personal responsibility in Christian contemplative life
Week 5
T 9/24  Contemplative practice in Buddhist religious framework

Read
- eCampus Cittavaga: The Mind
- The Experience of Meditation, Robert Thurman/David Gray, “Tibetan Buddhism,” 145-170
- The Experience of Meditation, Shodo Harada Roshi, “Zen Buddhism,” 1-22
- The Experience of Meditation, Jeffrey M. Schwartz/ Bryan Clark, “Theravada Buddhism,” 119-144

Lecture/Discussion
- Tibetan, Zen, Theravada Buddhism reflecting back on consciousness

Th 9/26 Contemplative life in Buddhist framework -- silence, solitude and community; personal and social responsibility

In class
- film excerpt: Yogis of Tibet (available on YouTube**)
- film excerpt: Blessings: Tibetan Buddhist Nuns, 91 mins 2009 (Kanopy)
- film excerpt: Daughters of Dolma, 71 mins. 2013 (Kanopy)
- reflection writing with Inquiry Mini-Essay 2 questions in mind

Discussion
- Social and personal responsibility in Buddhist contemplative life

Week 6
T 10/1  Writing Center workshop on peer feedback

In class
- Writing Center guided peer feedback on Inquiry Mini-essay 2
- Discussion of writing for Critical Thinking and Knowledge Synthesis Essays, Presentation

Th 10/3 Preparation for Knowledge Synthesis Essay 1

In class
- Topic for Knowledge Synthesis Essay 1: African Meditation Techniques
  https://www.youtube.com/watch?v=egNCiaiy6Mc :12 :12 through 36 mins.

Week 7
T 10/8  Discussion and peer feedback

Th 10/10 Yogic contemplative practice.

Read
- eCampus Yoga Sutras excerpt
- The Experience of Meditation, Georg Feuerstein, “Yoga,” 87-118
- The Experience of Meditation, Donald Salmon, “Integral Yoga,” 171-200
- The Experience of Meditation, Sri Daya Matta, “Kriya Yoga,” 201-222

Lecture/discussion
- Classical, Hatha, Tantric, and Modern Postural yoga

In class
- Modern Postural Yoga and meditation: Modern Postural Yoga and meditation introduction to guided program – Rolf Gates
Week 8
T 10/15 Embodiment and contemplative practice  
Lecture
- Meditation and Modern Postural Yoga – coming to the mind through the body
- Mind and body, embodiment as neurology (mind is in the body), consciousness of being in the body (focusing attention on the body, including breath), somatic basis of experience consciousness, the body as a path to consciousness, senses and meditation (music, sound), walking meditation, dance meditation.
- In practice: drumming, dance, music, walking

Reading
  https://link.springer.com/chapter/10.1007/978-3-319-64352-6_85

In class
- the body as a technique for contemplation (from previous session, Tantric, Hatha and Modern Postural yoga)

Th 10/17 Mind and body in contemplative practice: Mevlevi Order Sufi meditative prayer (the Zikr)
Read
- eCampus Rumi, poem Only Breath
- *The Experience of Meditation*, Llewellyn Vaughn-Lee, “Sufism,” 223-244
- eCampus Zia Inayat-Khan, *in Contemplation Nation*, “Islamic and Islamicate Contemplative Practice,” 97-108

In class
- Sema and Zikr 34:36 ritual in sacred space  
  https://www.youtube.com/watch?v=ISTh0ybvSLk 34.36
- Sema and Zikr ritual in sacred space with audience  
  https://www.youtube.com/watch?v=Ywa6glFr6io 7:49
- Dances of Ecstasy excerpt (Kanopy) 15:00

Week 9
T 10/22 Mind and body in contemplative practice: Daoist meditation and *Qi Gong*
Read
- eCampus Louis Komjathy, *The Daoist Tradition*, 204-224
- eCampus Daniel Odier, *Meditation Techniques of Buddhist and Taoist Masters*, 160-183
- *The Experience of Meditation*, Shou-Yu Liang , We-Ching Wu, “Taoist Qigong,” 49-85

In class
- Qigong demonstration, five elements (Dr. Jeff Tarrant 20 mins)  
  https://video.search.yahoo.com/yhs/search?fr=yhs-Lkry-SF01&hsimp=yhs-SF01&hspart=Lkry&p=QiGong+demonstration#id=3&vid=ec8e2dd8d8517b884fc5978036608d9f&action=view
- QIGong demonstration (Master Li Lulai New Zealand 5:32 mins)  
  https://video.search.yahoo.com/yhs/search?fr=yhs-Lkry-SF01&hsimp=yhs-SF01&hspart=Lkry&p=QiGong+demonstration#id=12&vid=bd4de053bd2dba35efb51b0a2881057&action=view
- Qigong demonstration (desert 9:36 mins)  
  https://video.search.yahoo.com/yhs/search?fr=yhs-Lkry-SF01&hsimp=yhs-SF01&hspart=Lkry&p=QiGong+demonstration#id=3&vid=09ff8a638ed0818c1cdca2a763f714ef&action=view (1:31 mins)
Th 10/24 Studying inner experience by studying the body.
The problem of subjectivity, empirical observation of first-person experience, science and subjectivity. Moving into applications of contemplative practice in social and medical realms.

Read

Lecture/Discussion
- Empiricist approach to contemplative experience
- Instrumental approach to contemplative practice

In class
- Light Watkins, Debunking the 5 Most Common Meditation Myths (2015, 17:48, TedTalk) [https://www.youtube.com/watch?v=Xco3UjLLvGo](https://www.youtube.com/watch?v=Xco3UjLLvGo)

Week 10
T 10/29 Mindfulness as a therapy in modern life: stress relief, health, well-being.
Contemplative practice in medicine and neuroscience: Mindfulness Based Stress Reduction (MBSR). Critiques of mindfulness without religion.

Read

In class

Th 10/31 Writing and presentation working session due by 8:00 a.m. Critical Thinking Essay 2
- Discussion of Critical Thinking Essays 1 & 2
- Working session for final presentations -- in pairs, individuals

Week 11
T 11/5 Contemplative practice applied in physical, mental and social healing (NCCIH -- branch of NIH). Intersections of different meditative traditions in contemplative practice.

Read
- eCampus Deborah Rozelle, “Contemplative Practice and Healing Trauma,” in *Contemplation Nation*, 259-292.
In class
• The Koru Mindfulness Program https://korumindfulness.org/
• The Mindful Twenty-Something by Holly Rogers, MD

Th 11/7 Contemplative practices action in society
Read
• eCampus Janet Drey, “Contemplative Leadership in Organizations,” in Contemplation Nation, 343-361.
• eCampus Claudia Horwitz, “Contemplative Practice and Social Activism,” in Contemplation Nation, 387-398.

In class
• Thich Nhat Hanh interview with Oprah Winfrey https://www.youtube.com/watch?v=NJ9UtUWfs3U

Week 12
T 11/12 Contemplative practice for personal and social responsibility
Read

In class
• film excerpt The Dhamma Brothers: 100 hours of Silence
• film excerpt Doing Time, Doing Vipassana

Th 11/14
Wrap up discussion bringing together themes in the study of contemplative practice: monasticism, silence, meditation as religious practice, meditation in medical and social contexts, personal and social responsibility.

Week 13
T 11/19 Presentations and written responses due 8:00 a.m. all Presentations
11/21 Presentations and written responses

Week 14
T 11/26 Presentations and written responses

Week 15
12/3 Presentations and written responses

Week 16
12/09 Presentations and written responses due 3:00 Knowledge Synthesis Essay 2
TOPICS for PRESENTATION and KNOWLEDGE SYNTHESIS ESSAY 2

Research a public service, research, or meditation organization

- Fetzer Institute
- Mind and Life Institute
- Contemplative Mind in Higher Education
- Garrison Institute
- Center for Mindfulness in Health Care
- Stanford Center for Compassion Research and Education (CCARE)
- UCLA Mindful Awareness Research Center
- The Pima Chodron Foundation https://pemachodronfoundation.org/
- The Thomas Merton Foundation
- Centre for Healthy Minds
- Insight Meditation Center
- Spirit Rock Meditation Center
- Tergar International/Tergar Asia organization (Yongey Mingyur Rinpoche)

Consider:
1) What is the social mission of this organization?
2) What is the mission of this organization for individuals?
3) What populations does this organization serve?
4) Who funds this organization, how is it supported?
5) What difference do you think this organization is making, or could make?

Research a meditation practice not covered in class, focusing on its history, techniques and purpose for practitioners; or therapeutic applications (social, medical); or conclusions of scientific studies of the practice

- The tradition of St. Ignatius of Loyola
- The Relaxation Response
- Integral Yoga (Sri Aurobindo)
- Kriya Yoga
- Transcendental Meditation
- Vipassana
- Shambala Buddhist Movement
- Sound meditation (including spoken/sung mantra where the emphasis is on the sound, such as Kirtan)
- Passage meditation
- Anapanasati meditation
- SKY https://www.facebook.com/SKYatTAMU/

Consider:
1) The goals of the practice
2) Techniques used
3) Ethical, religious, and social frameworks that inform the practice
4) Experiences practitioners value; how the practice describes the experience of an inner life
5) Meanings and value practitioners give to these experiences
6) Historical and cultural origins of the practice
7) How practitioners communicate their experience
8) Personal responsibilities practitioners consider important
9) The role of social responsibility in this practice
10) How you, personally, responded to learning about this contemplative practice (did it challenge you, interest you, seem difficult, contradict your own ideas, open up new ideas to think about…..)

Research an application of meditation/contemplation in a therapeutic setting using scientific research studies. See https://nccih.nih.gov/health/meditation/overview.htm

- Chronic pain
- Improved cognitive function
- Effect on memory
- Use in sports, athletics
- Treatment of OCD, ADD
- Treatment of anxiety disorders, PTSD
- Stress reduction
- Cardiovascular health and disease
- Age-related conditions, longevity
- Depression
- Pro-social effects of meditation (https://www.nature.com/articles/s41598-018-20299-z)

Useful sources for research:
Scholarly Articles meditation 2018
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C44&as_vis=1&q=Scholarly+Articles+meditation+2018&btnG=

Scholarly Articles meditation statistics 2018
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C44&as_vis=1&q=Scholarly+Articles+meditation+statistics+2018&btnG=

Scholarly Articles meditation in society 2018
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C44&as_vis=1&q=Scholarly+Articles+meditation+in+society+2018&btnG=

Research and analyze a film, scholarly book, or popular book that deals with meditation
- Crazywise (2017, 83 mins. Kanopy)
- The Buddha Pill: Can Meditation Change You? (Dr. Miguel Farias and D. Catherine Wikholm)
- Being Black: Zen and the Art of Living with Fearlessness and Grace (angel Kyodo Williams)
- Search Inside Yourself: The Unexpected Path to Achieving Success, Happiness and World Peace (Chade-Meng Tan)
- The Mindful Twenty-Something by Holly Rogers, MD

A topic within the field of contemplative studies
- Contemplative literature
- Music, art, or reading as a contemplative practice
- Meditation in the African Diaspora
- Meditation and technology – apps, tech fasts
- Psychedelics and meditation
- The dark side of meditation – contraindications, negative effects on health
- Meditation for people in specific social, cultural, racial, demographic groups
- Meditation apps, meditation/contemplation and technology
- Meditation situated in altered states or mystical experiences (Shamanism)
A prominent person in contemporary meditation/contemplation

- Mooji [https://mooji.org/en/about/mooji](https://mooji.org/en/about/mooji)
- Deepak Chopra
- Stephen Cope
- Pima Chodron
- Angel Kyodo Williams [https://angelkyodowilliams.com/](https://angelkyodowilliams.com/)
- Thich Nhat Hanh
- Jack Kornfield

Consider:
1) What is the teacher’s goal or mission in teaching meditation/contemplation?
2) What ethical, religious, and social frameworks inform this person’s practice?
3) Whom does this meditation practitioner serve?
4) What are the experiential goals of the practice this person teaches?
5) What is the role of personal responsibility in this teacher’s work?
6) What is the role of social responsibility in this teacher’s work?
New Core Component Proposal

Date Submitted: 07/12/19 11:47 am

Viewing: RELS 491-W : Research

Last edit: 07/15/19 3:33 pm
Changes proposed by: mindybergman

Contact(s)

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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindy Bergman</td>
<td><a href="mailto:mindybergman@tamu.edu">mindybergman@tamu.edu</a></td>
<td>979-845-9707</td>
</tr>
</tbody>
</table>

Course Prefix       RELS
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     3
Number of Sections per Academic Year     1
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?

Instructors who teach W courses are sent the W course requirements prior to each semester. Their syllabi are reviewed to ensure that the course meets W requirements.

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>Responses to 5 study questions</td>
<td>1250</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Reflection on writing in religious studies</td>
<td>1250</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>
REPORT ON RECERTIFICATION OF W COURSE: RELS 491

We recommend that RELS 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) 100% of the final grade is based on writing quality; (2) the total number of words is 5500; (3) the instructor to student ratio is 1:5; and (4) the assigned writing is appropriate to the major. When this course is offered as W it will be offered for three credits. Students write extended responses to 5 study questions, a reflection on writing in religious studies, a brief paper explaining their research on a topic, and a final essay. Students peer review the research topic statement and the final essay draft. Feedback is given on each of the 5 reading responses as they are turned in, so that comments on one can be used to revise the next. The instructor provides additional comments on the final essay draft. Instruction includes readings from A Guide to Religious Studies that serves as a basis for lectures and modeling about writing in the discipline.

Write 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>Research on topic statement</td>
<td>500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Final essay</td>
<td>2500</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>

Total Word Count: 5500

Total % of Final Grade: 100

Describe how you provide writing instruction.

Over the 14 week semester, 10 reading assignments are assigned from "A Guide to Writing in Religious Studies". These are the basis for mini lectures and discussions that help students develop their writing and their final paper. Some topics are (a) refuting counterarguments, (b) writing a thesis, (c) developing topic sentences, (d) using different kinds of evidence, and (e) concluding your essay.

Additional Comments

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

Attach Course Syllabus

RELS 491 Syllabus.pdf

Reviewer Comments

Donna Pantel (dpantel) (08/07/19 4:51 pm): REPORT ON RECERTIFICATION OF W COURSE: RELS 491 We recommend that RELS 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) 100% of the final grade is based on writing quality; (2) the total number of words is 5500; (3) the instructor to student ratio is 1:5; and (4) the assigned writing is appropriate to the major. When this course is offered as W it will be offered for three credits. Students write extended responses to 5 study questions, a reflection on writing in religious studies, a brief paper explaining their research on a topic, and a final essay. Students peer review the research topic statement and the final essay draft. Feedback is given on each of the 5 reading responses as they are turned in, so that comments on one can be used to revise the next. The instructor provides additional comments on the final essay draft. Instruction includes readings from A Guide to Religious Studies that serves as a basis for lectures and modeling about writing in the discipline.
Instructor: Robin Veldman  
Email: rgv@tamu.edu  
Office hours: Wednesdays, 10-11 am  
Phone: 845-2780 (office)  
Class Meeting: Wednesdays, 1:30-4:30pm  
Location: 306 Bolton Hall

“What can be said at all can be said clearly.” –Ludwig Wittgenstein

Course description:  
As the religious studies scholar Stephen Prothero has argued, many Americans are religiously illiterate. This class aims to improve the research, writing and critical thinking skills of university studies majors in the religious thought, practices and culture concentrations and religious studies minors, preparing them to share their knowledge broadly. Toward that end, this will be a writing intensive class, for which students will receive a W credit. Course readings and discussion will cover major theoretical debates in religious studies, including how to define religion, insider/outsider problems in the study of religion, and disciplinary norms. In addition, using “religion and ecology” as our underlying theme, we will compare and contrast four different genres of writing in religious studies—historical, philosophical, comparative, ethnographic, and critical—with the goal of understanding the major methodological approaches in religious studies.

You must pass the W part of this course to pass the course.

Learning objectives: By the conclusion of this course, students will be able to:

- Conduct rigorous research in religious studies (history, philosophy, arts, practices, traditions, etc.).
  - Master library research techniques,
  - Use and analyze contemporary resources in the study of religions,
  - Engage in critical use of internet sources,
  - Differentiate between primary and secondary sources
- Apply research techniques in writing, including mastery of the scholarly research essay format, an understanding of the different genres of writing in religious studies and appropriate standards of style, citation, and acknowledgment.
- Describe strengths and weaknesses of the various strategies for defining religion, and apply them in real-world contexts
- Explain insider/outsider problems in religious studies and critically evaluate different proposed ways of addressing them

Required text:  
• All other readings will be posted on eCampus.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal reflection paper</td>
<td>50</td>
<td>Jan. 23</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>weekly</td>
</tr>
<tr>
<td>Research paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic statement</td>
<td>25</td>
<td>Feb. 13</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>25</td>
<td>March 6</td>
</tr>
<tr>
<td>Rough draft</td>
<td>50</td>
<td>March 27</td>
</tr>
<tr>
<td>Final draft</td>
<td>150</td>
<td>March 17</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>March 17</td>
</tr>
</tbody>
</table>

Grading scale:
A (450-500)  B (400-449)  C (350-399)  D (300-349)  F (0-299)

Personal reflection paper (100 points, 1,250 words, about 5 pages double-spaced). Due 1/30
For this essay, please consider your coursework in religious studies so far. How have your ideas about religion changed as your studies have progressed? What ideas or questions did you have before you started your studies, and how have they changed? Were your questions answered in the way you expected? What has surprised you the most? What has been the most meaningful or intriguing? Reflect on your own approach to the study of religion. What interests you and why, how is the knowledge religious studies scholars pursue useful or valuable in the modern world, and what do you want to know more about as you continue your studies?

Participation: In order to clarify your thinking in preparation for class discussions and to improve writing skills, each week you will write a ~300 word synopsis and discussion of the readings for the week (excluding readings about writing mechanics and style by Strunk & White and Williams, and the Harvard Guide to Writing in Religious Studies). Bring a hard copy to class for each class session. You will turn this in at the end of class.

- Your paper should identify the basic argument in each reading, highlight compelling ideas in each reading, and pose questions the readings raise for you. As the class develops, make connections with other readings from earlier in the semester. To the extent possible, put these readings into conversation with previous coursework in religious studies.
Any reading that does not receive a cogent response will result in deduction of 10 points from the participation grade. The cumulative effects of lack of preparation for class, excessive non-participation in discussion, unexcused absences, tardiness, leaving class early, lack of respect for others, late assignments, non-responsiveness to queries about your book review or paper will negatively affect your participation grade.

Research Topic statement: 2 pages, double-spaced (500 words). Based on preliminary research, write a succinct, clear distillation of your research topic for the semester. If you are short on ideas, browse online magazines like Religion Dispatches, stories posted by Religion News Service, and articles published in the Journal of the American Academy of Religion (available through the library). What topic will you research? What motivates you to take up this particular topic? What are your questions? What kind of paper will you be writing—historical, philosophical, comparative, or
critical? Why is this topic important? Include a preliminary bibliography of 2-3 sources, cited correctly according to MLA style. Send an electronic copy to your professor before the due date class meeting and bring a hard copy to class. We will discuss the statements in class, your fellow students will provide you with written peer review and you will get feedback from your professor (hence the electronic and hard copies). You will have a week to revise your statement before turning it in for a grade.

Annotated bibliography: An annotated bibliography lists the major sources you plan to cite for your research paper, explains their usefulness to your argument and/or topic of research, and evaluates their credibility. Note that your sources should be, in almost all cases, scholarly books or articles (news reports from reputable sources are also acceptable but should not be your main or only sources). Occasionally other materials, such as websites, may be incorporated, but these should generally be treated as primary documents, and you need to demonstrate that you understand what perspective the author or organization is writing from, including any bias.

- Your bibliography must include 7-10 sources, 5 of which must be print sources (unless the nature of your topic dictates otherwise; discuss with the professor if you think this might be the case for you).
- Online sources must be evaluated using the following guidelines for reference: https://library.columbia.edu/locations/undergraduate/evaluating_web.html.
- Cite sources using MLA style. Refer to the OWL at Purdue’s MLA citation style pages to make sure your citations are formatted correctly.

Rough draft: To write well, one must revise. The purpose of the rough draft is to compel you to create a full draft that you can then, using input from your peers and professor, improve. The rough draft must therefore be a complete draft of your research paper. It should have approximately 2,500 words plus in-text citations and a bibliography of at least 10 sources, all cited correctly according to MLA style. The essay will have an appropriately narrow topic, a clearly articulated thesis, an engaging introduction, body paragraphs with one topic per paragraph, and a conclusion that considers broader implications. Write for a general audience of religious studies scholars and students (not simply for this class or professor). Points for the rough draft will be awarded based on the extent to which the paper is complete and follows these instructions.

Final draft. This represents your best possible work as a writer and thinker. It should be clear, elegant, free from typographical and grammatical errors and thought provoking. 10 double-spaced pages (2,500 words), plus in-text citations and a bibliography including at least 10 sources. The paper will be graded according to a rubric to be posted on eCampus and discussed in advance in class. Papers will be returned the last week of class.

Presentation: Your oral presentation will be approximately 20 minutes long and include a visual component (PowerPoint, Prezi or the like). Make sure to introduce your topic, argument and the evidence supporting it in a clear, compelling and engaging way. Speak slowly and clearly and be ready for questions from the audience. To avoid relying on notes, you should practice your presentation as many times as necessary before your final presentation (~5 to 10 times for yourself or a practice audience). Your presentation will be graded on a rubric posted on eCampus and discussed in advance in class.

1. W 1/16 Introduction, course expectations, terms and concepts
*Please bring a hard copy of your most recent academic paper to class for discussion

2. **W 1/23 Defining religion**
   - **Due:** Personal reflection paper
   - **Read:** *A Guide to Writing in Religious Studies*, Part 1
   - Strunk and White, “Elementary Rules of Usage” (pp. 1-14)

3. **W 1/30 Defining religion**
   - **Read:** *A Guide to Writing in Religious Studies*, Part II
   - Strunk and White, “Elementary Principles of Composition” (pp. 15-33)

4. **W 2/6 Historical Methods in the Study of Religion**
   - **Read:** “Using Historical Methods in the Study of Religion” in *A Guide to Writing in Religious Studies*
   - Strunk and White, “A Few Matters of Form” and “Words and Expressions Commonly Misused”
   - White, Jr., “The Historical Roots of Our Ecologic Crisis”

5. **W 2/13 Philosophical Methods in the Study of Religion**
   - **Due:** Research topic statement due for in-class peer and prof review
   - **Read:** “Writing a Philosophical Paper in Religion” in *A Guide to Writing in Religious Studies*
   - Strunk and White, “An Approach to Style.”
   - Gustafson, *A Sense of The Divine* (selections)

6. **W 2/20 Comparative Methods in the Study of Religion**
   - **Due:** Research topic statement revisions due for grade
   - **Read:** “Writing a Comparative Religion Paper,” in *A Guide to Writing in Religious Studies*
   - Williams, “Causes,” in *Style: Toward Clarity and Grace*
   - Peterson, “Introduction” and “Not of the World: Human Exceptionalism in the Western Tradition” in *Being Human: Ethics, Environment and our Place in the World*

7. **W 2/27 Ethnographic Methods in the Study of Religion**
   - **Read:** Williams, “Clarity” in *Style: Toward Clarity and Grace*
   - Bernard, “Participant Observation,” in *Research Methods in Anthropology*
   - Baugh, “Introduction” and “Finding Racial Diversity with Religious Pluralism”
8. **W 3/6 Critical Methods in the Study of Religion**
   - **Due:** Annotated bibliography
   - **Read:** Williams, “Cohesion,” in *Style: Toward Clarity and Grace*
   - **Read:** Sideris, *Environmental Ethics, Ecological Theology and Natural Selection* (selections)

**SPRING BREAK 3/11-15**

10. **W 3/20 Insider/Outsider Problems**
   - **Read:** Williams, “Emphasis,” in *Style: Toward Clarity and Grace*
   - **Read:** McCutcheon (ed.) “Introduction” and Alasdair MacIntyre, “Is Understanding Religion Compatible with Believing?” in *The Insider/Outsider Problem in the Study of Religion*

11. **W 3/27 In class peer review**
   - **Due:** Research paper rough draft due (email complete draft to professor, and bring a hard copy to class)
   - Research paper drafts assigned for peer review
   - Written feedback from peers and prof discussed week 12

12. **W 4/3 Insider/Outsider Problems**
   - In class: Peer review feedback session on drafts, students share written feedback.

13. **W 4/10 Disciplinary Lies**
   - **Read:** Smith, “The Necessary Lie: Duplicity in the Disciplines,” in McCutcheon, *Studying Religion*
   - Muesse, “Religious Studies and ‘Heaven’s Gate’: Making the Strange Familiar and the Familiar Strange” in *The Insider/Outsider Problem in the Study of Religion*

14. **W 4/17**
   - **Due:** final draft of research paper

15. **W 4/24 Wrap-up, summary of course content and writing in religious studies**
   - **Due:** Paper presentations
   - Papers returned with grade and professor comments.

**COURSE POLICIES**

**Absences:** One unexcused absence is permitted -- each additional unexcused absence will lower the participation grade by 5 points. **Exceptions may be made for those with dependent children in their care; please discuss with the professor as needed.** For additional information on student rules regarding absences, see [http://student-rules.tamu.edu](http://student-rules.tamu.edu), rule #7.
Americans with Disabilities Act (ADA). The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

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

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 allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff to other University offices if you share it with me, even if you do not want the disclosed information to be shared. 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 concerning, non-emergency behavior at http://tellsomebody.tamu.edu.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/12/19 10:56 am

Viewing: SCMT 300-W : Business Communications I
Last edit: 06/12/19 10:56 am
Changes proposed by: dwhitcomb

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Della Whitcomb</td>
<td><a href="mailto:dwhitcomb@mays.tamu.edu">dwhitcomb@mays.tamu.edu</a></td>
<td>979-845-1748</td>
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Course Prefix    SCMT  
Course Number    300  
Academic Level   UG  
Complete Course Title   Business Communications I  
Abbreviated Course Title   BUSINESS COMM I  
Crosslisted With   
Semester Credit    1  
Hour(s)            
Proposal for:  
Writing Designation  

Writing Designation

Number of credits    1  
offered for W sections of course.  
Number of Sections per Academic Year    8  
Enrollment per Section (Avg.)    15

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?

Not applicable

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

Yes

How many?

2

Who will evaluate writing assignments?

The GATs review each assignment after the assignment's submission. The GATs note comments using the Word comment feature regarding effective and ineffective format, grammar, and content. After making the comments, the GATs send the commented assignments to me, the professor, where I make additional comments, if needed. I determine the appropriate score and upload the commented document to the respective student.

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).

Each GAT attends class with the students. By doing so, the GAT learns my expectations of grammar, content, and format. Since I review each assignment after the GAT has made comments, I am able to revise any GAT comment if that is needed. I make a point to speak to each GAT about any evaluation misstatement in the documents. I also provide formative feedback to the class after each assignment is returned, so the GAT is able to hear additional grammar clarification. I also provide a rubric document for each assignment that the GAT uses in evaluating each assignment. I am the person who performs the grade determination.

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>Initial Progress Report</td>
<td>250</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>Initial Memo</td>
<td>250</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>Final Progress Report</td>
<td>250</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td>Final Memo</td>
<td>250</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td>Memo of Submittal #1</td>
<td>300</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Initial Letter</td>
<td>300</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>Initial Executive Summary</td>
<td>400</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>Final Letter</td>
<td>300</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td>Final Executive Summary</td>
<td>400</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td>Memo of Submittal #2</td>
<td>300</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Take-home Final Exam: Executive Summary, Progress Report, Memo, or Letter; Memo of Submittal #3</td>
<td>1000</td>
<td>25</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>85</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

Each assignment is individualized work. Peer review occurs in class when in-class writing tasks are performed. Students are encouraged to provide peer review informally out of the classroom, but their individualized work is required.

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 via peer and class peer review activities after an in-class writing practice task occurs. In addition, the GATs and professor hold office hours where students are encouraged to bring their draft documents for feedback or assistance. In addition, after each graded assignment is returned to the student, the professor provides formative feedback to the class regarding grammar, format, and content successes and areas of needed improvement.

Describe how you provide writing instruction.

The professor provides grammar or writing-related instruction for 2 out of 13 class sessions. In addition, 4 class periods deal with the proper format and content for the 4 business documents being discussed. In-class peer review provides writing instruction, just like the comments on the graded documents. Also, writing instruction often occurs during the formative feedback given to each class after an assignment is returned to the students.

Additional Comments

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

Attach Course Syllabus

| SCMT_300 - Syllabus.docx |

Reviewer Comments

| Donna Pantel (dpantel) (08/07/19 4:54 pm): REPORT ON RECERTIFICATION OF W COURSE: SCMT 300 We recommend that SCMT 300 Business Communications I be certified as a writing (W) course for four academic years (1/20 to 1/24). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 85% of the final grade is based on writing quality; (2) the total number of words is 2800; (3) the instructor to student ratio is 1:7; and (4) the assigned writing is appropriate to the major. SCMT 300 is a one-credit course. GATs assist with the review of papers and feedback. Students write a progress report, a letter, and executive summary; two memos of submittal, and another memo, and they complete a take-home final. Each is turned in as an initial assignment draft, given GAT and instructor feedback, and then resubmitted. Some of the in-class assignments receive peer review in addition to GAT and instructor feedback, and the instructor provides whole-class feedback after each assignment is completed. Writing instructor covers grammar and writing-related topics for six class sessions. |
SCMT 300
Business Communications I
Fall 2019

Instructor: Della Whitcomb
Office: Wehner 315E
Phone: 979-845-1748
E-Mail: dwhitcomb@mays.tamu.edu
Office Hours:
Course Time: Monday, 9:35 – 10:50 a.m.
Course Room: Wehner 304
Course Site: http://eCampus.tamu.edu
Credit: 1 credit hour

Course Description

Proper techniques for writing major-specific business communications: progress report, memorandum, letter, and executive summary; critiques of personal and peer writing.

Prerequisites: Junior classification; SCMT majors only

Learning Objectives

The field of supply chain management requires the business professional to be interacting with business customers or suppliers, working in teams of colleagues and clients, and reporting results to others in the team or to managers. This high level of communication usually involves strong writing and communication skills. To facilitate the learning of these skills, this course will focus on writing skills as utilized by a supply chain management professional in communication with clients, coworkers, team members, supervisors and management. Students will focus on clear statements of progress, support, concerns, and needs identification as it relates to a work-related issue, as provided in case studies related to supply chain management.

Specific objectives for this course include:

1. Construct clear sentences and paragraphs with proper grammar and punctuation for business use.

2. Develop understanding of appropriate formats for business communications:
   - Progress Report
   - Memo
   - Letter
   - Executive Summary

3. Learn to critique one's own writing and peer's writing.

4. Learn to revise one's own writing.
To facilitate the grammar and document format learning process, we will have 6 assignments in SCMT 300. Each of the four documents will have a revision process with final version documents being weighted more heavily. These documents will be graded in SCMT 300.

Formative feedback will be provided to the students for each assignment. The writing assistant and professor will make comments electronically on each evaluated assignment. On the initial assignments, these comments will be useful in students making revisions. The professor will give formative feedback in class after each assignment is returned to students.

To accomplish the document critique and revision learning objectives in a major-specific course, a limited set of assignments will be graded by the SCMT 340 instructor. These specific assignments will be based on the written assignment discussion questions for the “Best Buy” case study from SCMT 340. Students will then revise the documents based on the writing principles taught in SCMT 300. The revised documents will then be re-graded in SCMT 340 and assigned a final grade.

Thus, students must be registered simultaneously for both SCMT 300 and SCMT 340. SCMT 300 is a required course in the Supply Chain Management major’s curriculum. Students must complete SCMT 300 before they are able to register for the Supply Chain Management capstone course.

The general course overview and flow of tasks and deliverables leading to the set of learning outcomes are shown in the process map below.

---

### Process Map of Learning Outcomes

**Student Comprehension Evaluation Activities**
- In-Class Midterm Exam
- Take-Home Final Exam

**SCMT 300 Topics**
- Grammar Review
- Style and Revision
- Progress Report
- Memorandum (Memo)
- Memo of Submittal
- Professional Letter Style and Layout
- Executive Summary
- Memo of Submittal

**SCMT 300 Written Deliverables**
- In-class exercises and handed-in written deliverables graded by SCMT 300 instructor.
- Revised written deliverables graded by SCMT 300 instructor.

**SCMT 300 Instructor**
- Written document(s) graded by SCMT 340 instructor.

**SCMT 340 Written Deliverables**
- Group written document revision exercises and individual revision opportunities.
- Revised document(s) re-graded by SCMT 340 instructor.

---
Course Materials

Textbooks


Case Studies

The writing exercises and assigned deliverables in SCMT 300 are based on discussion case studies used in SCMT 340. The case studies are available in the SCMT 340 case pack. The SCMT 340 document will be evaluated and edited as part of the SCMT 300 class activities. Thus, students must be registered for both SCMT 300 and SCMT 340 simultaneously.

The following case studies will be used in the course:

- Dabbawala System: On-Time Delivery, Every Time
- Ruffin, Inc.: Combatting Counterfeiting
- Southern Air Conditioning
- Coastal Logistics, Inc.

Class Readings: Available via SCMT 340 instructions.

Course Approach

The reading of lecture materials and cases needs to be completed prior to the class in which the material will be discussed. Using a case as the situation basis, class discussions and activities, homework and role-play will be used to apply the concepts being learned. Each class will include exploration of ways ideas can be incorporated or expressed in written form, including the use of writing exercises. In addition, guest speakers will be used to demonstrate the significance of good writing skills.

Grading Policies

A student’s performance in this course will be based on their performance on 6 assignments and 2 exams. The points earned from each assignment and exam are noted below, in addition to the requirement for each assignment. The rubric for grading each assignment is attached. Four assignments will be able to be rewritten and resubmitted for grading; the resubmitted assignment will count for 90 percent of the assignment’s total grade. In-class writing exercises will be evaluated by peer review.

To pass this course, a student must pass the writing components. If the writing components are not satisfactorily completed, the student will receive a failing grade.

### Component Requirements and Value

<table>
<thead>
<tr>
<th>Component</th>
<th>Requirement</th>
<th>Pages</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Report</td>
<td>Minimum of 250 words</td>
<td>1 (Single Space)</td>
<td>100 points</td>
</tr>
<tr>
<td>Memorandum</td>
<td>Minimum of 250 words</td>
<td>1 (Single Space)</td>
<td>100 points</td>
</tr>
<tr>
<td>Memo of Submittal #1</td>
<td>Minimum of 300 words</td>
<td>1 (Single Space)</td>
<td>100 points</td>
</tr>
<tr>
<td>Letter</td>
<td>Minimum of 300 words</td>
<td>1 (Single Space)</td>
<td>100 points</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>Minimum of 400 words</td>
<td>1 (Single Space)</td>
<td>100 points</td>
</tr>
<tr>
<td>Memo of Submittal #2</td>
<td>Minimum of 300 words</td>
<td>1 (Single Space)</td>
<td>100 points</td>
</tr>
<tr>
<td>In-class writing exercises</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mid-Term Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Minimum of 1000 words</td>
<td></td>
<td>250 points</td>
</tr>
<tr>
<td>• Progress Report OR Letter</td>
<td>• 300 words</td>
<td>1 (Single Space)</td>
<td></td>
</tr>
<tr>
<td>• Memorandum</td>
<td>• 400 words</td>
<td>1 (Single Space)</td>
<td></td>
</tr>
<tr>
<td>• Executive Summary</td>
<td>• 300 words</td>
<td>1 (Single Space)</td>
<td></td>
</tr>
<tr>
<td>• Memo of Submittal #3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Amount:** 4000 words 9 pages 1000 points

**Grading scale:**
- A: 900 – 1000 points
- B: 800 – 899 points
- C: 700 – 799 points
- D: 600 – 699 points
- F: 599 points and below

### Exams

All exams will be kept by the instructor. Students may review or question the results of an exam within one week of the grade posting. Exam questions or grade changes will not occur after the one-week period. Makeup exams are only given to students with documented, university-approved excuses. The format of the makeup exam may vary from that of the regular exams and will be at the discretion of the instructor. All exams are comprehensive with emphasis on the newest material presented.

### Assignments

Assignments are individual work efforts. Assignments are due at 9 a.m. on the specified due date. Each assignment will be submitted to the assignment link at our class’ eCampus website.

Do not miss class to finish an assignment. For unexcused absences, late assignments will be accepted up to **2 class dates** later. For excused absences, assignments must be submitted within 15 days from the last day of absence. There is a 10-percent penalty per day assessed against late assignments that are not related to excused absences. The first 4 assignments (progress report through executive summary) are ones that a student can revise or correct after peer review and writing assistant feedback. The initial version of these assignments will count 10 percent of the grade, and the final versions will count 90 percent of the grade.
Attendance

It is expected that you will attend class every day. Class attendance is critical to learning business writing skills and performing well in this course. Attendance will not be taken on a formal basis, but your instructor will notice when you are not present. A student will be able to make-up an in-class exercise only if that student has a university-excused absence. As an alternative, you can attend a different section.

If you miss class, you are responsible for the material covered during the class. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 15 calendar days from the last day of the absence. The instructor is under no obligation to provide an opportunity for you to make up work missed because of an unexcused absence. Please refer to the Student Rules regarding academics at http://student-rules.tamu.edu/rule07 for further information, if needed.

Classroom Etiquette

You will be able to access your grades via the eCampus classroom web site. Your grades and work will not be made available by any other means. If you come to class late, please enter the room quietly and take a seat quickly. To maintain the nice appearance of the Wehner classrooms, we will NOT bring drinks or food to any of the classrooms. NO EXCEPTIONS!

Please turn off all cell phones and pagers before entering the classroom.

Americans with Disabilities Act

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

Academic Integrity

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at http://aggiehonor.tamu.edu.

Course Communication

The instructor will be communicating class-related information via the eCampus website. Please be sure that the instructor has your valid/usable email address. Important information may also
be posted on the class web site. Students often ask questions or seek clarification regarding lectures, homework, quizzes and exams in the form of email. In communicating with the instructor, please try to express your thoughts as clearly as possible. To ensure that your email receives prompt attention, please be sure to include “SCMT 300” in the ‘Subject’ line of your email. Also, make sure that you identify yourself clearly in the text of the email since the ‘From’ line often contains your email alias. If you want a reply, be sure that you can be reached at the email address contained in the ‘From’ line.

Communication Lab

The Mays Communication Lab is a resource open to current business students and is conveniently located in Wehner 239 with newly remodeled facilities. Whether you are working on a project for class or preparing for your next interview, the Comm Lab is here to equip you for professional communication in the business world. Peer consultants are trained to help you identify strengths and weaknesses of your written and oral communication, and you will leave your consultation with the tools you need to keep improving on your own. Come visit the Mays Communication Lab, and strengthen your professional voice!

Location: 239 Wehner; Website: http://mays.tamu.edu/commlab. Consultations are by appointment, though walk-ins are available on a first-come, first-served basis. See the website for hours and to schedule appointments online.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/08/19 10:27 am

Viewing: SPMT 265-W : Sport Communication

Last edit: 07/08/19 10:27 am
Changes proposed by: wzimmer

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendi Zimmer</td>
<td><a href="mailto:wzimmer@tamu.edu">wzimmer@tamu.edu</a></td>
<td>936-827-1416</td>
</tr>
</tbody>
</table>

Course Prefix SPMT Course Number 265

Academic Level UG

Complete Course Title Sport Communication

Abbreviated Course Title SPORT COMMUNICATION

Crosslisted With

Semester Credit 4 Hour(s)

Proposal for: Writing Designation

Writing Designation

Number of credits 4 offered for W sections of course.

Number of Sections per Academic Year 6 Enrollment per Section (Avg.) 20

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?

NA

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

Pick a syllabus statement:

To receive W credit for this course, you must pass the writing components. [NOTE: In this case the section number would be changed from a 900 to a 500, so the student would pass the course but would not receive W credit.]

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>
</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>Press Release</td>
<td>250</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>Job Preparation Project</td>
<td>500</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>2500</td>
<td>70</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

Lab time will be used for writing collaboration projects to ensure equal participation. Additionally, students will evaluate their peers’ contribution to the project.

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.

Lab time, as well as class time, will be used for peer review sessions. Additionally, students will receive feedback from the instructor on drafts of each project.

Describe how you provide writing instruction.

Writing instruction is provided through formal lecture, modeling, and examples.

Additional Comments

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

Attach Course Syllabus: SPMT 265 Syllabus.docx

Reviewer Comments: Donna Pantel (dpantel) (08/07/19 5:01 pm): REPORT ON CERTIFICATION OF W COURSE: SPMT 265 We recommend that SPMT 265 Sport Communication 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) 50% of the final grade is based on writing quality; (2) the total number of words is 2250; (3) the instructor to student ratio is 1:20; and (4) the assigned writing is appropriate to the major. SPMT 265 is a four-credit course. Students write up a research project (a manuscript, a blog, and a poster) and a job packet (a resume, cover letter, thank you notes, and other related job documents as needed). They collaborate on a press release (not counted in the above total word count or percentage). Student peer review each other’s work and receive written instructor comments on drafts of each project. Instruction includes videos and handouts from the University Writing Center, the Purdue OWL, and other sources, and readings from The Elements of Style. Instruction also includes lecture and examples.

Key: 1048
A. COURSE INFORMATION AND PREREQUISITES

Title and Number: SPMT 265 – Sport Communication
Term: Fall, 2020
Meeting Times and Location: Face-to-Face
Mode of Instruction: 4
Credit Hours: SPMT 260, SPMT 262, SPMT 270, SPMT 272, ENGL 103, ENGL 104, COMM 203
Prerequisites:

B. INSTRUCTOR INFORMATION

Professor:
Office Phone Number:
Email Address:
Office Hours:
Office Location:

C. COURSE DESCRIPTION

Application of the writing, communication, and technical skills required to succeed in the sport industry; utilizing various communication types: oral, written, digital, listening from a global perspective.

D. CONCEPTS TO KNOW BEFORE TAKING THE COURSE

In preparation for this course, please review the basic writing and communication skills you obtained from your English 104 course. If you need a review, please see the following resources.

- TAMU Writing Center Guides [http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides](http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides)
- Lynda Videos
  - Writing a Research Paper – Judy Steiner-Williams
  - Writing a Cover Letter – Jenny Foss
  - Writing a Resume – Stacey Gordon
E. STUDENT-INSTRUCTOR INTERACTION

Email Correspondence is the preferred method of contact for this course. Please write all email communication professionally (see below). Please include course number in the subject line of the email. You will receive a response to your email within 24-48 hours, Monday-Friday.

You are expected to follow simple guidelines of professionalism. You should: (a) include a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use proper English and complete sentences (no abbreviations and texting-style communications); and (d) include your name, phone number, and email address.

You must email from your TAMU email address to receive a response regarding any class material or questions. This requirement complies with the Federal Family Educational Rights and Privacy Act (FERPA) regulations from the U.S. Department of Education. Further, student grades may not be forwarded via email (even in response to the student’s request).

F. TEXTBOOK


Optional:


Other Resources:

- Lynda Videos (www.lynda.com)
  - Writing a Research Paper – Judy Steiner-Williams
  - Writing a Cover Letter – Jenny Foss
○ Writing a Resume – Stacey Gordon
○ Writing a Press Release – Andrea Holland
○ Writing a Compelling Blog Post – Starshine Roshell

Purdue OWL:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

G. PROGRAM & COURSE LEVEL OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Oral Communication
   a. Utilize technically sound organizational pattern(s) when speaking (specific introduction and conclusion, sequenced material within the body, and transitions) making content cohesive.
   b. Practice delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the communication compelling, and speaker appear polished and confident.

2. Written Communication
   a. Utilize technically sound organizational pattern(s) when writing, (specific introduction and conclusion, sequenced material within the body, and transitions) making content cohesive.
   b. Demonstrate skillful use of high quality, credible, relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

3. Digital Communication
   a. Explain information displayed via multiple digital forms of communication within the discipline of sport management.

4. Listening
   a. Employ active and critical listening skills appropriate to multiple physical situations specific to the sport management discipline

5. Perspective
   a. Distinguish between various perspectives when exploring subjects related to sport in a global context

H. GRADING POLICIES

Research Project: Students will write a 1000 word manuscript, 250 word blog post, and a 500 word visual based upon their research. They will present their research and visual to their peers.

Points include:
- Manuscript (200 points)
- Blog (55 points)
- Visual Poster (50 points)
Oral Presentation (45 points)

Press Release: Students will work with their communication group to conduct research and write a 250 word press release based upon the event of their choosing.

Personal Branding Project: The goal of the project is to set the foundation for effective communication! Therefore, the objective for this assignment is to increase the tools you have available to clearly and effectively communicate with others.

Job Preparation Project: The goal of the project is to receive a job offer! Therefore, the objective for this assignment is to utilize the various tools offered at the Career Center, in addition to professional communication preparation to prepare for a job interview.

Lab/Communication Group: This course includes a lab component.

Participation: This course requires participation and group work. Small graded in-class assignments will occur throughout the semester related to weekly topics and presentations (e.g., sport discourse).

Point Structure:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>40%</td>
</tr>
<tr>
<td>Press Release</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Branding Project</td>
<td>10%</td>
</tr>
<tr>
<td>Job Preparation Project</td>
<td>10%</td>
</tr>
<tr>
<td>Lab/Communication Group</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Structure:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**The press release, job preparation project, and research project will fulfill the writing (W) element of the course. Students need to earn 70% or better on these assignments. To receive W credit for this course, you must pass the writing components.**

I. ATTENDANCE AND MAKE-UP POLICIES

The university views class attendance as an individual student responsibility. If you miss class, you are responsible first to contact a classmate to find out what you have missed and then you may contact me for clarification.
As instructor of this course, I will only allow make up work for excused absences. You may find the university excused absences at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

### J. CALENDAR OF TOPICS AND IMPORTANT DATES

#### Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Professional Communication</td>
<td>Markel Chapter 15</td>
</tr>
<tr>
<td>2</td>
<td>Professional Communication Continued</td>
<td>Lynda.com video: Writing a Cover Letter – Jenny Foss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing a Resume – Stacey Gordon</td>
</tr>
<tr>
<td>3</td>
<td>Job Preparation - Resumes/Cover Letters/Thank you Notes</td>
<td>Foust Article: “Online Journalism and Social Media” p. 64-67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foust Article: “Blogging” p. 292</td>
</tr>
<tr>
<td>4</td>
<td>Job Preparation - Interviews</td>
<td>Lynda.com video: Writing a Press Release – Andrea Holland</td>
</tr>
<tr>
<td>7</td>
<td>Sport Journalism - Blogs/Social Media</td>
<td>Lynda.com video: Writing a Compelling Blog Post – Starshine Roshell</td>
</tr>
<tr>
<td>8</td>
<td>Research Preparation - Topic/RQ’s/Library Visit</td>
<td>Foust Article: “Online Journalism and Social Media” p. 64-67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foust Article: “Blogging” p. 292</td>
</tr>
<tr>
<td>10</td>
<td>Sport Discourse (soapbox)</td>
<td>Topic Research</td>
</tr>
<tr>
<td>11</td>
<td>Personal Branding</td>
<td>Topic Research</td>
</tr>
<tr>
<td>12</td>
<td>Job Preparation Revisit</td>
<td>Topic Research</td>
</tr>
<tr>
<td>13</td>
<td>Final Preparation/Poster Presentations</td>
<td>Markel Chapter 21</td>
</tr>
<tr>
<td>14</td>
<td>Poster Presentations/Wrap Up</td>
<td>Markel Chapter 21</td>
</tr>
</tbody>
</table>

#### Lab Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Lab Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lab Expectations/Resources</td>
<td>Writing Center Guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Center Guides</td>
</tr>
<tr>
<td>2</td>
<td>Practice Elevator Speech</td>
<td>Writing Center Guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Center Guides</td>
</tr>
<tr>
<td>3</td>
<td>Resume/Cover Letter Peer Review</td>
<td>Writing Center Plagiarism Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purdue OWL</td>
</tr>
<tr>
<td>4</td>
<td>Mock Interviews</td>
<td>Writing Center Plagiarism Presentation</td>
</tr>
<tr>
<td>5</td>
<td>Press Release Peer Review</td>
<td>Writing Center Plagiarism Presentation</td>
</tr>
<tr>
<td>6</td>
<td>APA Guidelines</td>
<td>Writing Center Plagiarism Presentation</td>
</tr>
<tr>
<td>7</td>
<td>APA Guidelines</td>
<td>Writing Center Plagiarism Presentation</td>
</tr>
<tr>
<td>8</td>
<td>Research Preparation</td>
<td>Writing Center Plagiarism Presentation</td>
</tr>
<tr>
<td>9</td>
<td>Research Preparation</td>
<td>Writing Center Plagiarism Presentation</td>
</tr>
</tbody>
</table>
K. TECHNOLOGY REQUIREMENTS

A laptop is required for each class and lab meeting.

L. SPECIAL PROVISIONS

Plagiarism Statement

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those 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 have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have 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.”

Academic Integrity Statement and Policy

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

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

**Accessibility**

To access the university’s accessibility policy please go to http://itaccessibility.tamu.edu/. This will assist you with web issues you might be experiencing.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/16/19 12:58 pm

Viewing: SPMT 370-W : Consumer Behavior in Sport

Last edit: 07/16/19 12:58 pm

Changes proposed by: wzimmer

Contact(s)

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</thead>
<tbody>
<tr>
<td>Wendi Zimmer</td>
<td><a href="mailto:wzimmer@tamu.edu">wzimmer@tamu.edu</a></td>
<td>936-827-1416</td>
</tr>
</tbody>
</table>

Course Prefix   SPMT  
Course Number   370  
Academic Level  UG  
Complete Course Title  Consumer Behavior in Sport  
Abbreviated Course Title  CONSUMER BEHAVIOR IN SPORT  
Crosslisted With  
Semester Credit   3  
Hour(s)  
Proposal for: Writing Designation

Writing Designation

Number of credits 3 offered for W sections of course.

Number of Sections per Academic Year 4  
Enrollment per Section (Avg.) 20  

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?

NA

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

No

Pick a syllabus statement:

To receive W credit for this course, you must pass the writing components. [NOTE: In this case the section number would be changed from a 900 to a 500, so the student would pass the course but would not receive W credit.]

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>Case Study Assignments (3)</td>
<td>750</td>
<td>16</td>
<td>No</td>
</tr>
</tbody>
</table>

SPMT 370-W: Consumer Behavior in Sport https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/coreadmin...
**SPMT 370-W: Consumer Behavior in Sport**

---

**Writing assignment** | **Word Count** | **% of Final Grade** | **Collaborative?**
---|---|---|---
Reflection Paper | 250 | 4 | No
Final Paper | 1000 | 20 | No

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

<table>
<thead>
<tr>
<th><strong>Total Word Count</strong></th>
<th><strong>Total % of Final Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>40</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

NA

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.

Students will conduct peer review of one another’s drafts to provide feedback. Additionally, the instructor will provide comments on drafts of the final paper.

Describe how you provide writing instruction.

Writing instruction will be provided through direct instruction, guided examples, and modeling. The instructor will teach how to write each type of required writing assignment and will instruct students on proper writing habits, methods, and techniques.

**Additional Comments**

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

**Attach Course Syllabus**

- [SPMT 370 - Consumer Behavior (Syllabus) update [1].docx](https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/coreadmin...)

**Reviewer Comments**

Donna Pantel (dpantel) (08/07/19 5:03 pm): REPORT ON CERTIFICATION OF W COURSE: SPMT 370 We recommend that SPMT 370 Consumer Behavior in Sport 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) 40% of the final grade is based on writing quality; (2) the total number of words is 2000; (3) the instructor to student ratio is 1:20; and (4) the assigned writing is appropriate to the major. Students in SPMT 370 write 3 short case study papers, a reflection, and a final paper. On each paper they conduct peer review, and the instructor provides written comments on a draft of the final paper. Writing instruction includes modeling and instruction based on the type of writing assigned as well as on habits and techniques writers should know.

Key: 2019
A. COURSE INFORMATION AND PREREQUISITES

Title and Number: SPMT 370 – Consumer Behavior in Sport
Term: Fall, 2020
Meeting Times and Location: Face to Face
Mode of Instruction: Face to Face
Credit Hours: 3
Prerequisites: SPMT 260, SPMT 262, SPMT 265, SPMT 270, SPMT 272

B. INSTRUCTOR INFORMATION

Professor: 
Office Phone Number: 
Email Address: 
Office Hours: 
Office Location: 

C. COURSE DESCRIPTION

Communication with current and potential consumers; importance of identifying and understanding consumers when planning, creating, and performing marketing activities.

D. CONCEPTS TO KNOW BEFORE TAKING THE COURSE

- Market segmentation
- Target markets
- Demographics, Psychographics

E. STUDENT-INSTRUCTOR INTERACTION

Email Correspondence is the preferred method of contact for this course. Please write all email communication professionally (see below). Please include course number in the subject line of the email. You will receive a response to your email within 24-48 hours, Monday-Friday.

You are expected to follow simple guidelines of professionalism. You should: (a) include a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use proper English and complete sentences (no abbreviations and texting-style communications); and (d) include your name, phone number, and email address.
You must email from your TAMU email address to receive a response regarding any class material or questions. This requirement complies with the Federal Family Educational Rights and Privacy Act (FERPA) regulations from the U.S. Department of Education. Further, student grades may not be forwarded via email (even in response to the student’s request).

F. TEXTBOOK

Required:


G. PROGRAM & COURSE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:
- **Recall and relate** information pertinent to sport marketing from general resources and research
- **Locate and integrate** information from multiple professional/industry resources (i.e. newspapers, magazines, internet, etc.) to answer questions relevant to sport marketing.
- **Examine** the value of different consumer segments, and **Evaluate** how they interact and affect one another
- **Predict** consumer segments and trends, which justify organizational decision-making
- **Discuss** perspectives of subjects related to sport in a global context, and incorporate with own perspective to present holistic information
- **Develop** an understanding of the gaps of knowledge and an awareness of what is unknown
- **Determine** strategies and conditions for learning, and **Develop** strategies and conditions for learning (goals)

H. GRADING POLICIES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360 – 400</td>
</tr>
<tr>
<td>B</td>
<td>320 – 359</td>
</tr>
<tr>
<td>C</td>
<td>280 – 319</td>
</tr>
<tr>
<td>D</td>
<td>240 – 279</td>
</tr>
<tr>
<td>F</td>
<td>&lt;=239</td>
</tr>
</tbody>
</table>

Evaluation (Assessments and Indicators)
1. **Exams:** There will be 2 exams administered during the semester covering the different units of study. Exam questions will be in multiple choice format. Please bring a Scantron form 882E and pencil to each exam.

2. **Case Studies:** Details explained in class (3 assignments/250 words each)

3. **Reflection Paper:** Students will reflect on concepts learned in class (250 words).

4. **Group Project/Final Paper:** Students will work with their peers to complete a project focused on consumer behavior. This project will be presented in class. Students will individually write a final paper based upon their group project (1000 words)

Grading Structure:
- 90% - 100%  A
- 80% - 89%  B
- 70% - 79%  C
- 60% - 69%  D
- 0% - 59%  F

**The case study assignments, reflection paper, and group project final paper will fulfill the writing (W) element of the course. Students need to earn 70% or better on these assignments. To receive W credit for this course, you must pass the writing components.**

I. **ATTENDANCE AND MAKE-UP POLICIES**

The university views class attendance as an individual student responsibility. If you miss class, you are responsible first to **contact a classmate** to find out what you have missed and then you may contact me for clarification.

As instructor of this course, I will only allow make up work for excused absences. You may find the university excused absences at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

J. **CALENDAR OF TOPICS AND IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Consumer Behavior</td>
<td>Hoyer Ch. 1 / Solomon Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Consumer Behavior, Research, and Developing a Marketing Strategy</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Information Processing: Exposure and Attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoyer Ch. 3 / Solomon Ch. 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Information Processing: Perception</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solomon Ch. 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Information Processing: Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoyer Ch. 4 / Solomon Ch. 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Schemas, Knowledge, Reasoning, and Understanding</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Individual Differences - Exam #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solomon Ch. 5 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Attitudes and Motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoyer Ch. 5 &amp; 6 / Solomon Ch. 8</td>
<td></td>
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<tr>
<td>9</td>
<td>Choice and the Consumer Decision Making Process</td>
<td></td>
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<tr>
<td></td>
<td>Hoyer Ch. 7 / Solomon Ch. 9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Choice and the Consumer Decision Making Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoyer Ch. 8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Choice and the Consumer Decision Making Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoyer Ch. 8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Consumer Evaluation and Judgement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoyer Ch. 10 / Solomon Ch. 10</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Social Influence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoyer Ch. 11 / Solomon Ch. 11</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Group Presentations</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Finals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam #2</td>
<td></td>
</tr>
</tbody>
</table>

K. TECHNOLOGY REQUIREMENTS
None

L. SPECIAL PROVISIONS

Plagiarism Statement
As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those 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 have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, [http://student-rules.tamu.edu](http://student-rules.tamu.edu), under the section “Scholastic Dishonesty.”

Academic Integrity Statement and Policy

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

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

Copyright Statement

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

Accessibility

To access the university’s accessibility policy please go to http://itaccessibility.tamu.edu/. This will assist you with web issues you might be experiencing.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/02/19 4:55 pm

Viewing: WGST 320-W : Feminist Inquiry and Research Methods

Last edit: 07/02/19 4:55 pm

Changes proposed by: mindybergman

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindy Bergman</td>
<td><a href="mailto:mindybergman@tamu.edu">mindybergman@tamu.edu</a></td>
<td>979-845-9707</td>
</tr>
</tbody>
</table>

Course Prefix    WGST
Academic Level   UG
Complete Course Title Feminist Inquiry and Research Methods
Abbreviated Course Title FEMINIST INQUIRY RSRC METHODS
Crosslisted With
Semester Credit 3
Hour(s)

Proposal for:
Writing Designation

Writing Designation

Number of credits 3
offered for W sections of course.

Number of Sections per Academic Year 1
Enrollment per Section (Avg.) 18

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?
The course is not a variable topic 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>Research memos (7 total)</td>
<td>3500</td>
<td>28</td>
<td>No</td>
</tr>
<tr>
<td>Research proposal</td>
<td>1500</td>
<td>20</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>5000</td>
<td>48</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

None of the writing assignments are collaborative. The research proposal feedback session is collaborative. Students are graded on having completed the work (i.e., bringing a full draft and commenting on two others). This ensures that students will participate equally.

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.

The research memos help students prepare for the final paper by developing their ideas in stages. Each memo is graded by the professor and students have the opportunity to rewrite 3 memos following feedback. Additionally, there is a peer review feedback session on a full draft of the final paper about 2 weeks before the final paper is due.

Describe how you provide writing instruction.

Four mini lectures on writing are included in the semester, plus an in-class writing exercise on "writing the opening paragraph." This in-class exercise will include a short workshop of the opening paragraphs with peers. Additionally, the course includes formative feedback on research memos, which students will use to develop their final paper.

Additional Comments

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

Attach Course Syllabus

- WGST 320 Feminist Inquiry and Research Methods W.docx

Reviewer Comments

Donna Pantel (dpantel) (08/07/19 5:20 pm): REPORT ON RECERTIFICATION OF W COURSE: WGST 320 We recommend that WGST 320 Feminist Inquiry and Research Methods 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) 48% of the final grade is based on writing quality; (2) the total number of words is 5000; (3) the instructor to student ratio is 1:18; and (4) the assigned writing is appropriate to the major. In WGST 320 assignments include 7 research memos and a detailed research proposal. The research memos are scaffolded with the proposal so that students get preparatory feedback, and the proposal receives peer feedback. In addition, each memo gets written instructor feedback that can be used as the next is written, and students are given the opportunity to revise 3 of them following feedback. Four mini lectures on writing are given, and students complete an in-class exercise on writing opening paragraphs.

Key: 1047
WGST 320: Feminist Inquiry and Research Methods

Instructor: TBD
Email: TBD
Office Location: TBD
Office Hours: TBD

Course Description: Interdisciplinary exploration of feminist research methods and inquiry in the humanities, social sciences, and sciences; ethical approaches to research; questions of epistemology; feminist research design.

Prerequisites: WGST 200

Course Overview: Feminist Inquiry and Research Methods begins by approaching a series of key issues for feminist researchers that center on the issue of epistemology. In this first unit, we consider feminist epistemological stances (including standpoint epistemology) and grapple with the implications of intersectionality for feminist modes of inquiry. In Unit 2, we turn to a broad survey of feminist inquiry in the humanities, social sciences, and sciences. Given the breadth and complexity of the conversations about feminist methodologies, you can expect in any given week to read some of the following: 1) critiques of “standard” approaches to a specific method, 2) overviews of a feminist methodological approach from our textbook, 3) influential and classic feminist essays about methods, and 4) contemporary feminist research. Together, these resources should offer you a “tool kit” for understanding, creating, and critiquing research in a wide variety of disciplines.

Learning Outcomes

- Describe and explain how feminist theoretical perspectives and methodologies challenge the natural science model of knowledge production.
- Compare feminist approaches to knowledge generation in the humanities, social sciences, and sciences
- Analyze the value commitments that are maintained at all levels of research
- Construct a research proposal using appropriate modes of inquiry
- Evaluate feminist standpoint theory
- Apply intersectionality theory to varying modes of inquiry

Textbook:

W Course Notification: This course is “W” course. In order to pass this class, you must receive passing grades on all writing assignments. Writing related lectures and activities are highlighted in blue in the course schedule.

Assignments:

Research Memos (7 at 10 points each = 70 points): Over the course of the semester, you will be writing seven research memos. Each memo should be approximately 1 page (400-550 words), single space, written in Calibri 11 point font with 1 inch margins. Research memos are due IN CLASS, hard copy, on the last class period for each of the following weeks: 2, 3, 5, 8, 9, 11, and 12.

Writing concise research memos is a skill we will work on throughout the semester. You have the opportunity to re-write 3 research memos for a new grade based on the feedback that I give you. Re-writes are due one week after a memo is returned. (Please note that you cannot wait until the end of the semester and then decide to re-write 3 memos; you must turn in re-writes as the semester progresses.)

Research Proposal (Draft 10 points, Final Proposal 50 points): Based on the topic you identified in your second research memo, you will be writing a 5-7 page (double spaced, 1 inch margin, Calibri 11 point font) research proposal. The focus of this proposal will be your proposed methodology. A full explanation of this assignment will be available on ecampus. Your final research proposal is due via Turn-it-in on the final day of class.

During Week 13 we will engage in an in-class peer review of a full draft of our research proposals. You are responsible for turning in a draft of your research proposal through turn-it-in and reviewing two drafts of your peers. To receive the 10 points, you must do all three parts of the peer-review process: turn in a draft and review two drafts. Each student will also receive comments from me on their proposal. Proposals should be revised based on feedback before turning in the final draft.

In-Class Activities (20 points): In-class activities range from group work to reading quizzes. You must be in-class to complete in-class activities. Make-up assignments will only be given for students with a university approved excused absence.

Midterm (50 points) and Final Exam (50 points): Exams will be on-line, short answer and short essay. The final exam is cumulative (questions will crafted with all of the course material in mind). Study guides will be given prior to each exam. The midterm covers material in weeks 1-5 and must be completed by Friday 5:00 PM of Week 6. The final exam will occur during our university scheduled 2-hour time period.

Grades: There are 250 points available in this class. Grades will be calculated according the following scale.

- 225-250: A
- 200-224: B
- 175-199: C
Additional Course Policies and Information

Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. **Your ignorance of these policies will not be an acceptable excuse for violating them.**

**Communication Skills:** Use of standard English, proper grammar, correct spelling and use of effective communication skills are required for this course. All written and oral presentations will be evaluated for communication skills. *All assignments outside of class must be typed (1 inch margins, 11 point Calibri font, double spaced) unless otherwise directed.* Any in-class assignments must be legible. If you have difficulty writing essays because of grammatical or spelling errors, please contact the TAMU writing center (http://writingcenter.tamu.edu/).

**Attendance:** Regular class attendance is crucial. For each unexcused absence over two, your grade will be dropped by 25 points. It is the student’s responsibility to get notes and assignments from your classmates when class is missed (excused or unexcused). It is also the student’s responsibility to provide proper documentation for an absence to count as an excused absence. I take attendance by passing out a sign-up sheet. It is your responsibility to sign the sheet each day. Go to http://student-rules.tamu.edu/rule07 for more information about what counts as an excused absence.

**Late Policy:** I ONLY accept late work that is late because of a university excused absence. Unless otherwise noted, all assignments are due at the beginning of class on due date. If a student misses a day of point-generating activity, he/she may NOT make it up if the absence is unexcused. If the absence is excused, you must make arrangements with me for an alternative assignment within one week of your return to class.

**Mobile Device Policy:** You may use your laptop and/or other devices as e-readers (to access articles for class) and for note-taking. Any other use of electronic devices (checking email, texting, facebooking, looking at websites, etc.) is prohibited. **If you violate this policy, you will receive an unexcused absence for the day of the violation. If you violate this policy more than once, you will be asked to leave the class.** Finally, please make sure your cell phone is silenced for the duration of the class period.

**Academic Integrity:** An Aggie does not lie, cheat or steal, or tolerate those who do. I take academic honesty and integrity seriously. You are expected to perform in this class according to the TAMU Honor Council Rules and Procedures guidelines. Among other things, a violation of academic honesty includes cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Please see http://www.tamu.edu/aggiehonor.

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

**Copyright Statement:** All materials from this course including, but not limited to, class notes, handouts, PowerPoint slides, lecture materials, discussion-group materials, and all activities are copyrighted. Therefore, these may not be copied, shared, or sold for any purpose.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments/Tests</th>
</tr>
</thead>
</table>
| **Week 1: Introduction to Class; What is Research? What is Feminist Research? What is a Feminist Method?** | Sandra Harding, “Introduction: Is there a Feminist Method?” in *Feminism and Methodology*.  
Chapter 1: “A re-invitation to feminist research,” Abigail Brooks and Sharlene Nagy Hesse-Biber (FRPP) |  |
| **UNIT 1: Epistemologies and Differences** |  |  |
| **Week 2: Feminist Approaches to Theories of Knowledge** | Tuana, Nancy. “Revaluing Science: Starting from the Practices of Women.” In *Feminism, Science, and the Philosophy of Science*.  
Cixous, Hélène. “Feminine Writing and Women’s Difference.” In *French Feminism Reader*.  
Jaggar, Alison M. “Love and Knowledge: Emotion in Feminist Epistemology.” In *Gender/Body/ Knowledge: Feminist Reconstructions of Being and Knowing*. | Research Memo 1: What is your definition of feminist research? What type(s) of knowledge does feminist research produce? |
| **Week 3: Feminist Standpoint Theory** | Chapter 2: “Feminist Empiricism and Standpoint Theory: Approaches to Understanding the Social World,” Nancy Naples and Barbara Gurr (FRPP)  
Patricia Hill Collins, “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought”  
Harding, Sandra. “Borderlands epistemologies” | Research Memo 2. Describe the broad topic or area for your proposed project. What are key issues/problems/dynamics? |
Donna Haraway “Situated Knowledges: The Science Question in Feminism and the Privilege of the Partial Perspective”  
Nancy Fraser and Linda J. Nicholson, “Social Criticism without Philosophy: An Encounter between Feminism and Postmodernism”  
Canning, Kathleen. “Feminist History after the Linguistic Turn: Historicizing Discourse and Experience.” |
|-------------------------------|---------------------------------------------------------------------------------------------------------------|
| | **Week 5: Navigating the Intersection of Intersectionality and Method**  
*Writing mini-lecture: How to proofread your own work.*  
bell hooks, “Eating the Other: Desire and Resistance”  
Bowleg, L. “When Black + Lesbian + Woman ≠ Black Lesbian Woman: The Methodological Challenges of Qualitative and Quantitative Intersectionality Research” |
| | **Unit 2: Exploring Methods and Modes of Inquiry**  
**Feminist Inquiry in the Humanities**  
**Week 6: The Concerns of History and Archives**  
Joan Kelly-Gadol, “The Social Relations of the Sexes: Methodological Implications of Women’s History”  
Elspeth Whitney, “The Witch "She"/The Historian "He": Gender and the Historiography of the European Witch-Hunts,”  
*Continued on next page*  
**Research Memo 3: Discuss your topic through an intersectional lens.** |
| | **Midterm Exam must be completed by Friday 5:00 PM of Week 6.** |
| Week 7: Feminism & Cultural Texts Part 1 | Freedman, Estelle B. “‘The Burning of Letters Continues’: Elusive Identities and the Historical Construction of Sexuality.”  
Maria Cotera, “‘Invisibility is an Unnatural Disaster’: Feminist Archival Praxis after the Digital Turn” |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lois Tyson, Chapter 4, “Feminist Criticism”, in <em>Critical Theory Today: A User Friendly Guide</em></td>
<td></td>
</tr>
</tbody>
</table>
| Elaine Showalter, “Feminist Criticism in the Wilderness”  
Hillary Radner and Rebecca Stringer, “Re-Vision: Feminist Film Criticism in the Twenty-First Century,” in *Feminism at the Movies: Understanding Gender in Contemporary Popular Cinema* |
| Laura Mulvey, “Visual Pleasure and Narrative Cinema”  
Tania Modleski, “Cinema and the Dark Continent: Race and Gender in Popular Film” in *Feminist Film Theory* |
| Week 8: Feminism & Cultural Texts Part 2 | Bonnie Dow, “Feminism, Differences, and Rhetorical Studies,”  
Bonnie Dow and Mari Boor Tonn, “Feminine Style and Political Judgment in the Rhetoric of Ann Richards”  
Kristan Poirot, “Gendered Geographies of Memory: Place, Violence, and Exigency at the Birmingham Civil Rights Institute.”  
<p>| Writing mini-lecture: What is a research proposal? | Research Memo 4: How and why (or why not) could you use feminist modes of inquiry from the humanities to approach your topic area? |</p>
<table>
<thead>
<tr>
<th><strong>Feminist Inquiry in the Social Sciences</strong></th>
<th><strong>Week 9: Ethnography and Community Research</strong></th>
<th><strong>Week 10: Focus Groups and Interviews Part 1</strong></th>
<th><strong>Week 11: Focus Groups and Interviews Part 2</strong></th>
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<tr>
<td><strong>Research Memo 5: How and why (or why not?) could you use the skills of feminist ethnography to approach your topic area?</strong></td>
<td></td>
<td><strong>Research Memo 6: How and why (or why not) could you use focus groups and interviews to approach your topic area?</strong></td>
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<tr>
<td>Week 12: Surveys and Mixed Methods</td>
<td>Research Memo 7: How and why (or why not) could you use surveys and/or mixed methods to approach your topic area?</td>
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<tr>
<td>Scott, Jacqueline. “Quantitative Methods and Gender Inequalities.”</td>
<td>Michael Smith, “Enhancing the quality of survey data on violence against women: A feminist approach”</td>
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<tr>
<td>Sharlent Hesse-Biber, “Feminist Approaches to Triangulation: Uncovering Subjugated Knowledge and Fostering Social Change in Mixed Methods Research.”</td>
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<thead>
<tr>
<th>Feminist Inquiry in Science</th>
<th>Research Proposal Draft</th>
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<tbody>
<tr>
<td>Week 13: Feminist Critiques of Science / Critique as Method</td>
<td></td>
</tr>
<tr>
<td>In-class Peer Review of Research Proposal Draft</td>
<td></td>
</tr>
<tr>
<td>Emily Martin, “The Egg and Sperm: How Science Has Constructed a Romance Based on Stereotypical Male/Female Roles”</td>
<td>Jennifer Terry, “Lesbians under the Medical Gaze”</td>
</tr>
<tr>
<td>Rebecca Jordan Young and Raffealla I. Rumiata, “Hardwired for Sexism: Approaches to Sex/Gender in Neuroscience”</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14: Feminists Do Science--Evolutionary Biology</th>
<th>Research Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam will be available online during our scheduled final exam period.</td>
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</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 06/20/19 11:04 am

Viewing: **WGST 481-W : Senior Seminar**

Last edit: 06/20/19 11:04 am

Changes proposed by: mindybergman

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Mindy Bergman</td>
<td><a href="mailto:mindybergman@tamu.edu">mindybergman@tamu.edu</a></td>
<td>979-845-9707</td>
</tr>
</tbody>
</table>

Course Prefix: WGST  
Course Number: 481

Academic Level: UG

Complete Course Title: Senior Seminar

Abbreviated Course Title: SENIOR SEMINAR

Crosslisted With:

Semester Credit: 3

Hour(s):

Proposal for:

Writing Designation

Writing Designation

Number of credits offered for W sections of course.

Number of Sections per Academic Year: 2

Enrollment per Section (Avg.): 12

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?

WGST 481 is a senior seminar course. The topic can change across instructors, although we have one particular faculty member who is typically assigned to the course. To ensure that the course consistently meets the requirements for a W course, additional faculty review the syllabus each semester. We require that a research and writing text be assigned in addition to the content readings and that several days are used for writing instruction and student workshopping of ideas and writing.

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>Problem statement</td>
<td>400</td>
<td>15</td>
<td>No</td>
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</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>Draft of opening paragraph</td>
<td>175</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Problem paper</td>
<td>2500</td>
<td>20</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>3075</td>
<td>45</td>
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</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

None of the writing assignments are collaborative.

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.

Students workshop their problem statement (i.e., paper idea, indicating why it is a problem and what the solutions might be) and their opening paragraph. The instructor also grades these and provides feedback, for the problem statement ahead of the opening paragraph, and the opening paragraph ahead of the final paper. These provide formative feedback for the final paper. Additionally, students give presentations on their final project to the class, before the class paper is due, which provides additional feedback before the final paper is due; students learn about the organization of their work, their presentation of evidence, and additional questions that their fellow students have.

Describe how you provide writing instruction.

Two of the course sessions have assigned readings from the research and writing text, which we discuss and use to better develop our ideas through class and small group discussion. One course session is a library meeting, where we learn about library resources and doing resource. Two sessions are workshops in which students work in small groups to provide feedback on their work. The instructor works with the groups to ensure good feedback is given. Additionally, all of the content-based class sessions have primary and/or secondary research materials; part of the class session is used to discuss how the evidence in these articles is presented, what information is missing, and how to critique the sources, which is practice for the final paper.

Additional Comments

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

Attach Course Syllabus  
WGST481_Model1.docx

Reviewer Comments  
Donna Pantel (dpantel) (08/07/19 5:23 pm): REPORT ON RECERTIFICATION OF W COURSE: WGST 481 We recommend that WGST 418 Senior Seminar (Model 1) 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) 45% of the final grade is based on writing quality; (2) the total number of words is 2900; (3) the instructor to student ratio is 1:12; and (4) the assigned writing is appropriate to the major. Since WGST 481 is a senior seminar course for which topics can change, faculty teaching it will review the syllabus each semester to ensure they are including a research and writing text and that several days will be used for workshop and writing instruction. Students will write a problem statement and a problem paper and complete an exercise on writing an opening paragraph on the problem paper (not counted in the word count listed above). Feedback for the problem paper comes orally with student presentations on their problem as well as through the opening paragraph exercise and a peer review workshop on their problem statement paper. Instruction includes readings from the research and writing text, a library meeting, and modeling.
Catalog Description

Inquiry-based investigation of an issue, problem, or question, using gender or feminism as the organizing principle for analysis; methods and materials of scholarship in the field; includes opportunities for student research.

Prerequisite: WGST 200 and junior or senior classification; or approval of instructor.

Course Description

This course is designed to help students understand how the biological body and the social environment interact in matters of public health. More specifically, it aims to explore the reciprocal relationship between normative assumptions about ascriptive categories, especially race, sex, and gender, on one hand, and health science and policy, on the other. In discussing heart disease, autoimmune disease, reproductive health, and breastfeeding, we will analyze how longstanding and often undemonstrated beliefs about social and biological categories simultaneously shape and reflect the questions health scientists ask, the methods they use to answer them, and how they interpret results. We will discuss how science can reveal only what Donna Haraway calls “situated knowledges,” or partial truths, and how this inherently limited science shapes our health. We will also explore the extent to which public health officials, who essentially translate scientific research for most of the population, give meaning to science by determining what constitutes both a public health problem and appropriate health behavior. In framing health for the public, these doctors, politicians, and government bureaucrats simultaneously reflect and rewrite social norms in the articulation of healthy citizenship.

This seminar also constitutes a W Course. This means that students will spend considerable time conceptualizing, researching, and writing. The major assignment for this course is a research paper on a gender and health problem, the requirements of which will be articulated in a separate document.

Enrollment in this course indicates each student’s commitment to engaging in informed,
thoughtful, and respectful class discussion. This kind of participation requires completion of all assigned readings before each session. Students have commented that the reading requirement for this course is heavy; please ensure that you plan ahead so that you can come to class each day having thoughtfully read (and watched or listened to) the assigned materials. You are responsible for obtaining all readings during the first two weeks of class. I cannot guarantee that they will be available the night before we are due to discuss them or right before an exam.

Course Objectives

By the end of the course, students should be able to:

- Critically analyze the basic methods of health science.
- Explain orally and in writing how notions of race, sex, and gender inform the design, execution, and interpretation of health research as well as the construction of public health policy.
- Explain in writing scientific and political debates about heart disease, autoimmune disease, reproductive health, and breastfeeding.
- Formulate a problem related to health, research the central issues surrounding that problem, and articulate an argument for how that problem should be solved in a 10-12-page research paper and class presentation.

Grades

Grades will be calculated based on the following:

1. Quizzes: 20%
2. Exams: 25%
3. Problem: 15%
4. Draft of opening paragraph: 10%
5. Problem paper and presentation: 30%

Students must pass #3-5 with at least a C average. You will fail the course if your average grade on these writing assignments is below a C, even if your average grade for the entire course, including all assignments, is a C.

Quizzes will take place during the first ten minutes of class. Only students with a university sanctioned absence and an official note will be excused. Self-reported absences are not excused. If you take a quiz and do not stay for the remainder of the session, your quiz score will be zero. Quizzes are worth ten points each, and you may drop your lowest score. Please make sure you complete quizzes with a black or blue pen.

On workshop and presentation days, quizzes will be replaced by attendance. If, on those days, you attend and stay for the entire class, you will receive 10 points. If you are absent or leave before class is over, you will receive zero points. If you are late, you will lose points in accordance with when you arrive.
Exams will be constituted by multiple choice and short-answer questions. For each exam, please make sure you have an 8½ x 11 gray scantron. Also bring a #2 pencil for the scantron, a large blue book, and a black or blue pen for the essays.

Late assignments will be penalized a full letter grade for each day they are late.

**Aggie Honor Code**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” Academic dishonesty involves acts other than plagiarism. For more information, please consult the Aggie Honor System Office website (http://aggiehonor.tamu.edu) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

If you have questions about what constitutes plagiarism and how to avoid it, visit http://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_3.html.

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact 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.

**Attendance**

Attendance is important. Student Rule 7 (https://student-rules.tamu.edu/rule07/) describes the University’s policies regarding excused and unexcused absences. Only students with a university sanctioned absence and an official note will be excused.

**General Information**

If you do not use your tamu email address, you must arrange to have all messages forwarded to the account you read regularly. You are responsible for all information that I send via tamu email.
Grades and class alerts will be posted on eCampus. Please make sure you check it regularly.

Cell phones and anything else that beeps, rattles, whistles, sings, or otherwise makes noise must be turned off before you enter the classroom. If you must have your phone on, please use the “vibrate” mode so as not to disturb the rest of the class. You will be asked to leave if you fail to comply with this rule.

You may use a laptop to take notes (though some evidence suggests writing is more beneficial: [http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)). However, it is rude to check your email, surf the web, etc., during class, and I will ask you to turn off your computer if it becomes a distraction for me or your colleagues.

It’s fine to bring a snack and/or drink to class. Please be as unobtrusive as possible while eating. This includes opening noisy wrappers before class starts.

You are responsible for information from readings, class discussions and announcements from the day/s you are absent, even if the absence/s is/are excused.

Privacy laws require that I discuss grades privately and in person only. If you have concerns about your grades, you must see me during my office hours. Please do not send me emails or approach me after class about quiz, exam, or final grades.

**Required Readings**

The following required books are available for purchase at the campus Barnes and Noble and are on reserve at Evans Media and Reserves:


The following articles/programs/videos are also required and available on ecampus.


http://www.bbc.co.uk/programmes/p057v7dp (first ten minutes).


Janice Neumann. 2017. “Why Are Female Doctors Introduced by First Name While Men are Called ‘Doctor’?”

https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine/up-next.

Course schedule

Week One

January 15:

January 17:

Week Two

January 22:
- Shim, Heart-Sick, chapter three, 77-111.

January 24:
- Shim, Heart-Sick, chapter four, 112-38.

Week Three

January 29:
January 31:

**Week Four**

February 5: Library

February 7:
- Dusenbery, *Doing Harm*, chapter two, 61-104.

**Week Five**

February 12: (*Grey’s Anatomy*)
- Dusenbery, *Doing Harm*, chapter three, 109-35.

February 14:
- Catch up
- **Problem assignment**

**Week Six**

February 19:
- **Exam 1**

February 21:
- IAT test: https://implicit.harvard.edu/implicit/takeatest.html (choose at least one)
- Janice Neumann, “Why Are Female Doctors Introduced by First Name While Men are Called 'Doctor'”? 2017. https://www.washingtonpost.com/national/health-science/why-are-female-doctors-introduced-by-first-name-while-men-are-called-
Week Seven

February 26:

February 28:
- *Problem due*
- Workshop: *Email Dr. Wolf a Word copy of your problem by 9:30 am. Bring a hard copy for group discussion.*

Week Eight

March 5:
- Dusenbery, *Doing Harm*, chapter four, 137-71.

March 7:

March 11-15: **Spring Break**

Week Nine

March 19:

March 21:
**Week Ten**

March 26:
- *opening paragraph due*
  
  Workshop: Email Dr. Wolf a Word copy of your opening paragraph by 9:30 am. Bring a hard copy for discussion.

March 28:
- Wolf, *Is Breast Best?*, chapter three, 47-70.

**Week Eleven**

April 2:

April 4:
- [https://www.youtube.com/watch?v=FWvwFGfuges](https://www.youtube.com/watch?v=FWvwFGfuges).
- [https://www.youtube.com/watch?v=WM8NLxCXlp0](https://www.youtube.com/watch?v=WM8NLxCXlp0)

**Week Twelve**

April 9: catchup

**April 11: Exam 2**

**Week Thirteen**

April 16: presentations

April 18: presentations

**Week Fourteen**

April 23: presentations

April 25: presentations

***Papers are due Friday, April 26, at noon.***