Course Change Request

New Course Proposal

Date Submitted: 09/12/19 10:45 am

Viewing: AFST 484: Internship

Last edit: 09/12/19 10:45 am

Changes proposed by: mindybergman

Contact(s)

In Workflow
1. AFST Program
2. CLLA Department Head
3. Curricular Services Review
4. LA Committee Preparer UG
5. LA Committee Chair UG
6. LA College Dean UG
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 09/10/19 2:44 pm
   Mindy Bergman (mindybergman): Approved for AFST Program
2. 09/10/19 5:57 pm
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
3. 09/12/19 10:39 am
   Terra Bissett (t.bissett): Rollback to Initiator
4. 09/12/19 10:52 am
   Mindy Bergman (mindybergman): Approved for AFST Program
5. 09/12/19 4:07 pm
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
6. 09/12/19 4:28 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 09/12/19 5:27 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
8. 09/16/19 2:48 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair
<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>9798459707</td>
</tr>
</tbody>
</table>

**Course:** AFST Course number 484

**Department:** College of Liberal Arts

**College/School:** Liberal Arts

**Academic Level:** Undergraduate

**Undergraduate course level justification (Select One):**

**College/Program Course Level Rubric**

**Effective term:** Fall 2020

**Complete Course Title:** Internship

**Abbreviated Course Title:** INTERNSHIP

**Catalog course description:** Directed internship in a public or private organization to provide students with applied experience; opportunity to observe first hand issues and problems covered in Africana Studies courses; designed to enhance and clarify the student's career objectives.

**Prerequisites and Restrictions:** Approval of instructor.

**Should catalog prerequisites / concurrent enrollment be enforced?** No

**Crosslistings:** No

**Stacked:** No

**Contact Hour(s) (per week):**

- Lecture: 0
- Lab: 0
- Other: 0-4
- Total 0-4

**Semester:** 0-4

**Repeatable for credit?** Yes

**Number of times repeated for credit:** - OR -

**Maximum number of hours:** 6

**When will this course be repeated?** Within a student's career

**CIP/Fund Code:** 0502010001

**Default Grade Mode:** Letter Grade (G)

**Method of instruction:** Practicum

**Will this course be taught at another branch?** No

**Will sections of this course be taught as** No
non-traditional? (i.e., parts of term, distance education)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
</tr>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MINOR-AFST) Africana Studies - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?

Has/will this course be(en) submitted for Writing or Communication consideration?

Has/will this course be(en) submitted for ICD or CD consideration?

### Course Syllabus

**Syllabus:**
Upload syllabus

**Upload syllabus** [AFST484_syllabus.docx](https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...)

**Letters of support or other documentation**

**Additional information**

**Reviewer Comments**

*Terra Bissett (t.bissett) (09/12/19 10:38 am):* Making efforts to update course title to reflect this type of standard X84 internship course.

*Terra Bissett (t.bissett) (09/12/19 10:39 am):* Rollback: Syllabus: example under grading scale shows FILM 484 - please update.

*Terra Bissett (t.bissett) (09/12/19 4:21 pm):* Updates received.

*Terra Bissett (t.bissett) (10/07/19 4:01 pm):* UCC approved October 2019.
AFST 484. Internship

Fall 2020

Meeting days/times: TBD  •  Meeting location: TBD

Instructor: TBD  Email: TBD
Office Phone: TBD  Office Hours: by appointment

Course description: Internship in Africana Studies. Credit 0 to 4. Directed internship in a public or private organization to provide students with applied experience; opportunity to observe first hand issues and problems covered in Africana Studies courses; designed to enhance and clarify the student's career objectives. Prerequisites: Approval of instructor.

Learning outcomes: By the end of this course, a successful student should be able to:

- Apply concepts, approaches, techniques and other knowledge learned in Africana Studies courses to real world situations
- Demonstrate skills and competencies required in the workplace
- Summarize self-directed learning experiences through reflective writing assignments

Required materials or textbooks: None

This is an internship: Keep in mind that every workplace has its own set of rules and expectations, from dress code to timeliness to attendance. Every workplace also has a distinct culture, setting informal expectations of how a worker should behave. It is part of your internship experience to understand and follow these rules and expectations. Your supervisor and coworkers will be the best resource for this information. Your instructor is also available to provide advice as needed.

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.

Academic integrity statement and policy: The Texas A&M honor code: An Aggie does not lie, cheat, or steal, or tolerate those who do. Visit the Honor Office website for more information (http://aggiehonor.tamu.edu).
Grading policies: Grading for this course is done by completion contract. This means that it is the student’s effort and amount of work that drives the grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Does not complete HOURS and INFORMATION minimum requirements—regardless of number of reflection papers completed</td>
</tr>
<tr>
<td>D</td>
<td>Completes HOURS or INFORMATION minimum requirements, but not both—regardless of number of reflection papers completed</td>
</tr>
<tr>
<td>C</td>
<td>Pass 1 reflection paper per credit, HOURS requirement, and INFORMATION requirement OR Pass HOURS requirement, INFORMATION requirement, and FINAL REFLECTION</td>
</tr>
<tr>
<td>B</td>
<td>Pass 2 reflection papers per credit, HOURS requirement, and INFORMATION requirement OR Pass 1 reflection paper per credit, HOURS requirement, INFORMATION requirement, and FINAL REFLECTION</td>
</tr>
<tr>
<td>A</td>
<td>Pass 3 reflection papers per credit, HOURS requirement, and INFORMATION requirement OR Pass 2 reflection papers per credit, HOURS requirement, INFORMATION requirement, and FINAL REFLECTION</td>
</tr>
</tbody>
</table>

Example: If a student enrolls in AFST 484 for 2 credits, they need to meet the HOURS requirement, meet the INFORMATION requirement, and complete 4 reflection papers to receive a B in the course.

Minimum requirements: To receive ANY passing grade in the course, the student must complete at least the following minimum requirements and submit them to the instructor. All are considered INFORMATION requirements except the HOURS requirement:

- HOURS REQUIREMENT: Complete the required number of hours in attendance at the internship
- Complete the learning agreement with the internship supervisor
- Receive a satisfactory end-of-internship report from the internship site supervisor (submitted directly to the instructor by the internship site supervisor)
- Complete initial, mid-internship, and final self-evaluations
- Conduct mid-internship and final evaluations with the supervisor
- Complete work log
- Complete the required number of self-reflection assignments

Minimum number of hours to complete this internship: Students must complete at least 40 hours of internship work PER CREDIT. For example, students who take this course for three credits are expected to complete at least 120 hours of contact time at the internship (i.e., on site, engaged in the internship work) in the semester. Students taking the internship for ZERO (0) credits must complete at least 30 hours of internship work.

Daily work log: Students must keep a daily work log listing: (a) date, (b) start and end time, (c) total hours completed that day, and (d) brief description of specific tasks completed (e.g., organized materials, worked on project) and less task-oriented educational experiences (e.g., attended interdisciplinary team
meeting, attended conference). The total hours per month should be calculated on the work log. An excel spreadsheet is available on ecampus for interns to download and use for their worklog. The work log must be submitted at the end of each month (no later than the 3rd day of the following month) throughout the internship.

**Self-evaluations:** All students, regardless of the number of credits they enroll in, must complete three self-evaluations: (a) beginning of internship (e.g., before starting or in the first week), (b) mid-term, and (c) final self-evaluation. The evaluation forms are available on ecampus. These should be submitted to the instructor.

**Midterm and final evaluation meeting with supervisor:** All students, regardless of the number of credits they enroll in, must complete a midterm and final evaluation meeting with the supervisor. This meeting should focus on (a) performance in the internship role, (b) development as per the learning agreement, and (c) developmental goals and opportunities.

**Reflection writing assignments:** The number of reflection writing assignments is described above. Because of variation across internships and within internships over time, students are given flexibility in turning the assignments in. Note that the expectation is that students will complete assignments relative to their time on the internship (e.g., if you need to write 6 papers during a 6 week internship, you’d write approximately one per week; if you need to write 6 papers during a 10 week internship, you’d write one approximately every other week). Students should have completed about half of the assignments by the middle of the semester. Prompts for the reflection writing assignments appear on ecampus.

**Final reflection paper:** Some students who are contracted to earn an A and or B in the course need to complete a final reflection paper. The instructions for the final paper appear on ecampus.

**Attendance and make-up policies:** Your academic work for this internship is expected to be timely and complete by the posted deadlines. Make-up work for this course will be arranged in case of university-excusable absences that have appropriate documentation. Please refer to TAMU Student Rule 7 for more information (http://student-rules.tamu.edu/rule07).

Keep in mind that your internship site will have its own attendance expectations and policies. It is part of your internship experience (i.e., “demonstrate skills and competencies required in the workplace”) to manage the attendance policy and expectations of your internship site.
Course Change Request

New Course Proposal

Date Submitted: 08/20/19 10:08 am

Viewing: **ENGL 220: Graphic Novel**

Last edit: 10/03/19 12:01 pm

Changes proposed by: coppedgesarah

Contact(s)

In Workflow

1. ENGL Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 07/22/19 2:08 pm  
   Maura Ives (m-ives):  
   Approved for ENGL Department Head
2. 07/25/19 4:06 pm  
   Terra Bissett (t.bissett):  
   Rollback to Initiator
3. 08/20/19 12:42 pm  
   Maura Ives (m-ives):  
   Approved for ENGL Department Head
4. 08/20/19 1:50 pm  
   Terra Bissett (t.bissett):  
   Approved for Curricular Services Review
5. 08/28/19 8:47 am  
   Steve Oberhelman (s-oberhelman):  
   Approved for LA Committee Preparer UG
6. 09/16/19 3:06 pm  
   Steve Oberhelman (s-oberhelman):  
   Approved for LA Committee Chair UG
7. 09/16/19 8:59 pm  
   Steve Oberhelman (s-oberhelman):  
   Approved for LA College Dean UG
8. 09/17/19 11:01 am  
   Sandra Williams (sandra-williams):  
   Approved for UCC Preparer
9. 10/03/19 8:33 am  
   Terra Bissett (t.bissett):

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Coppedge</td>
<td><a href="mailto:coppedgesarah@tamu.edu">coppedgesarah@tamu.edu</a></td>
<td>979-845-8357</td>
</tr>
</tbody>
</table>

Course prefix | ENGL | Course number | 220 |
Department    | English |
College/School | Liberal Arts |
Academic Level | Undergraduate |

Undergraduate course level justification (Select One)
College/Program Course Level Rubric

Effective term | Fall 2020 |
Complete Course Title | Graphic Novel |
Abbreviated Course Title | GRAPHIC NOVEL |

Catalog course description
An exploration of origins and development of the graphic novel.

Prerequisites and Restrictions
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

Semester | 3 |
Contact Hour(s) (per week): Lecture: 3 |
Lab: 0 |
Other: 0 |
Total: 3 |
Credit Hour(s): 3 |
Repeatable for credit? | No |
CIP/Fund Code | 2314010001 |
Default Grade Mode | Letter Grade (G) |
Method of instruction | Lecture |
Will this course be taught at another branch? | No |
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | No |
Will this course be taught as a distance education course? No

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)  

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-ENGL) English - BA</td>
</tr>
<tr>
<td>(BA-ENGL-MID) English - BA, Middle School Teacher Certification</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus  

Syllabus for Graphic Novel_v2 [5].docx

Letters of support or other documentation No

Additional information

Removed "the" from title and changed verbs in syllabus learning outcomes based on feedback.

**Reviewer Comments**

Terra Bissett (t.bissett) (07/25/19 4:06 pm): Rollback: Please update course title on form/syllabus to conform with catalog style guide – “The” is typically not included in title; Syllabus: learning outcomes must be measurable and observable - committees will question “understand”.

Terra Bissett (t.bissett) (08/20/19 1:49 pm): Updates received.

Jon Jasperson (jon.jasperson) (10/02/19 4:37 pm): A) In the Requirements section of the syllabus, it is not clear from the following sentence if a student can have three unexcused absences or one unexcused absence before the final grade is adjusted: "More than three unexcused absences will affect your final grade (5 points reduction of overall grade per absence after the one unexcused)."  B) The absences related to illness summary in the "Requirements" sections to be updated to agree with the recent Student Rule 7 change.

Terra Bissett (t.bissett) (10/03/19 8:33 am): Rollback: Rolling back to College Dean’s role to address UCC member concerns.

Jon Jasperson (jon.jasperson) (10/04/19 2:11 pm): My concerns were addressed.

Terra Bissett (t.bissett) (10/07/19 4:56 pm): UCC approved October 2019.
ENGL 220: Graphic Novel
Texas A&M University
Instructor: Apostolos Vasilakis, Ph.D.
Lectures: MWF 9:10-10:00 am (TBA)
E-mail: vasilakis@tamu.edu
Tel: 845-2587
Office: 356 LAAH Building
Office Hours: MWF 10:10-11:00 am (and by appointment)

Catalogue Description: An exploration of origins and development of the graphic novel.

Course Description:
This course will focus on the graphic novel as a genre, and its literary and historical evolution across the 20th and 21st century. During the semester we will examine the history of this increasingly influential form of storytelling in the literary tradition, its various transformations, the relationship between its visual and written elements, and the material culture that has contributed to its formation. We will analyze a number of graphic narratives in terms of their structure, and their focus on themes of alienation, heroism, violence, race and sexuality.

Books:
McCloud, Understanding Comics
Bechdel, Fun Home: A Family Tragicomic.
Spiegelman, Maus
Burns, Black Hole
Barry, One Hundred Demons
Ornaso, Sabrina
Victor LaValle, Destroyer

Learning Outcomes:
Upon completion of the course students will be able to:
- describe the genre’s development and its cultural context throughout the twentieth century.
- describe the history of the graphic novel and its global appeal.
- explain the relationship between the visual and the written components of a graphic novel.

Prerequisite: None.

Requirements:
You are expected to attend class regularly. More than three unexcused absences will affect your final grade (5 points reduction of overall grade per absence after the one unexcused). Follow https://student-rules.tamu.edu/rule07/ relating to absences. To be considered for an excused absence the student must notify the instructor in writing (e-mail is acceptable) prior to the day of absence. In cases where advanced notification is not possible,
the student must provide notification by the end of the second business day after the last date of the absence. This notification must include an explanation of why notice could not be sent.

Make sure that you make it to the class on time, that you don’t leave early (inform the instructor in advance if you have to), and that you don’t answer or use your phone during the class. No use of any electronic device is allowed during the class unless it is for class purposes.

You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates) and working in small groups in order to produce a response to a question or concern.

Students will submit two papers (30% each) (6-8 pages each, typed, double-spaced, 1" margins, standard font - 12 point size) written in stages and under my consultation during the semester. The first paper will be a close reading paper that will offer a critical interpretation of a specific text or topic. The first paper could, for example, focus on a specific issue or concept (for example, “alienation”) and the ways that it has been understood by different writers. A comparison between two different graphic novels could also be an appropriate topic for the paper. The second paper will be a research paper that offers a critical interpretation of primary and secondary sources (at least 2 print sources) that might frame the reader’s particular analysis of the topic. The process of writing the papers includes: a) a rough draft (first paper) or one page proposal or introduction (second paper) in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax. A good paper has a clear and convincing argument. It is well organized with good transitions between the paragraphs, and employs effective and proper textual examples. Papers that are a result of plagiarism will receive an “F” grade (for a definition of plagiarism see: aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx).

There will also be a final examination (30%) based on the readings and lectures. The final examination will be made up of short and long answer questions that cover reading and lecture material. For the final examination, students are responsible for all the material covered up until the day of the exam. There will be no make-up dates for the final examination, with the exception of students with a university-approved excuse.

**Grading:** The two papers will constitute 60% of your grade (30% each); the final examination 30%; and 10% for class participation. There will be a 10% reduction in the grade of any late writing assignments except in the case of university excused absences.

A 90-100%
B 80-89%
C 70-79%
**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](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 (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).

**Diversity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics.

**Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit: [http://disability.tamu.edu](http://disability.tamu.edu)
Texts include:
McCloud, *Understanding Comics*
Bechdel, *Fun Home: A Family Tragicomic.*
Spiegelman, *Maus I*
Burns, *Black Hole*
Barry, *One Hundred Demons*
Ornaso, *Sabrina*
Victor LaValle, *Destroyer*

**CALENDAR**
8/29 Introduction
8/31 *Understanding Comics* (read pages 1-70)
9/2 *Understanding Comics* (read pages 70-150)

9/5 *Understanding Comics* (read pages 150-220)
9/7 *Understanding Comics*
9/9 *Understanding Comics*

9/12 *Fun Home* (read chapters 1-4) (Instructions on choosing a topic and creating a thesis)
9/14 *Fun Home*
9/16 *Fun Home* (read chapters 5-7)

9/19 *Fun Home*
9/21 *Fun Home*
9/23 *Fun Home*

9/26 *Maus I* (read the whole story) (First Paper Draft)
9/28 *Maus I*
9/30 *Maus I*

10/3 *Maus I*
10/5 *Maus I*
10/7 *Maus I*

10/10 *One Hundred Demons* (read pages 6-98)
10/12 *One Hundred Demons* (read pages 99--146)
10/14 *One Hundred Demons* (First Paper Due)
10/17  *One Hundred Demons* (read pages 147-218)
10/19  *One Hundred Demons*
10/21  *One Hundred Demons* (*Instructions on choosing secondary material for the research paper*)

10/24  *Black Hole*  (*read pages 1-100*)
10/26  *Black Hole*  (read pages 101-160)
10/28  *Black Hole*  (read pages 161-220)

10/31  *Black Hole*  (read pages 221-300) (*Second Paper Draft*)
11/2   *Black Hole*  (read pages 300-368)
11/4   *Black Hole*

11/7   *Destroyer* (read the whole book)
11/9   *Destroyer*
11/11  *Destroyer*
11/14  *Destroyer*
11/16  *Destroyer*
11/18  *Destroyer*

11/21  *Sabrina*  (read the whole book)
11/23  No Class – Thanksgiving Holiday
11/25  No Class – Thanksgiving Holiday

11/28  *Sabrina*
11/30  *Sabrina*
12/2   *Sabrina*  (*Second Paper Due*)

12/5   *Sabrina*
12/7   Conclusion and Final Exam review

12/12  *Final Examination, from 8:00 am-10:00 am*
Course Change Request

New Course Proposal

Date Submitted: 09/12/19 4:23 pm
Viewing: ENGL 435 : Advanced Studies in Creative Writing
Last edit: 10/03/19 12:50 pm
Changes proposed by: dkawas

Contact(s)

In Workflow
1. ENGL Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
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13. Banner

Approval Path
1. 09/06/19 10:56 am
   Maura Ives (m-ives):
   Rollback to Initiator
2. 09/12/19 10:53 am
   Maura Ives (m-ives):
   Approved for ENGL Department Head
3. 09/12/19 3:28 pm
   Terra Bissett (t.bissett):
   Rollback to Initiator
4. 09/12/19 4:28 pm
   Maura Ives (m-ives):
   Approved for ENGL Department Head
5. 09/16/19 1:22 pm
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
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   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Preparer UG
7. 09/16/19 3:16 pm
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Chair UG
8. 09/16/19 9:07 pm
   Steve Oberhelman (s-oberhelman):
   Approved for LA College Dean UG
9. 09/17/19 11:01 am
   Sandra Williams (sandra-williams):
   Approved for UCC

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
ENGL 435: Advanced Studies in Creative Writing

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desiree Kawas</td>
<td><a href="mailto:dkawas@tamu.edu">dkawas@tamu.edu</a></td>
<td>979-845-8357</td>
</tr>
<tr>
<td>Sarah Coppedge</td>
<td><a href="mailto:coppedgesarah@tamu.edu">coppedgesarah@tamu.edu</a></td>
<td>979-845-9936</td>
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Course prefix: ENGL
Course number: 435

Department: English
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
Prerequisites:

All prerequisites will be enforced through COMPASS.

Effective term: Fall 2020
Complete Course Title: Advanced Studies in Creative Writing
Abbreviated Course Title: ADV STUDIES CREATIVE WRITING

Catalog course description:
Advanced study of specified topics in a creative writing genre or genres. May be taken two times for credit.

Prerequisites and Restrictions:
3 credits of creative writing at the 300-level; junior or senior classification.

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

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<th>Lab: 0</th>
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Repeatable for credit? Yes

Number of times repeated for credit 1 - OR - Maximum number of hours

When will this course be repeated? Within a student's career

CIP/Fund Code 2313020001

Default Grade Mode Letter Grade (G)

Method of instruction Lecture

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

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

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

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<td>(BA-ENGL-MID) English - BA, Middle School Teacher Certification</td>
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Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course No
ENGL 435: Advanced Studies in Creative Writing

Has/will this course be(en) submitted for ICD or CD consideration? No

**Course Syllabus**

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<tbody>
<tr>
<td>Additional information</td>
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**Reviewer Comments**

Maura Ives (m-ives) (09/06/19 10:56 am): Rollback: Check prerequisites

Terra Bissett (t.bissett) (09/12/19 3:28 pm): Rollback: Repeatability section on form must indicate either number of times course can be repeated OR maximum number of hours – cannot have both; if the course can only be repeated one time, then the form should have 1 (meaning the course can be taken once and then repeated once, for a total of 2 times); Please include complete 10 numerical digit CIP Code; indicate on form if course will be required or elective; Syllabus: title on form/syllabus must match; Grading percentages add up to 110%; Grading for writing adds up to 50%, but heading shows 45%; please update grading scale to comply with Student Rule 10 (e.g. A=90-100, B=80-89, etc.); old ADA statement – please update.

Terra Bissett (t.bissett) (09/16/19 1:22 pm): Updates received.

Jon Jasperson (jon.jasperson) (10/02/19 4:05 pm): In the Attendance and Make-Up Policy section, the URL for the following sentence points to a 'page not found' message. "If you are sick, the following rules apply (http://shs.tamu.edu/attendance)."

Terra Bissett (t.bissett) (10/03/19 8:34 am): Rollback: Rolling back to College Dean's role to address UCC member concerns.

Terra Bissett (t.bissett) (10/03/19 12:47 pm): Rollback: Rolling back as requested for revised syllabus.

Jon Jasperson (jon.jasperson) (10/03/19 11:59 pm): My concerns were addressed.

Terra Bissett (t.bissett) (10/07/19 4:02 pm): UCC approved October 2019.

---

Key: 19199
ENGL 435 Advanced Studies in Creative Writing
Dr. Stabile
Spring 2020
MWF 10:20-11:10 am
LAAH 373

ENGL 435: Advanced Studies in Creative Writing

Catalogue Description: Advanced study of specified topics in a creative writing genre or genres. May be repeated once for credit.

Course Description and Prerequisites

Inverting the framework begun by physician and literary scholar, Rita Charon, to train medical students and physicians in empathy through close reading of literary texts, this course approaches the medical encounter from the creative writer’s perspective: from diagnosis and illness; to suffering, healing, caregiving, and death; to personal and social responsibility for our health care. What does it mean to organize your body’s illness or wellness by symptoms and experience into a narrative? And how do we read other people’s health narratives? Students will read patient and practitioner narratives, considering the role of interpretation in understanding the medical and social ambiguities as well as boundaries of sick bodies (i.e. sexuality, gender, race, class, and citizenship). They will study the cultural constructions of suffering and empathy; of diagnosed and misinterpreted bodies; of scientific and artistic representations of illness. Reflecting on their own health care experiences (through creative nonfiction writing) as well as doing community service in a healthcare environment, students will receive high-impact learning opportunities as be both active participants and witnesses of other people’s stories. Because our focus is on aestheticizing the human body through storytelling, students, students will submit a creative work to a literary or literary medicine journal by the semester’s end.

Prerequisite: 3 credits of 300-level course in Creative Writing; U3 and U4 only

Learning Outcomes:

By the semester’s end, students will be able to:

- Apply new techniques of creative writing
- Analyze creative writing both as an individual and community activity
- Describe different methods of revision and revision’s importance to the writing process
Instructor Information

Dr. Susan Stabile
stabile@tamu.edu
Phone: x-8350
Office: LAAH 529
Office Hours: Monday 11:30-1:00 & by appointment

Required Textbook and/or Resource Material

- Mark Doty, Still Life With Oyster an Lemon (Beacon Press, 2001)
- Leslie Jamison, The Empathy Exams (Greywolf, 2014)
- Sonja Huber, Pain Woman Take Your Keys and Other Essays from a Nervous System (University of Nebraska Press, 2017)
- Sarah Manguso, Two Kinds of Decay (Picador, 2008)
- Oliver Sacks, Gratitude (Knopf, 2015)
- Dana Walrath, Aliceheimer’s: Alzheimer’s Through the Looking Glass (Pennsylvania State UP, 2016)
- Arianne Zwartjes, Detailing Trauma: A Poetic Anatomy (University of Iowa Press, 2012)
- All other required course readings (listed below) are available as pdfs on ecampus: http://ecampus.tamu.edu/; students should bring hard-copies to class

Grading Policies

Attendance and Make-Up Policy: Attendance is required. Excused absences are stipulated in TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07). More than 2 unexcused absences will result in a reduction of the final course grade (5 points per absence). Missed work may not be made up if the absence is unexcused.

Class Participation (10% of course grade): Students are expected to participate actively in class, including: reading and discussing the assigned readings on the date due; bringing annotated architectures of every assigned essay to class; completing in-class writing prompts and formal essay assignments; keeping a daily writing journal, and engaging in peer review and writing workshop according to the established ethics and guidelines posted on http://ecampus.tamu.edu.

1. Reading (10% of course grade): Students are required to come to class with the assigned readings completed and prepared to participate in related class discussion.

   - Students are expected to bring texts of daily readings to each class period, which annotate the essays’ architecture. Close reading means a tactile engagement with a text, marking, highlighting, annotating it’s “architecture.”
As essayist Annie Dillard explains: “the more you read, the more you will write. The better the stuff you read, the better the stuff you will write.” Reading not only offers how-to models for writing, but it also provides something to push against, to react to. And it situates you in a world of writers. **Therefore, while we will not always discuss all of the assigned essays for a given day, your reading of them all is the only way you will become a better writer.**

2. Writing (40% of course grade)

- You will upload all of your draft and revised essays as well as your peer reviews for the entire semester via ecampus.tamu.edu.
- Students will be graded on their written and revised assignments according to the established standards for effective writing posted on ecampus.
- Graded assignments include:
  1 flash nonfiction essay (500-750 words each) (**10% of course grade**) *
  3 short essays (1,500 words each) (**30% of course grade**) *

*All essays should be typewritten and double-spaced with standard 1-inch margins and 12-pt Times or Times New Roman font.

3. Writer’s Journal: (**10% of course grade**): Students are required to keep a generative and reflective writing journal throughout the semester. In addition to in-class writing prompts and revisions, they will record daily observations, memories, images, and other ideas for their writing projects. Because good writing is physical—engaging the five senses—the practice of journal-keeping, putting hand to pen and pen to paper, engages writers with the world around them.

  **Writing Prompts:** Students are required to complete—thoughtfully and fully—*all* required writing prompts (see “Weekly Writing Prompts” pdf on ecampus) in their writer’s journal. Students will submit selections of the journal for review twice during the semester. Those selections *must* include all required writing prompts labeled by date and prompt number (See Journal Guidelines on ecampus for further instructions).

4. Peer Review and Workshop (**10% of course grade**): Excepting the first instructor-guided session, written peer reviews will take place through ecampus. Assigned to different writing groups throughout the semester, each student is responsible to post his or her short essays as well as their written critiques of their peers’ essays to ecampus by midnight on the assigned date. In addition, they will upload copies of their critiques to their Writing Portfolio. **Students will follow the peer review and ethics guidelines provided on the course ecampus page** (http://ecampus.tamu.edu).

5. Service Learning Project in Medical Humanities (**10% of course grade**) (further instructions available on ecampus)
6. Creative Writing Events (10% of course grade):

- Students are required to attend at least 1 public readings by visiting creative writers. One of these must be a Brazos Valley Reads presentation in April.
- Students are required to participate in the ENGL department’s annual Reading in the Round series

To Prepare for Reading in the Round: Read Kate Carroll De Gutes, “Can You Hear Me Now: How Reading Our Writing Aloud Informs Audiences and Ourselves”: http://brevitymag.com/craft-essays/can-you-hear-me/

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

A-range grades= indicate thorough and thoughtful completion of the assignment that exceeds stated requirements; the work is exemplary: it has an imaginative and effective architecture, a clear “story,” and crisp, elegant, effective prose

B-range grades= indicate reasonably thorough and thoughtful completion of the assignment that fully meets stated requirements; the work is strong, but lacks originality or a “story” or elegant, streamlined prose

C-range grades= indicate somewhat thorough and thoughtful completion of the assignment that simply meets the stated requirements; there is nothing original, compelling, or challenging in the writing

D-range grades= indicate incomplete or insufficient completion of the assignment that mostly does not meet stated requirements

F grades= assignment does not meet any stated requirements or assignment is not submitted

Course Topics, Calendar of Activities, Major Assignment Dates

Week 1: Reciprocity: Narrative Medicine for Creative Writers

M 1/13 In class: Ted Talk Sayatani DasGupta, “Narrative Humility: Listening as Social Justice” https://www.youtube.com/watch?v=gZ3ucjmcZwY1 ; read and discuss Sandra Lambert, “Poster Children”

W 1/15 in preparation for class discussion, you should view in advance the Ted Talk by Rita Charon, “The Shock of Attention” https://www.youtube.com/watch?v=YeIa1GJZCQ; (pdf)

Week 2: Diagnosis as Narrative

M 1/20 Martin Luther King Jr. Day; no class

W 1/22 Irwin D. Yalom, “Fat Lady”; Rafael Campo, “Like a Prayer”; Dorothy Allison, “A Question of Class” (pdfs)

F 1/24 selections from Best American Essays (pdfs)

Week 3 Empathy

M 1/27 Leslie Jamison, The Empathy Exams

W 1/29 Leslie Jamison, The Empathy Exams

F 1/31 Leslie Jamison, The Empathy Exams

Week 4 Illness, Disease, and the Idiopathic Narrative

M 2/3 Leslie Jamison, The Empathy Exams

W 2/5 Sarah Manguso, Two Kinds of Decay

F 2/7 Sarah Manguso, Two Kinds of Decay

Week 5: Finding the Story

M 2/10 Sarah Manguso, Two Kinds of Decay

W 2/12 Sarah Manguso, Two Kinds of Decay

F 2/14 Sarah Manguso, Two Kinds of Decay

Week 6: Pain

M 2/17 Sonja Huber, Pain Woman Take Your Keys and Other Essays from a Nervous System

W 2/19 Sonja Huber, Pain Woman Take Your Keys and Other Essays from a Nervous System

F 2/21 Sonja Huber, Pain Woman Take Your Keys and Other Essays from a Nervous System

Week 7 Caretaking and Secondary Suffering

M 2/24 Alice Walrath, Aliceheimer’s: Alzheimer’s Through the Looking Glass

W 2/26 Alice Walrath, Aliceheimer’s: Alzheimer’s Through the Looking Glass

F 2/28 Alice Walrath, Aliceheimer’s: Alzheimer’s Through the Looking Glass
Week 8: Healing

M 3/2 Alice Walrath, *Aliceheimer’s: Alzheimer’s Through the Looking Glass*


F 3/6 Leslie Nyman, “Wisteria”; selections from Richard Seltzer, *The Exact Location of the Soul* (pdfs)

Week 9  SPRING BREAK

3/9 - 3/13 No class.

Week 10: Moments of Illumination

M 3/16 Bryan Doyle, *The Wet Engine*

W 3/18 Bryan Doyle, *The Wet Engine*

F 3/20 Bryan Doyle, *The Wet Engine*

Week 11 Notions of Grace

M 3/23 Bryan Doyle, *The Wet Engine*

W 3/25 Bryan Doyle, *The Wet Engine*

F 3/27 Arianne Zwartjes, *Detailing Trauma*

Week 12 Poetic Anatomies: Revising the Undiagnosible Body

M 3/30 Arianne Zwartjes, *Detailing Trauma*

W 4/1 Arianne Zwartjes, *Detailing Trauma*

F 4/3 Arianne Zwartjes, *Detailing Trauma*

Week 13 The Art of Mourning

M 4/6 Arianne Zwartjes, *Detailing Trauma*

W 4/8 Mark Doty, *Still Life with Oyster and Lemon*

F 4/10 Reading day. No class.

Week 14 Still(ed) Lives: Medical Ekphrasis

M 4/13 Mark Doty, *Still Life with Oyster and Lemon*

W 4/15 Mark Doty, *Still Life with Oyster and Lemon*

F 4/17 Mark Doty, *Still Life with Oyster and Lemon*

Week 15: Facing Death

M 4/20 Mark Doty, *Still Life with Oyster and Lemon*
Use of personal electronic devices

I do not permit the use of cell phones, smart phones, MP3 players, or other electronic devices in this classroom. If you would like to use one, please discuss it with me during the first week of classes.

Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course.

This course meets the following standards for diversity content and instruction in the following way(s):

1.) Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) in Narrative Medicine.

2.) Course content that is inclusive of various learning needs and that has a clear plan to utilize a variety of teaching techniques so as to contribute to an overall inclusive learning environment, in which students feel equally valued: “Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development... Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose et. al., 2010, p. 169-170)
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

The University Writing Center (UWC) offers undergraduate students one-on-one help at any stage of the writing process. Located on the second floor of the Sterling C. Evans Library, the UWC also offers online assistance and computer based lessons. See their Web page: <http://uwc.tamu.edu/>, for details and hours of operation.

Title IX and Statement on Limits to Confidentiality

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

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.

Academic Integrity

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

New Course Proposal

Date Submitted: 09/16/19 10:48 am

Viewing: FILM 469 : Cult Cinema

Last edit: 09/16/19 9:10 pm

Changes proposed by: mindybergman

In Workflow
1. FILM Program
2. CLLA Department Head
3. Curricular Services Review
4. LA Committee Preparer UG
5. LA Committee Chair UG
6. LA College Dean UG
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 09/12/19 10:52 am
   Mindy Bergman
   (mindybergman): Approved for FILM Program
2. 09/12/19 4:07 pm
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
3. 09/13/19 10:51 am
   Terra Bissett (t.bissett): Rollback to Initiator
4. 09/16/19 10:49 am
   Mindy Bergman
   (mindybergman): Approved for FILM Program
5. 09/16/19 11:05 am
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
6. 09/16/19 2:27 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 09/16/19 2:46 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
8. 09/16/19 3:21 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair
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<tr>
<th>Name</th>
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<th>Phone</th>
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<tr>
<td>Mindy Bergman</td>
<td><a href="mailto:mindybergman@tamu.edu">mindybergman@tamu.edu</a></td>
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Undergraduate course level justification (Select One)

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<th>Analysis of the concept of cult status; textual characteristics, historical context and audience reception practices that result in certain films receiving a cult status.</th>
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<td>Junior or senior classification or approval of instructor.</td>
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<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
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Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

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Has/will this course be(en) submitted for core curriculum consideration? No
Has/will this course be(en) submitted for Writing or Communication consideration? Yes
Has/will this course be(en) submitted for ICD or CD consideration? Yes

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: FILM469 Cult Films Syllabus.docx

Letters of support or other documentation: No
Additional information
Reviewer Comments: 
Terra Bissett (t.bissett) (09/13/19 10:51 am): Rollback: Prerequisites on form/syllabus must match.
Terra Bissett (t.bissett) (09/16/19 2:26 pm): Updates received.
Terra Bissett (t.bissett) (10/07/19 4:03 pm): UCC approved October 2019.
FILM 469. Cult Cinema

Fall 2020

Meeting days/times: TBD  •  Meeting location: TBD
Instructor: TBD  •  Email: TBD
Office Phone: TBD  •  Office Hours: by appointment

Course Description: Analysis of the concept of cult status; textual characteristics, historical context, and audience reception practices that result in certain films receiving a cult status. Prerequisites: Junior or senior status or approval of instructor.

Required Text:
The Cult Film Reader, Ernest Mathijs and Xavier Mendik
Additional readings will be posted on eCampus.

Learning Outcomes

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

- Identify and describe common textual characteristics found within cult films.
- Describe the connections between cult films and the historical contexts under which they were made/released.
- Analyze how audience practices relate to a film gaining a cult status.

Additionally, this course meets the graduation requirement for International and Cultural Diversity (ICD). By the end of the ICD course, the successful student should be able to:

1. Live and work effectively in a diverse and global society
2. Articulate the value of a diverse and global perspective
3. Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view.

Course Assignments

Attendance (50 Points): Attendance is required. Students are permitted 3 unexcused absences. After that, students will have 5 points (out of the full 50) deducted from their final grade for each unexcused absence. Attendance will be monitored through a sign-in sheet at the beginning of every class, including the screenings. Student Rule 7 describes attendance, excused absence, and make-up policies (https://studentrules.tamu.edu/rule07/). Signing in for other students is in violation of the Aggie Honor Code.

*Students must attend at least half (7 out of 14) of the weekly screenings as part of the required attendance grade. For the weeks that you do not attend the screening, you must watch the films on your own time. All films can be found online on MediaMatrix (https://mediamatrix.tamu.edu/login.php) or Kanopy (https://www.kanopy.com/)*

Exams and assignment due dates that conflict with excused absences (see https://studentrules.tamu.edu/rule07/) should be made up as soon as possible. Contact the instructor to make up an exam or reschedule an assignment due date as per Student Rule 7.
Individual Research Paper #1 (75 Points): Students will write a short research paper about a film that they think could/should achieve cult status. This can be an older film that has yet to gain attention or a newer film that could gain a cult following in the near future. Students should base their argument around Mathijs and Mendik’s “Anatomy of a Cult Film” list. Papers should be a minimum of 1,500 words (5 pages double spaced). Rough drafts will be submitted through eCampus and the instructor will provide feedback regarding how the paper can be improved. The student will then have one week to revise their paper based on the instructor’s suggestions. Final drafts will be submitted through eCampus. A detailed prompt will be posted on eCampus.
ICD Learning Objective: Articulate the value of a diverse and global perspective.

Individual Research Paper #2 (75 Points): Students will write a short research paper on a specific film director who has an established cult following. Examples include certain horror directors (David Cronenberg, Dario Argento), exploitation directors (Russ Meyer, Doris Wishman), filmmakers known for “so-bad-they’re-good” movies (Ed Wood), and filmmakers who have stirred controversy for one reason or another (Takashi Miike). Students should discuss the director’s filmmaking style and why it has likely garnered a cult following. Students should also include an analysis of at least one film made by that director. Papers should be a minimum of 1,500 words (5 pages double spaced). Rough drafts will be submitted through eCampus and the instructor will provide feedback regarding how the paper can be improved. The student will then have one week to revise their paper based on the instructor’s suggestions. Final drafts will be submitted through eCampus. A detailed prompt will be posted on eCampus.
ICD Learning Objective: Articulate the value of a diverse and global perspective.

Mid-Term Exam (100 Points): The mid-term exam will be given in class and will cover material covered in the lectures, readings, and weekly screenings.

Term Paper (100 Points): Students will write a research paper over a specific subgenre of cult films. The paper will require students to discuss the subgenre as a whole and the characteristics often associated with that subgenre. The paper should include: (1) a general description of the subgenre itself, (2) an analysis of one film from that subgenre, and (3) why the subgenre has likely gained a cult following. Papers should be a minimum of 1,700 words (6 pages double spaced) and will be submitted on eCampus. A detailed prompt will be posted on eCampus.
ICD Learning Objective: Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view.
ICD Learning Objective: Live and work effectively in a diverse and global society.

Final Exam (100 Points): The final exam will be given during the university's scheduled final exam date. Questions will involve material covered in the lectures, readings, and weekly screenings from the second half of the course (after the mid-term).

Grading Scale

A = 450-500  B = 400-449  C = 350-399  D = 300-349  F = 299 & Below

Note: Students cannot pass the course without passing the writing assignments in the course (minimum 175/250 on individual paper 1, individual paper 2, and term paper).
The 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/Aggie Honor Code

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

The Aggie Honor Code is relevant regarding everything you do in this course and in all of your academic work. Violations of the Honor Code will be submitted to the Aggie Honor System Office and can result in an "F" in the course and even suspension or expulsion from the University. If you have questions about the Honor Code and your work in this course, contact me before the assignment is due. 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 (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Screening</th>
</tr>
</thead>
</table>
| 1    | What is a Cult Film? | The Cult Film Reader:  
  - "Editorial Introduction" (pp. 1-11)  
  - Section 1.8  
  - Section 4.3 | The Rocky Horror Picture Show (1975)  
  (Available on MediaMatrix) |
| 2    | Midnight Movies | The Cult Film Reader:  
  - Section 3.1 | El Topo (1970)  
  (Available on MediaMatrix) |
| 3    | Midnight Movies Cont. | The Cult Film Reader:  
  - Section 2.1  
  - Section 2.11 | Un Chien Andalou (1929)  
  (Available on MediaMatrix)  
  Eraserhead (1977)  
  (Available on Kanopy) |
| 4    | Camp | The Cult Film Reader:  
  - Section 1.3  
  - Section 1.4 | Beyond the Valley of the Dolls (1970)  
  (Available on MediaMatrix) |
| 5    | “Badfilm” | "Trash Horror and the Cult of the Bad Film" – I.Q. Hunter | Plan 9 from Outer Space (1959)  
  (Available on MediaMatrix) |
| 6    | Drug Films | “The Monster That Caters to Thrill-Hungry Youth: The Drug Film” – Eric Schaefer | Reefer Madness (1936)  
  (Available on MediaMatrix) |
| 7    | MID-TERM EXAM | The Cult Film Reader:  
  - Section 4.10 | Ginger Snaps (2000)  
  (Available on MediaMatrix) |
| 8    | “Cult Horror” vs. “Cult of Horror” | The Cult Film Reader:  
  - Section 2.12  
  - Section 2.6  
  - Section 3.6 | Dead Alive (1992)  
  (Available on MediaMatrix) |
| 9    | Cult Films and Feminist Film Theory | The Cult Film Reader:  
  - Section 4.9 | Showgirls (1995) |
<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Title</th>
<th>Author/Reference</th>
<th>Availability</th>
</tr>
</thead>
</table>
| 14| Cult Film Fandom                                                      | *The Cult Film Reader:*  
  o  Section 1.10  
  o  Section 4.6  

**FINAL EXAM** – see Final Exam schedule
Course Change Request

New Course Proposal

Date Submitted: 08/26/19 2:41 pm

Viewing: INTS 300: International Experience

Last edit: 10/03/19 5:02 pm

Changes proposed by: mcerrato

Programs referencing this course

BA-INTS-GCS: International Studies - BA, Global Cultural Studies Track

Faculty Senate Number

Contact(s)

In Workflow
1. INTS Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 05/16/19 4:05 pm
   Stefanie Harris (stefanieharris): Rollback to Initiator
2. 05/20/19 1:30 pm
   Stefanie Harris (stefanieharris): Approved for INTS Department Head
3. 06/14/19 2:11 pm
   Terra Bissett (t.bissett): Rollback to Initiator
4. 08/22/19 3:16 pm
   Stefanie Harris (stefanieharris): Approved for INTS Department Head
5. 08/26/19 1:40 pm
   Terra Bissett (t.bissett): Rollback to Initiator
6. 08/26/19 3:54 pm
   Stefanie Harris (stefanieharris): Approved for INTS Department Head
7. 08/28/19 8:45 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
8. 08/28/19 8:51 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
9. 09/16/19 3:25 pm
   Steve Oberhelman (s-oberhelman): Approved
INTS 300: International Experience

Catalog course description: Language immersion program abroad; minimum of ten weeks; completed after the fourth semester of the target foreign language; study abroad program, internship, volunteer service work, or a combination of these options with department approval.

Prerequisites and Restrictions: Grade of C or better in INTS 201; grade of C or better in ARAB 202, CHIN 202, FREN 202, GERM 202, ITAL 202, JAPN 202, RUSS 202, SPAN 202, or SPAN 203; major in international studies; junior or senior classification.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment:

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

Course prefix: INTS
Course number: 300
Department: International Studies
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

Academic Level (alternate): Graduate
Effective term: Fall 2020
Complete Course Title: International Experience
Abbreviated Course Title: INTERNATIONAL EXPERIENCE
INTS 300: International Experience

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
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</thead>
<tbody>
<tr>
<td>INTS 201</td>
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<tr>
<td>And</td>
<td>ARAB 202</td>
<td>C</td>
<td>UG</td>
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<tr>
<td>Or</td>
<td>CHIN 202</td>
<td>C</td>
<td>UG</td>
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<tr>
<td>Or</td>
<td>FREN 202</td>
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<tr>
<td>Or</td>
<td>GERM 202</td>
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<tr>
<td>Or</td>
<td>ITAL 202</td>
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<td>UG</td>
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<tr>
<td>Or</td>
<td>JAPN 202</td>
<td>C</td>
<td>UG</td>
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<td>Or</td>
<td>RUSS 202</td>
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<tr>
<td>Or</td>
<td>SPAN 202</td>
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</tr>
<tr>
<td>Or</td>
<td>SPAN 203</td>
<td>C</td>
<td>UG</td>
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</tbody>
</table>

Contact Hour(s) (per week): Lecture: 0, Lab: 0, Other: 0, Total: 0

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 1601010001
Default Grade Mode: Satisfactory/Unsatisfactory (S)
Alternate Grade Modes: Practicum
Method of instruction: None

Will this course be taught at another branch? No
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? No
Will classroom space be needed for this course? No

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

**Program(s)**

- (BA-INTS-GCS) International Studies - BA, Global Cultural Studies Track
- (BA-INTS-ICC) International Studies - BA, International Commerce Track
- (BA-INTS-ICM) International Studies - BA, International Communication and Media Track
Program(s)

-(BA-INTS-IES) International Studies - BA, Environmental Studies Track
-(BA-INTS-IGI) International Studies - BA, International Geographic Information Systems Track
-(BA-INTS-IPD) International Studies - BA, International Politics and Diplomacy Track

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: INTS 300.docx
Letters of support or other documentation: No

Additional information: this 0 credit course is meant to help us keeping track of the students' international experience and their progress in the degree.

Reviewer Comments

Stefanie Harris (stefanieharris) (05/16/19 4:05 pm): Rollback: Revisions as discussed
Terra Bissett (t.bissett) (06/14/19 2:11 pm): Rollback: Fourth Semester of target language - Could an actual course be listed here (e.g. SPAN 202 or equivalent) and then list all of the possible course prerequisites in the enforced prerequisite table? Please include complete 10 numerical digit CIP code; missing attendance and make-up policies with link to Student Rule 7; Please update the Aggie Honor Code URL.
Terra Bissett (t.bissett) (08/26/19 1:40 pm): Rollback: Syllabus: please update Aggie Honor Code URL to http://aggiehonor.tamu.edu. Please note, if the requirement of INTS 300 will be replacing the non-course requirement within the programs, then the degree programs will need to be updated to reflect the change and submitted for approval.
Terra Bissett (t.bissett) (08/28/19 8:40 am): Update received.
Terra Bissett (t.bissett) (08/28/19 8:44 am): Reminder: If INTS 300 will be replacing the non-course requirement of the International Experience within the programs, then the programs will need to be updated to reflect this course requirement and submitted for approval.
Jon Jasperson (jon.jasperson) (10/02/19 3:31 pm): The prerequisite section indicates grade of "C" or better for INTS 201. This section does not mention a "C" or better grade for the language courses. However, the prerequisite table shows "C" or better for all courses. The table and the prerequisite section should agree.
Terra Bissett (t.bissett) (10/03/19 8:35 am): Rollback: Rolling back to College Dean's role to address UCC member concerns.
Terra Bissett (t.bissett) (10/03/19 5:03 pm): Catalog prerequisites were changed after initial review. Minor edits made to comply with catalog style guide.
Jon Jasperson (jon.jasperson) (10/04/19 12:00 am): My concerns were addressed.
Terra Bissett (t.bissett) (10/07/19 4:03 pm): UCC approved October 2019.

Reported to state? Add
INTS 300: International Experience

Instructor:
Dr. Maddalena Cerrato (mcerrato@tamu.edu) ACAD #105 A

Catalogue Course Description:
Language immersion program abroad; minimum of ten weeks; completed after the fourth semester of the target foreign language; study abroad program, internship, volunteer service work, or a combination of these options with department approval.

Prerequisites and Restrictions
Grade of C or better in INTS 201; major in international studies; junior or senior classification; ARAB 202 or equivalent of fourth semester target language.

Course Description:
The course consists of an international experience that INTS majors complete after the fourth semester of studying their target language. Students will spend minimum 10 continuous weeks in a language immersion program. A student may satisfy the international experience through an acceptable study abroad program, an internship, volunteer service work or an acceptable combination of these options.

Grading Policies:
Satisfactory/Unsatisfactory
Upon successful completion of the requirements of the approved international experience program.

Prerequisites:
To enroll in the class a student must be an INTS major, have junior or senior classification, have completed the fourth semester of the target language (202 or equivalent), and have completed INTS 201 with a “C” or better.

Learning Outcomes:
The student on completion of this course will be able to:
- Communicate effectively in a foreign language.
- Describe the value of a diverse and global perspective.
- Distinguish the diverse opinions, values, points of view, and practices encountered in an international context.

Course Materials:
As required by students’ individual program.

**Attendance and make up policy:**
University rules related to excused and unexcused absences are located on-line at:

[http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

The student is responsible for providing prior notification (if possible) and accurate documentation for excused absences. No makeups will be given unless documentation for an excused absence is presented.

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

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

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).

**Academic Integrity:**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
Contact(s)

**New Course Proposal**

Date Submitted: 09/12/19 10:44 am

Viewing: **LMAS 484 : Internship**

Last edit: 09/12/19 10:44 am

Changes proposed by: mindybergman

Approval Path

1. 09/10/19 2:42 pm
   Mindy Bergman
   (mindybergman):
   Approved for LMAS Program

2. 09/10/19 5:57 pm
   Steve Oberhelman (s-oberhelman):
   Approved for CLLA Department Head

3. 09/12/19 10:37 am
   Terra Bissett (t.bissett):
   Rollback to Initiator

4. 09/12/19 10:52 am
   Mindy Bergman
   (mindybergman):
   Approved for LMAS Program

5. 09/12/19 4:07 pm
   Steve Oberhelman (s-oberhelman):
   Approved for CLLA Department Head

6. 09/12/19 4:28 pm
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review

7. 09/12/19 5:27 pm
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Preparer UG

8. 09/16/19 2:48 pm
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Chair
### Course Information

<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>9798459707</td>
</tr>
</tbody>
</table>

**Course prefix**: LMAS  
**Course number**: 484  
**Department**: College of Liberal Arts  
**College/School**: Liberal Arts  
**Academic Level**: Undergraduate

**Undergraduate course level justification (Select One)**  
College/Program Course Level Rubric

**Effective term**: Fall 2020  
**Complete Course Title**: Internship  
**Abbreviated Course Title**: INTERNSHIP

**Catalog course description**: Directed internship in a public or private organization to provide students with applied experience; opportunity to observe first hand issues and problems covered in Latino/a and Mexican-American Studies courses; designed to enhance and clarify the student’s career objectives.

**Prerequisites and Restrictions**: Approval of instructor.

**Should catalog prerequisites / concurrent enrollment be enforced?**: No

**Crosslistings**: No  
**Crosslisted With**: No

**Stacked**: No  
**Stacked with**: No

**Semester Credit Hour(s)**: 0-4  
**Contact Hour(s) (per week)**:  
**Lecture**: 0  
**Lab**: 0  
**Other**: 0-4  
**Total**: 0-4

**Repeatable for credit?**: Yes

**Number of times repeated for credit**: - OR -  
**Maximum number of hours**: 6

**When will this course be repeated?**: Within a student's career

**CIP/Fund Code**: 0502030001  
**Default Grade Mode**: Letter Grade (G)

**Method of instruction**: Practicum  
**Will this course be taught at another branch?**: No

**Will sections of this course be repeated at another branch?**: No
Course be taught as non-traditional? (i.e., parts of term, distance education)

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

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

Will classroom space be needed for this course? No

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

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus LMAS484_syllabus.docx

Letters of support or other documentation No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (09/12/19 10:36 am): Making efforts to update course title to reflect this type of standard X84 internship course.

Terra Bissett (t.bissett) (09/12/19 10:37 am): Rollback: Syllabus: example under grading scale shows FILM 484 - please update.

Terra Bissett (t.bissett) (09/12/19 4:23 pm): Updates received.

Terra Bissett (t.bissett) (10/07/19 4:03 pm): UCC approved October 2019.
LMAS 484. Internship

Fall 2020

Meeting days/times: TBD • Meeting location: TBD

Instructor: TBD
Office Phone: TBD

Email: TBD
Office Hours: by appointment

Course description: Internship in Latino/a and Mexican-American Studies. Credit 0 to 4. Directed internship in a public or private organization to provide students with applied experience; opportunity to observe first hand issues and problems covered in Latino/a and Mexican-American Studies courses; designed to enhance and clarify the student's career objectives. Prerequisites: Approval of instructor.

Learning outcomes: By the end of this course, a successful student should be able to:
- Apply Latino/a and Mexican-American Studies knowledge and concepts in real world situations
- Demonstrate skills and competencies required in the workplace
- Summarize self-directed learning experiences through reflective writing assignments

Required materials or textbooks: None

This is an internship: Keep in mind that every workplace has its own set of rules and expectations, from dress code to timeliness to attendance. Every workplace also has a distinct culture, setting informal expectations of how a worker should behave. It is part of your internship experience to understand and follow these rules and expectations. Your supervisor and coworkers will be the best resource for this information. Your instructor is also available to provide advice as needed.

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.

Academic integrity statement and policy: The Texas A&M honor code: An Aggie does not lie, cheat, or steal, or tolerate those who do. Visit the Honor Office website for more information (http://aggiehonor.tamu.edu).
**Grading policies**: Grading for this course is done by completion contract. This means that it is the student’s effort and amount of work that drives the grade.

### Grading scale (Components described below)

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>F</td>
<td>Does not complete HOURS and INFORMATION minimum requirements—regardless of number of reflection papers completed</td>
</tr>
<tr>
<td>D</td>
<td>Completes HOURS or INFORMATION minimum requirements, but not both—regardless of number of reflection papers completed</td>
</tr>
<tr>
<td>C</td>
<td>Pass 1 reflection paper per credit, HOURS requirement, and INFORMATION requirement OR Pass HOURS requirement, INFORMATION requirement, and FINAL REFLECTION</td>
</tr>
<tr>
<td>B</td>
<td>Pass 2 reflection papers per credit, HOURS requirement, and INFORMATION requirement OR Pass 1 reflection paper per credit, HOURS requirement, INFORMATION requirement, and FINAL REFLECTION</td>
</tr>
<tr>
<td>A</td>
<td>Pass 3 reflection papers per credit, HOURS requirement, and INFORMATION requirement OR Pass 2 reflection papers per credit, HOURS requirement, INFORMATION requirement, and FINAL REFLECTION</td>
</tr>
</tbody>
</table>

**Example**: If a student enrolls in LMAS 484 for 2 credits, they need to meet the HOURS requirement, meet the INFORMATION requirement, and complete 4 reflection papers to receive a B in the course.

**Minimum requirements**: To receive **ANY** passing grade in the course, the student must complete at least the following minimum requirements and submit them to the instructor. All are considered INFORMATION requirements except the HOURS requirement:

- **HOURS REQUIREMENT**: Complete the required number of hours in attendance at the internship
- Complete the learning agreement with the internship supervisor
- Receive a satisfactory end-of-internship report from the internship site supervisor (submitted directly to the instructor by the internship site supervisor)
- Complete initial, mid-internship, and final self-evaluations
- Conduct mid-internship and final evaluations with the supervisor
- Complete work log
- Complete the required number of self-reflection assignments

**Minimum number of hours to complete this internship**: Students must complete at least 40 hours of internship work **PER CREDIT**. For example, students who take this course for three credits are expected to complete at least 120 hours of contact time at the internship (i.e., on site, engaged in the internship work) in the semester. Students taking the internship for **ZERO (0)** credits must complete at least 30 hours of internship work.

**Daily work log**: Students must keep a daily work log listing: (a) date, (b) start and end time, (c) total hours completed that day, and (d) brief description of specific tasks completed (e.g., organized materials, worked on project) and less task-oriented educational experiences (e.g., attended interdisciplinary team meeting, attended conference). The total hours per month should be calculated on the work log. An
excel spreadsheet is available on ecampus for interns to download and use for their worklog. The work log must be submitted at the end of each month (no later than the 3rd day of the following month) throughout the internship.

**Self-evaluations:** All students, regardless of the number of credits they enroll in, must complete three self-evaluations: (a) beginning of internship (e.g., before starting or in the first week), (b) mid-term, and (c) final self-evaluation. The evaluation forms are available on ecampus. These should be submitted to the instructor.

**Midterm and final evaluation meeting with supervisor:** All students, regardless of the number of credits they enroll in, must complete a midterm and final evaluation meeting with the supervisor. This meeting should focus on (a) performance in the internship role, (b) development as per the learning agreement, and (c) developmental goals and opportunities.

**Reflection writing assignments:** The number of reflection writing assignments is described above. Because of variation across internships and within internships over time, students are given flexibility in turning the assignments in. Note that the expectation is that students will complete assignments relative to their time on the internship (e.g., if you need to write 6 papers during a 6 week internship, you’d write approximately one per week; if you need to write 6 papers during a 10 week internship, you’d write one approximately every other week). Students should have completed about half of the assignments by the middle of the semester. Prompts for the reflection writing assignments appear on ecampus.

**Final reflection paper:** Some students who are contracted to earn an A and or B in the course need to complete a final reflection paper. The instructions for the final paper appear on ecampus.

**Attendance and make-up policies:** Your academic work for this internship is expected to be timely and complete by the posted deadlines. Make-up work for this course will be arranged in case of university-excusable absences that have appropriate documentation. Please refer to TAMU Student Rule 7 for more information (http://student-rules.tamu.edu/rule07).

Keep in mind that your internship site will have its own attendance expectations and policies. It is part of your internship experience (i.e., “demonstrate skills and competencies required in the workplace”) to manage the attendance policy and expectations of your internship site.
Course Change Request

New Course Proposal

Date Submitted: 09/10/19 2:46 pm

Viewing: PSYC 425: Psychology of Emotion

Last edit: 09/16/19 9:16 pm

Changes proposed by: joshua.hicks

Contact(s)

In Workflow
1. PBIS Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 07/22/19 12:43 pm
   Heather Lench (hlench): Approved for PBIS Department Head
2. 07/24/19 3:25 pm
   Terra Bissett (tbissett): Rollback to Initiator
3. 09/02/19 4:33 pm
   Heather Lench (hlench): Approved for PBIS Department Head
4. 09/03/19 3:46 pm
   Terra Bissett (tbissett): Rollback to Initiator
5. 09/11/19 8:37 am
   Heather Lench (hlench): Approved for PBIS Department Head
6. 09/11/19 10:08 am
   Terra Bissett (tbissett): Approved for Curricular Services Review
7. 09/11/19 11:50 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
8. 09/16/19 3:33 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
9. 09/16/19 9:16 pm
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
10. 09/17/19 11:01 am
PSYC 425: Psychology of Emotion

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Hicks</td>
<td><a href="mailto:joshua.hicks@tamu.edu">joshua.hicks@tamu.edu</a></td>
<td>9798452097</td>
</tr>
</tbody>
</table>

**Course prefix**: PSYC  
**Course number**: 425  
**Department**: Psychological and Brain Sciences  
**College/School**: Liberal Arts  
**Academic Level**: Undergraduate

**Undergraduate course level justification (Select One)**

- All prerequisites will be enforced through COMPASS.

**Effective term**: Fall 2020  
**Complete Course Title**: Psychology of Emotion  
**Abbreviated Course Title**: PSYCHOLOGY EMOTION

**Catalog course description**: Examination of the theories and approaches in the psychological study of emotion; topics related to emotion, including predictors of happiness, causes and consequences of emotion, and the role of emotion in society; identification of facial expressions of emotion; examination of techniques that promote happiness.

**Prerequisites and Restrictions**: PSYC 107.

**Should catalog prerequisites / concurrent enrollment be enforced?**: Yes

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 107</td>
<td>D</td>
<td>UG</td>
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</table>

**Crosslistings**: No  
**Stacked**: No

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

**Repeatable for credit?**: No  
**CIP/Fund Code**: 4227040001

**Default Grade Mode**: Letter Grade (G)  
**Method of instruction**: Lecture

**Will this course be taught at another branch?**: No

**Will sections of this course be taught as**: No
non-traditional? (i.e., parts of term, distance education)

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

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(BA-PSYC) Psychology - BA</td>
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<tr>
<td>(BS-PSYC) Psychology - BS</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus Revisedlenchemo.docx

Letters of support or other documentation No

Additional information

Reviewer Comments

**Terra Bissett (t.bissett) (07/24/19 3:25 pm):** Rollback: Please update catalog course description to comply with catalog style guide (http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions); Answer “yes” to should catalog prerequisites be enforced on form and complete the table; complete the contact hours section on form; include complete 10 numerical digit CIP Code; Syllabus: update course number (currently shows 489); old ADA statement — please update; update Aggie Honor Code URL; Missing attendance/make-up policy with link to Student Rule 7.

**Terra Bissett (t.bissett) (09/03/19 3:46 pm):** Rollback: Will this course be taught both traditionally and non-traditionally? If so, then 2 syllabi are required (a traditional and a non-traditional).

**Terra Bissett (t.bissett) (09/11/19 10:07 am):** Updates received.

**Terra Bissett (t.bissett) (10/07/19 4:04 pm):** UCC approved October 2019.
Psychology of Emotion
Fall, 2018 (Psyc 425)

Meetings: Tues/Thurs 9:35-10:50, Psychology Building 422
Instructor: Heather C. Lench
Office: Psychology 232
Phone: 845-0377
email: hlench@tamu.edu (usually the best way to reach me)
Office Hr.: By appointment

Contacting Me: You can call or email with questions. Allow 72 hours for a response. I encourage you to contact me with any questions or comments.

Catalog description: Examination of the theories and approaches in the psychological study of emotion; topics related to emotion, including predictors of happiness, causes and consequences of emotion, and the role of emotion in society; identification of facial expressions of emotion; examination of techniques that promote happiness.

Course description and prerequisites: This course will introduce you to theories and approaches in the psychological study of emotion. We will discuss a broad range of topics related to emotion, including predictors of happiness, causes and consequences of emotion, and the role of emotion in society. Students will gain hands-on experience with identifying facial expressions of emotion and in techniques that promote happiness.
Prerequisites: PSYC 107

Learning Outcomes:
- Critically evaluate theories of emotion and the empirical evidence for them
- Identify and describe strategies that increase happiness
- Describe facial expressions of emotion
- Describe emotion within the broader context of society

Reading: Reading is essential and you will need to have a copy for class meetings, either physically or electronically on a mobile device. If you choose a mobile device, checking email, browsing the internet, etc, is not a good use of class time. You will be asked to power down your device and/or leave the classroom if you are distracting other students or the instructor.

Main text:

Lecture and Reading Policy: Attendance and reading are both critical for success in this course. The reading will be most helpful to you if you have completed it before the class. I will assume that you’ve already read the text and will refer to it during lecture and discussions. The University views class attendance as the responsibility of an individual student. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Tests (75 points): There will be three tests during the term. Each test will consist of multiple choice answers, with problems similar to those covered in lecture and your text. Each test is worth 25 points and will have about 25 questions. They are not cumulative, except to the extent that concepts build upon one another in class. You are responsible for providing your own scantron and pencil. Arrive on time or you may not have time to complete the test. Make up tests will be provided in accordance with the university rules on excused absences (http://student-rules.tamu.edu/rule07). Note that you are responsible for providing satisfactory evidence to substantiate a reason for absence, and that the Explanatory Statement is not sufficient for absences where a test is missed.

Thought papers (5 points): Five times during the semester, students will submit brief (typed, half a page, single spaced) thought paper. Thought papers are intended to build toward the final paper. They should integrate across and/or evaluate readings and discussions. You do not need to reach a definitive conclusion in these papers, but they should demonstrate that you have read and thought about the articles and related topics. Be prepared to take part in discussion and raise your thoughts during class time. No credit will be given for late papers.

Paper (20 points): The final paper (about 5 double-spaced pages) should build on class material to propose a project related to emotions. These papers should include citations to class material and related readings. This project can take one of two forms. It can be either 1) a description of a program that could be implemented in the workplace, education system, or another specific sector that would improve individual or societal welfare, or 2) a description of a research study that addresses an important topic in the study of emotion, including a description of the method that would be used and the theoretical rationale for the study. The paper is due via email on or before 5 pm on December 8th. You will get an email response when the paper is received. If you do not get an email response within 24 hours of submittal, it is your responsibility to send a follow up message and/or call. If the email was not received or the file is compromised, and it is past the due date, you will be required to provide documentation that you sent the message/file before the due date. Late papers will be deducted ten points per day.

Grading: Grades will be based on the total number of points obtained from tests, thought papers, and the final paper.

Requests for Reconsidering a Grade: If you feel that any of your work was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, prepare a written statement (1-2 paragraphs) within a week of receiving the grade that specifically explains what you believe to be erroneous about the grade. I will not
reconsider a grade simply because a poor grade was received or you feel that your paper was better than a classmates paper, but will reconsider if a mistake in grading may have occurred. Recognize that a complete regrade will be done, and that the result could be a revised grade that is lower or higher than the original grade.

**Total Points: 100**
Scores required for each letter designation in the grading system:
A: 90-100 points
B: 80-89 points
C: 70-79 points
D: 60-69 points
F: any score below 60 points

**Course Policies**

**Attendance** It will be very difficult for you to do well in this course if you do not attend class regularly. Lectures will often go into greater detail than the text, and will include applications of the topic. My expectation is that you will complete the readings prior to coming to class. In addition, your overall learning experience will be greatly enhanced if you keep up with the assigned material. Please note that you will be tested on materials from class and from your readings and videos.

**Absences** Please read about the University Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). This rule clarifies issues related to attendance and when an absence is officially excused. If you miss class, it is your responsibility to complete any work you missed. Unless you have a University excused absence, all work is due by the deadline specified. Only students with an excused absence may make up missed work.

**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](http://disability.tamu.edu)

**Academic Integrity**

For information please visit: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

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

**Limits to Confidentiality**
Texas A&M University and the Department of Psychology 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 the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

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 can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

**Respect for Diversity**

To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room. This class does not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

Respectful environment: There are a number of topics during the semester that can make some people uncomfortable. To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room and these diverse experiences and backgrounds are not always obvious to the casual observer. Whereas it is 100% OK to disagree with someone, you must state your disagreements about the issue (and not the other person) and in a way that is respectful (i.e., does not belittle people or groups). This class does not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Introduction, course overview</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>8/30</td>
<td>What is an emotion?</td>
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<td>9/4</td>
<td>Continued</td>
<td>Chapter 1</td>
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<td>9/11</td>
<td>The science of emotion</td>
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<td>9/25</td>
<td>Functions of emotion</td>
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<td>Observation, independent work</td>
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<td>11/27</td>
<td>Emotion and groups continued</td>
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<td>Thought paper #1 due: Analysis of emotion elicitations</td>
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<td>Thought paper #2 due: Application of functions of emotion</td>
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<td>Thought paper #3 due: Analysis of expression</td>
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<td>Thought paper #4 due: Evaluation of a happiness strategy</td>
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<td>Thought paper #5 due:</td>
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</table>
Course Change Request

New Course Proposal

Date Submitted: 09/12/19 10:45 am

Viewing: RELS 484: Internship

Last edit: 09/12/19 10:45 am

Changes proposed by: mindybergman

Contact(s)

In Workflow
1. RELS Program
2. CLLA Department Head
3. Curricular Services Review
4. LA Committee Preparer UG
5. LA Committee Chair UG
6. LA College Dean UG
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 09/03/19 3:30 pm
   Mindy Bergman (mindybergman): Approved for RELS Program
2. 09/07/19 3:21 pm
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
3. 09/09/19 2:06 pm
   Terra Bissett (t.bissett): Rollback to Initiator
4. 09/09/19 2:17 pm
   Mindy Bergman (mindybergman): Approved for RELS Program
5. 09/09/19 2:25 pm
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
6. 09/10/19 4:55 pm
   Terra Bissett (t.bissett): Rollback to Initiator
7. 09/11/19 10:28 am
   Mindy Bergman (mindybergman): Approved for RELS Program
8. 09/11/19 11:50 am
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
Course prefix: RELS
Course number: 484

Department: College of Liberal Arts
College/School: Liberal Arts
Academic Level: Undergraduate

Effective term: Fall 2020

Complete Course Title: Internship
Abbreviated Course Title: INTERNSHIP

Catalog course description: Directed internship in a public or private organization to provide students with applied experience; opportunity to observe first hand issues and problems covered in religious studies courses; designed to enhance and clarify the student's career objectives.

Prerequisites and Restrictions: Approval of instructor.

Should catalog: No
RELS 484: Internship

- **Prerequisites / Concurrent Enrollment be Enforced?**
  - Crosslistings: No
  - Stacked: No

- **Semester Credit Hour(s) (per week):**
  - Credit: 0-4
  - Contact Hour(s): 0-4
  - Lecture: 0
  - Lab: 0
  - Other: 0-4
  - Total: 0-4

- **Repeatable for Credit?** Yes
- **Number of Times Repeated for Credit** - OR - Maximum Number of Hours: 6
- **When will this course be repeated?** Within a student's career

- **CIP/Fund Code:** 3802010001
- **Default Grade Mode:** Letter Grade (G)
- **Method of Instruction:** Practicum
- **Will this course be taught at another branch?** No
- **Will sections of this course be taught as non-traditional?** (i.e., parts of term, distance education) No
- **Will this course be taught as a distance education course?** No
- **Is 100% of this course going to be taught in Texas?** Yes
- **Will classroom space be needed for this course?** No

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

- **Required (select program)**
- **Elective (select program)**
  - Program(s): (MINOR-RELS) Religious Studies - Minor

- **Has/will this course be(en) submitted for core curriculum consideration?** No
- **Has/will this course be(en) submitted for Writing or Communication consideration?** No
- **Has/will this course be(en) submitted for ICD or CD consideration?** No
**Course Syllabus**

**Syllabus:** Upload syllabus

Upload syllabus: RELS484_syllabus.docx

Letters of support or other documentation: No

Additional information:

**Reviewer Comments**

Terra Bissett (t.bissett) (09/09/19 2:06 pm): Rollback: Semester credit hours and contact hours do not match. Please clarify the "other" contact hours for this course; please select default grade mode; Syllabus: include complete course title; update course under Grading Scale example.

Terra Bissett (t.bissett) (09/10/19 4:55 pm): Rollback: Please address previous comments regarding updates to syllabus.

Terra Bissett (t.bissett) (09/12/19 10:23 am): Making efforts to update course title to reflect this type of standard X84 internship course.

Terra Bissett (t.bissett) (09/12/19 10:33 am): Rollback: Syllabus: example under grading scale shows FILM 484 - please update.

Terra Bissett (t.bissett) (09/12/19 4:26 pm): Updates received.

Terra Bissett (t.bissett) (10/07/19 4:05 pm): UCC approved October 2019.

Key: 19/19
REL 484. Internship

Fall 2020

Meeting days/times: TBD  •  Meeting location: TBD

Instructor: TBD  •  Email: TBD
Office Phone: TBD  •  Office Hours: by appointment

**Course description**: Internship in Religious Studies. Credit 0 to 4. Directed internship in a public or private organization to provide students with applied experience; opportunity to observe first hand issues and problems covered in Religious Studies courses; designed to enhance and clarify the student's career objectives. Prerequisites: Approval of instructor.

**Learning outcomes**: By the end of this course, a successful student should be able to:
- Apply Religious Studies knowledge and concepts in real world situations
- Demonstrate skills and competencies required in the workplace
- Summarize self-directed learning experiences through reflective writing assignments

**Required materials or textbooks**: None

**This is an internship**: Keep in mind that every workplace has its own set of rules and expectations, from dress code to timeliness to attendance. Every workplace also has a distinct culture, setting informal expectations of how a worker should behave. It is part of your internship experience to understand and follow these rules and expectations. Your supervisor and coworkers will be the best resource for this information. Your instructor is also available to provide advice as needed.

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

**Academic integrity statement and policy**: The Texas A&M honor code: An Aggie does not lie, cheat, or steal, or tolerate those who do. Visit the Honor Office website for more information ([http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)).
**Grading policies:** Grading for this course is done by **completion contract**. This means that it is the student’s effort and amount of work that drives the grade.

<table>
<thead>
<tr>
<th>Grading scale (Components described below)</th>
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<tbody>
<tr>
<td><strong>F</strong></td>
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<td><strong>D</strong></td>
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<tr>
<td><strong>C</strong></td>
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<td><strong>B</strong></td>
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**Example:** If a student enrolls in RELS 484 for 2 credits, they need to meet the HOURS requirement, meet the INFORMATION requirement, and complete 4 reflection papers to receive a B in the course.

**Minimum requirements:** To receive **ANY** passing grade in the course, the student must complete at least the following minimum requirements and submit them to the instructor. All are considered INFORMATION requirements except the HOURS requirement:

- **HOURS REQUIREMENT:** Complete the required number of hours in attendance at the internship
- Complete the learning agreement with the internship supervisor
- Receive a satisfactory end-of-internship report from the internship site supervisor (submitted directly to the instructor by the internship site supervisor)
- Complete initial, mid-internship, and final self-evaluations
- Conduct mid-internship and final evaluations with the supervisor
- Complete work log
- Complete the required number of self-reflection assignments

**Minimum number of hours to complete this internship:** Students must complete at least 40 hours of internship work **PER CREDIT**. For example, students who take this course for three credits are expected to complete at least 120 hours of contact time at the internship (i.e., on site, engaged in the internship work) in the semester. Students taking the internship for **ZERO** (0) credits must complete at least 30 hours of internship work.

**Daily work log:** Students must keep a daily work log listing: (a) date, (b) start and end time, (c) total hours completed that day, and (d) brief description of specific tasks completed (e.g., organized materials, worked on project) and less task-oriented educational experiences (e.g., attended interdisciplinary team meeting, attended conference). The total hours per month should be calculated on the work log. An
excel spreadsheet is available on ecampus for interns to download and use for their worklog. The worklog must be submitted at the end of each month (no later than the 3rd day of the following month) throughout the internship.

**Self-evaluations:** All students, regardless of the number of credits they enroll in, must complete three self-evaluations: (a) beginning of internship (e.g., before starting or in the first week), (b) mid-term, and (c) final self-evaluation. The evaluation forms are available on ecampus. These should be submitted to the instructor.

**Midterm and final evaluation meeting with supervisor:** All students, regardless of the number of credits they enroll in, must complete a midterm and final evaluation meeting with the supervisor. This meeting should focus on (a) performance in the internship role, (b) development as per the learning agreement, and (c) developmental goals and opportunities.

**Reflection writing assignments:** The number of reflection writing assignments is described above. Because of variation across internships and within internships over time, students are given flexibility in turning the assignments in. Note that the expectation is that students will complete assignments relative to their time on the internship (e.g., if you need to write 6 papers during a 6 week internship, you’d write approximately one per week; if you need to write 6 papers during a 10 week internship, you’d write one approximately every other week). Students should have completed about half of the assignments by the middle of the semester. Prompts for the reflection writing assignments appear on ecampus.

**Final reflection paper:** Some students who are contracted to earn an A and or B in the course need to complete a final reflection paper. The instructions for the final paper appear on ecampus.

**Attendance and make-up policies:** Your academic work for this internship is expected to be timely and complete by the posted deadlines. Make-up work for this course will be arranged in case of university-excusable absences that have appropriate documentation. Please refer to TAMU Student Rule 7 for more information ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

Keep in mind that your internship site will have its own attendance expectations and policies. It is part of your internship experience (i.e., “demonstrate skills and competencies required in the workplace”) to manage the attendance policy and expectations of your internship site.
Course Change Request

New Course Proposal

Date Submitted: 09/11/19 4:03 pm

Viewing: **SCEN 101: Contemporary Issues in Science: Cosmos, Earth and Humanity**

Last edit: 10/03/19 4:54 pm
Changes proposed by: tmpowers

Contact(s)

In Workflow
1. CLSC Department Head UG
2. Curricular Services Review
3. SC Committee Preparer UG
4. SC Committee Chair UG
5. SC College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/11/19 2:31 am
   Lucas Macri (lmacri): Approved for CLSC Department Head UG
2. 09/11/19 9:30 am
   Terra Bissett (t.bissett): Rollback to Initiator
3. 09/11/19 9:56 am
   Lucas Macri (lmacri): Approved for CLSC Department Head UG
4. 09/11/19 3:53 pm
   Terra Bissett (t.bissett): Rollback to Initiator
5. 09/12/19 7:34 am
   Lucas Macri (lmacri): Approved for CLSC Department Head UG
6. 09/12/19 8:35 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 09/13/19 2:35 pm
   Sara Thrippin (sarathrippin): Approved for SC Committee Preparer UG
8. 09/15/19 10:41 am
   Lucas Macri (lmacri): Approved for SC Committee Chair UG
9. 09/15/19 10:42 am
   Lucas Macri (lmacri): Approved for SC College Dean UG
10. 09/16/19 1:37 pm
SCEN 101: Contemporary Issues in Science: Cosmos, Earth and Humanity

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<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Tamara Powers</td>
<td><a href="mailto:tmpowers@tamu.edu">tmpowers@tamu.edu</a></td>
<td>979-845-1846</td>
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<tr>
<td>Valen Johnson</td>
<td><a href="mailto:vejohnson@exchange.tamu.edu">vejohnson@exchange.tamu.edu</a></td>
<td>979-862-7583</td>
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<tr>
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Undergraduate course level justification (Select One)

- College/Program Course Level Rubric

Effective term: Fall 2020

Complete Course Title: Contemporary Issues in Science: Cosmos, Earth and Humanity

Abbreviated Course Title: CONT ISSUES SCI COS EARTH HUM

Catalog course description: Science for citizens; interdisciplinary survey of contemporary issues in the science of our universe or cosmos, Earth and humanity, including the big bang, evolution, genetics, vaccines and drugs; future outlook on humanity, including artificial intelligence, cryptography and cybersecurity; critically analyze science presented in the news, on television and on social media; ethical implications of research.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No

Stacked: No

Semester Credit Hour(s): 3

Repeatable for credit? No

CIP/Fund Code: 4001010002

Default Grade Mode: Letter Grade (G)

Method of instruction: Lecture
Will this course be taught at another branch? No
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

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

Required (select program)
Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(BS-CLSC) College of Science</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area
Approved Foundational Component Area

Has/will this course be(en) submitted for Writing or Communication consideration? No
Has/will this course be(en) submitted for ICD or CD consideration? No

**Course Syllabus**

**Syllabus:**

Upload syllabus

- SCEN101_syllabus.pdf

**Letters of support or other documentation:**

Yes

**Upload files**

- SCEN 101-102 support.pdf
- SCEN support letter.pdf
SCEN 101: Contemporary Issues in Science: Cosmos, Earth and Humanity

Terra Bissett (t.bissett) (09/11/19 9:30 am): Rollback: The information pertaining to the lecture format and readings (last two phrases of description) is a better fit for the syllabus instead of the catalog course description; please indicate on form if this course will be required or elective; Syllabus: update link to Aggie Honor Code; Committees may want to see reference to university excused absence exemption included with Late Assignment policies (homework, final project).

Terra Bissett (t.bissett) (09/11/19 3:53 pm): Rollback: Syllabus: please update link to Aggie Honor Code as indicated on minimum syllabus requirements(http://aggiehonor.tamu.edu).

Terra Bissett (t.bissett) (09/12/19 8:32 am): Updates received.

Terra Bissett (t.bissett) (09/12/19 8:34 am): Minor edits made to catalog course description and abbreviated title to comply with catalog style guide and reflect course title.

Jim Herman (jherman) (10/01/19 10:48 pm): Class participation points needs to account for absences due to university-approved absences.

Terra Bissett (t.bissett) (10/02/19 2:34 pm): Rollback: Rolling back College Dean’s role to address UCC member concerns.

Jim Herman (jherman) (10/03/19 3:09 pm): I am satisfied with the modified syllabus.

Lucas Macri (lmacri) (10/03/19 4:55 pm): New syllabus uploaded

Terra Bissett (t.bissett) (10/07/19 4:05 pm): UCC approved October 2019.
19 August 2019

TO: Thomas McKnight, Professor and Head
    Department of Biology

FROM: Darryl de Ruiter, Professor and Head
      Department of Anthropology

RE: Contemporary Issues in Science Course

Dear Tom,

Thank you for giving me a chance to review your proposed SCEN 101 and 102 course syllabuses. Because there is only minimal overlap between your proposed topics and what we teach in Anthropology, we have no objection to the College of Science developing and offering SCEN 101 and 102. I think these proposed courses will be of tremendous value to our students.

Best regards,

Darryl J de Ruiter
Professor and Department Head
Department of Anthropology  |  Texas A&M University  |  College Station, TX  |  77843-4352  |  USA
Cornerstone Faculty Fellow  |  College of Liberal Arts  |  Texas A&M University
Honorary Reader  |  Evolutionary Studies Institute  |  University of the Witwatersrand  |  Johannesburg  |  2050  |  South Africa
Associate Editor  |  Yearbook of Physical Anthropology
Tel: (979) 458-4037  |  Fax (979) 845-4070  |  Email: deruiter@tamu.edu
MEMORANDUM

TO: Dr. Valen Johnson, Dean
    College of Science

FROM: Dr. Debbie Thomas, Dean
      College of Geosciences

DATE: September 2, 2019

SUBJECT: College of Geosciences support for the SCEN 101/102 course proposal

The College of Geosciences wholeheartedly supports the ambitious 2-semester course proposal “Contemporary Issues in Science” (SCEN 101 and 102). The learning outcomes support our mutual goal of educating all Aggies and equipping our citizens with the ability to discern strategic misinformation from fact and sound data. College of Geosciences faculty are willing to collaborate on topics of overlapping expertise (e.g., radiometric dating, timeline of all things on Earth, fossil composition, all dimensions of climate and environmental change, among others) and contribute guest lectures or supplemental content as appropriate.

Thank you for your time and consideration of this transformative course offering, and please reach out if you have any questions.
SCEN101: Contemporary Issues in Science: Cosmos, Earth, & Humanity

Fall 2020, 3 Credits, MWF 10:20 am – 11:10 am, 21CCB Small Arena

Dr. Valen Johnson
Office: 517 BLOC
Office Hours: tba
E-mail: vejohnson@exchange.tamu.edu

Dr. Tamara Powers
Office: 2501 CHEM
Office Hours: tba
E-mail: tamara.powers@chem.tamu.edu

Dr. Rainer Fries
Office: 332 CYCL
Office Hours: tba
E-mail: rjfries@comp.tamu.edu

Dr. Mikyoung Jun
Office: 406C BLOC
Office Hours: tba
E-mail: mjun@stat.tamu.edu

Dr. Kasia Kornecki
Office: tba
Office Hours: tba
E-mail: Kasia.kornecki@gmail.com

Dr. Tom McKnight
Office: 100D Butler
Office Hours: tba
E-mail: mcknight@bio.tamu.edu

Dr. Matt Papanikolas
Office: 641H BLOC
Office Hours: tba
E-mail: papanikolas@tamu.edu

Dr. Frank Sottile
Office: 601k BLOC
Office Hours: tba
E-mail: sottile@math.tamu.edu

Course description: Science for citizens. Interdisciplinary survey of contemporary issues in the science of our universe (cosmos), Earth, and humanity, including: the big bang, evolution, genetics, vaccines, and drugs. Future outlook on humanity, including: artificial intelligence, cryptography, and cybersecurity. Critically analyze science presented in the news, on TV, and on social media. Ethical implications of research.

Grading: Grading will be based on the following criteria. Please see more details for each section below.

<table>
<thead>
<tr>
<th></th>
<th>Total Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Online Homework</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Packback Discussion Board</td>
<td>250</td>
<td>25%</td>
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<tr>
<td>Exams (2)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final project</td>
<td>250</td>
<td>25%</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
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</tbody>
</table>

Grades will be assigned as follows: A: ≥ 90%; B: 80 - 89%; C: 70 - 79%; D: 60 - 69%; F: <60%. These grade cut-offs may be lowered, but they will not be raised.
Learning outcomes: By the end of the course, you should be able to:

1. Identify well established facts and theories in science
2. Outline the steps in the scientific method
3. Interpret observations, statistical data, estimates, results summarized in graphs and tables, and conclusions in popular science (empirical and quantitative skills)
4. Analyze a source’s use of statistics to evaluate its reliability (empirical and quantitative skills)
5. Evaluate the quality of a scientific claim (critical thinking)
6. Compare how science is presented in the media to original scientific sources in order to determine if the science presented is accurately discussed (critical thinking)
7. Classify science, including that presented in newspapers, on websites, in popular science books, etc. as either science or non-science (critical thinking)
8. Assess scientific findings that impact your current life and future, to make well informed decisions on a personal level (critical thinking)
9. Communicate science by citing data that supports conclusions with scientifically and statistically accurate information (communication)
10. Build teamwork skills by communicating with a group of your peers a recent scientific finding through a video presentation to a general audience (teamwork and communication)

Required Texts: Course reader (includes compilation of both popular and science writing) & Science Matters by Hazen and Trefil

Course questions: Course content questions can be directed to faculty listed above. All other questions should be sent to SCEN100@gmail.edu.

Online Homework:

Online homework (150 points, 15%) is intended to help familiarize you with the background knowledge required to understand certain lectures and class discussions as well as assess empirical and quantitative skills learned throughout the course. Reading from Science Matters as well as other sources (course reader, journal articles, review articles, textbook excerpts) will be assigned weekly. Homework assignments will be presented in brief (5-15 questions), mostly multiple-choice format, and will be based on comprehension of the assigned reading. Homework will be due 30 minutes before the beginning of each class session. Late homework will get an automatic 50% deduction. Please see “Attendance and Make-up Policy” for information on University Approved Excused absences.

Class participation:

Participation (150 points, 15%) will be monitored by “short quizzes,” which will be administered during class periods only, using the Learning Catalytics (LC) system in conjunction with a cell phone, smart phone, laptop, or ipod Touch. These quizzes are designed to enhance your engagement with the course material and will be graded as participation ONLY (you will receive full credit regardless of your answer). While there are no make-up opportunities for missed LC activities, missed exercises will be
excused (not counted in your final grade) with university approved absences (please see attendance and makeup policy below). To register for LC, visit: 

or follow the instructions posted on eCampus under Course Content. We strongly suggest that you purchase a 12-month subscription, as LC will be used in both SCEN101 and SCEN102.

**Bonus points:**

Bonus point opportunities will be provided each class. If you answer the bonus point questions correctly, you will receive extra credit towards your **Participation score.** A maximum of **50 bonus points** will be given over the course of the semester. The LC bonus points will be entered/updated in eCampus prior to mid-term grades and prior to the final exam.

**Packback Discussion Board:**

Packback Questions is an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we’re studying relates to life and the real world.

Writing amazing questions and answers on Packback will:

- Help you develop communication skills through writing, which is necessary for any career path
- Reinforce the imperative skill of justifying thoughts and claims with credible evidence - and then citing the evidence!
- Enhance critical thinking sought out by employers
- Deepen your understanding of the course content

Our goal for using Packback is to foster discussion about concepts presented in class. The Packback discussion board serves as a starting point on discussion days designated in the course schedule. Each week, specific paper(s) will be provided to help inspire the discussion.

Your participation on Packback will count towards **25% (250 points)** of your final grade. **In order to receive your points per week, you 1) must post 1 Question and 2 Answers per week and 2) must maintain an average curiosity score of 50/100.** There will be a **Sunday 11:59 PM deadline** for submissions in your community each week. **While there is no official deadline to post questions, we expect that questions will be posted by Wednesday each week. There are NO make-up opportunities for missed Packback activities.**

Before you start posting, be sure to read the **Community Guidelines** found in the tutorial on Packback. If your post doesn’t follow the Packback Community Guidelines, there is a chance it will be removed and you won’t receive points for that post. More information on Packback will be provided the first week of class. **Note:** it takes 24 hours for the Packback team to moderate a post and send a coaching email. If by any reason your post is moderated because it does NOT meet the Community Guidelines, you will need to edit and re-publish your post to receive credit for the week. This is why it is important
that you complete your Packback questions and responses far before the deadline in case your post is moderated.

Exams:

Progress towards learning outcomes pertaining to empirical and quantitative skills, as well as critical thinking, will be assessed by two 50-minute multiple choice exams administered during class periods. Each exam will count 10% (100 points) towards the final grade. A portion of each exam will test the acquisition of fundamental knowledge from the course. The primary portion of each exam will consist of questions based on reading short passages. These are intended to measure your ability to interpret the information presented in the readings and evaluate any conclusions made. Please see “Attendance and Make-up Policy” for information on University Approved Excused absences.

Final Project:

In lieu of a final exam, you will be producing a short video demonstrating the communication and critical thinking skills that you have learned in the course. In groups of 4-5, you will pick a contemporary science topic related to the course content and present this topic in the form of a short 10-15 minute video. In the video, you should answer the following questions:

1. What is the new discovery? Why is it important?
2. Provide any background information (definitions) needed to understand the science.
3. What data (evidence) was collected and how does it support conclusions?
4. What impact do the conclusions have on our everyday lives?

Your presentations should be supported by multiple reliable sources, published in both popular science and scientific articles, from 2015 to present. While all videos will be uploaded to a private course YouTube channel, up to 20 of the highest scoring videos will be made visible to the public. As such, your videos should be aimed at a general audience. You will be assessed on the following criteria:

1. Content
2. Organization
3. Style/Quality of the video
4. Delivery
5. Teamwork

The final project is worth 25% (250 points) of your final grade and is due on eCampus November 18, at midnight. A rubric and more detailed instructions about the project can be found on eCampus.

Late project assignments will receive a 10% reduction the first 24 hours late. Each subsequent 24 hours will result in a 5% grade reduction. Assignments turned in more than 7 days late will receive a zero. Weekends count towards the late penalty. Please see “Attendance and Make-up Policy” for information on University Approved Excused absences.

Attendance and Make-up Policy:

Attendance is required and will be monitored by participation using LC (see above). If you are going to miss a class, exam, or final presentation with a University excused absence, contact
in order to arrange the makeup of missed work. Documentation will be required in most instances for University excused absences. See http://student-rules.tamu.edu/rule07 to verify that your absence is excusable. If prior contact is impossible, the student must provide notification by the end of the second working day after the absence. Any misinformation included on the form or an inability to verify the information will lead to sanctions under the Aggie Code of Honor.

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.

Academic Integrity Statements:

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

Upon accepting admission to Texas A&M University, you 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. You will be required to state your commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

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

Plagiarism or cheating of any kind will not be tolerated.

Pledge:

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Title IX and Statement on Limits to Confidentiality:

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

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.

Schedule Fall 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>How do you resist strategic misinformation? Case Study: Flat earthers</td>
</tr>
<tr>
<td>Aug 26</td>
<td>Ethics of Research</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Origins of the Universe Part 1: Big Bang and Structure of the Universe</td>
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<tr>
<td>Aug 31</td>
<td>Origins of the Universe Part 2: Origin of the Elements</td>
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<td>Sept  1</td>
<td>Discussion</td>
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<tr>
<td>Sept  4</td>
<td>Origins of the Universe Part 3: Astronomy: Tools and Instrumentation</td>
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<tr>
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<td>Origins of the Universe Part 4: Statistical Tools and Modelling</td>
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<td>Sept  9</td>
<td>Discussion</td>
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<td>The size and shape of the Earth</td>
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<td>Sept 14</td>
<td>The Historical record of the Earth part 1: Radiometric dating</td>
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<td>Sept 16</td>
<td>Discussion</td>
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<td>Sept 18</td>
<td>The Historical record of the Earth part 2: Timeline of all things on Earth</td>
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<td>The Historical record of the Earth part 3: Composition of fossils</td>
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<td>What is DNA?</td>
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<td>Sept 25</td>
<td>Discussion</td>
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<td>Evolution Part 1: Fossil evidence</td>
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<td>Evolution Part 2: DNA</td>
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<td>Evolution Part 3: Hominids</td>
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<td>Reproduction Part 1: Embryonic Development</td>
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<td>Reproduction Part 2: Stem cells</td>
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<td>Video Tutorial: Elements of Good Videos</td>
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<td>EXAM I</td>
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<tr>
<td>Oct 19</td>
<td>GMOs Part 1: Background, use in industry and agriculture</td>
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<tr>
<td>Oct 21</td>
<td>GMOs Part 2: Looking into the future, CRiSPR and beyond</td>
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<td>Discussion</td>
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<td>Pathogens Part 1: Bacteria</td>
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<td>Oct 28</td>
<td>Pathogens Part 2: Viruses</td>
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<td>Oct 30</td>
<td>Vaccines Part 1: How do they work?</td>
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<td>Nov 2</td>
<td>Vaccines Part 2: Herd Immunity and Statistical Inference</td>
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<td>Nov 4</td>
<td>Discussion: Are vaccines safe?</td>
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<td>Nov 6</td>
<td>Drugs Part 1: What is a drug?</td>
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<tr>
<td>Nov 9</td>
<td>Drugs Part 2: How are drugs developed?</td>
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<tr>
<td>Nov 11</td>
<td>Drugs Part 3: Drug side effects and safety</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Computers Part 1: What is Artificial Intelligence?</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Computers Part 2: Cryptography and Cybersecurity</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Forensics Part 1: Forensic evidence and the scientific method: What went wrong?</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Forensics Part 2: Forensic science and the JFK assassination</td>
</tr>
<tr>
<td>Nov 23</td>
<td>EXAM II</td>
</tr>
<tr>
<td>Nov 25</td>
<td>Reading Day</td>
</tr>
<tr>
<td>Nov 27</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Nov 30</td>
<td>Forensics Part 3: Touch DNA, gun shot residue (GSR), and eye witness testimony</td>
</tr>
<tr>
<td>Dec 2</td>
<td>Video viewing and Discussion</td>
</tr>
</tbody>
</table>
Course Change Request

New Course Proposal

Date Submitted: 09/11/19 4:09 pm

Viewing: SCEN 102: Contemporary Issues in Science: The Environment

Last edit: 10/03/19 4:55 pm

Changes proposed by: tmpowers

Contact(s)

In Workflow
1. CLSC Department Head UG
2. Curricular Services Review
3. SC Committee Preparer UG
4. SC Committee Chair UG
5. SC College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/11/19 9:56 am
   Lucas Macri (lmacri): Approved for CLSC Department Head UG
2. 09/11/19 4:05 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 09/12/19 7:35 am
   Lucas Macri (lmacri): Approved for CLSC Department Head UG
4. 09/12/19 8:37 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 09/13/19 2:35 pm
   Sara Thigpin (sarathigpin): Approved for SC Committee Preparer UG
6. 09/15/19 10:41 am
   Lucas Macri (lmacri): Approved for SC Committee Chair UG
7. 09/15/19 10:42 am
   Lucas Macri (lmacri): Approved for SC College Dean UG
8. 09/16/19 1:37 pm
   Terra Bissett (t.bissett): Approved for UCC Preparer
9. 10/02/19 2:34 pm
   Terra Bissett (t.bissett): Rollback to SC College Dean UG for UCC Chair
**Course Title**: Contemporary Issues in Science: The Environment

**Abbreviated Course Title**: CONT ISSUES SCI ENVIRONMENT

**Catalog Course Description**: Science for citizens; interdisciplinary survey of contemporary issues in and future outlook on the science of our environment, including climate change, energy, plastics, agriculture, and food and water safety; future outlook on the health of our environment; critically analyze science presented in the news, on television and on social media.

**Prerequisites and Restrictions**

| Should catalog prerequisites / concurrent enrollment be enforced? | No |
| Crosslistings | No |
| Stacked | No |

**Semester Credit Hour(s)**

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

**Repeatable for credit?**

| No |

**CIP/Fund Code**

| 4001010002 |

**Default Grade Mode**

| Letter Grade (G) |

**Method of instruction**

| Lecture |

**Will this course be taught at another branch?**

| No |

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

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

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

Will classroom space be needed for this course? Yes

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

- Required (select program)

- Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-CLSC) College of Science</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area

Approved Foundational Component Area

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

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**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
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<tbody>
<tr>
<td></td>
<td>SCEN102_syllabus.pdf</td>
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</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Upload files</th>
<th>SCEN101-102 support.pdf</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCEN support letter.pdf</td>
</tr>
</tbody>
</table>

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**Reviewer Comments**

**tmpowers (09/11/19 9:54 am):** SCEN 102 would first be offered in Spring of 2021.

**tmpowers (09/11/19 9:56 am):** My apologies, we will be submitting this course to CORE - physical sciences.

**Terra Bissett (t.bissett) (09/11/19 4:01 pm):** Minor edits made to catalog course description to comply with catalog style guide.

**Terra Bissett (t.bissett) (09/11/19 4:05 pm):** Rollback: Please answer the field on form "Undergraduate course..."
level justification (select one)”; Syllabus: please update link to Aggie Honor Code (http://aggiehonor.tamu.edu).
Terra Bissett (t.bissett) (09/12/19 8:37 am): Updates received.
Jim Herman (jherman) (10/01/19 10:47 pm): Class participation quizzes need to have a make-up policy in the event of a university-approved absence. Current statement says that they cannot be made up.
Terra Bissett (t.bissett) (10/02/19 2:34 pm): Rollback: Rolling back to College Dean’s role to address UCC member concerns.
Jim Herman (jherman) (10/03/19 3:09 pm): I am satisfied with the modified syllabus.
Lucas Macri (lmacri) (10/03/19 4:56 pm): New syllabus uploaded
Terra Bissett (t.bissett) (10/07/19 4:06 pm): UCC approved October 2019.
19 August 2019

TO: Thomas McKnight, Professor and Head
Department of Biology

FROM: Darryl de Ruiter, Professor and Head
Department of Anthropology

RE: Contemporary Issues in Science Course

Dear Tom,

Thank you for giving me a chance to review your proposed SCEN 101 and 102 course syllabuses. Because there is only minimal overlap between your proposed topics and what we teach in Anthropology, we have no objection to the College of Science developing and offering SCEN 101 and 102. I think these proposed courses will be of tremendous value to our students.

Best regards,

Darryl J de Ruiter
Professor and Department Head
Department of Anthropology | Texas A&M University | College Station, TX | 77843-4352 | USA
Cornerstone Faculty Fellow | College of Liberal Arts | Texas A&M University
Honorary Reader | Evolutionary Studies Institute | University of the Witwatersrand | Johannesburg | 2050 | South Africa
Associate Editor | Yearbook of Physical Anthropology
Tel: (979) 458-4037 | Fax (979) 845-4070 | Email: deruiter@tamu.edu
MEMORANDUM

TO: Dr. Valen Johnson, Dean
    College of Science
FROM: Dr. Debbie Thomas, Dean
       College of Geosciences
DATE: September 2, 2019
SUBJECT: College of Geosciences support for the SCEN 101/102 course proposal

The College of Geosciences wholeheartedly supports the ambitious 2-semester course proposal “Contemporary Issues in Science” (SCEN 101 and 102). The learning outcomes support our mutual goal of educating all Aggies and equipping our citizens with the ability to discern strategic misinformation from fact and sound data. College of Geosciences faculty are willing to collaborate on topics of overlapping expertise (e.g., radiometric dating, timeline of all things on Earth, fossil composition, all dimensions of climate and environmental change, among others) and contribute guest lectures or supplemental content as appropriate.

Thank you for your time and consideration of this transformative course offering, and please reach out if you have any questions.
SCEN102: Contemporary Issues in Science: The Environment

Spring 2021, 3 Credits, MWF 10:20 am – 11:10 am, 21CCB Small Arena

Dr. Valen Johnson
Office: 517 BLOC
Office Hours: tba
E-mail: vejohnson@exchange.tamu.edu

Dr. Rainer Fries
Office: 332 CYCL
Office Hours: tba
E-mail: rjfries@comp.tamu.edu

Dr. Kasia Kornecki
Office: tba
Office Hours: tba
E-mail: Kasia.kornecki@gmail.com

Dr. Matt Papanikolas
Office: 641H BLOC
Office Hours: tba
E-mail: papanikolas@tamu.edu

Dr. Tamara Powers
Office: 2501 CHEM
Office Hours: tba
E-mail: tamara.powers@chem.tamu.edu

Dr. Mikyoung Jun
Office: 406C BLOC
Office Hours: tba
E-mail: mjun@stat.tamu.edu

Dr. Kasia Kornecki
Office: tba
Office Hours: tba
E-mail: mcknight@bio.tamu.edu

Dr. Frank Sottile
Office: 601k BLOC
Office Hours: tba
E-mail: sottile@math.tamu.edu

Dr. Tom McKnight
Office: 100D Butler
Office Hours: tba
E-mail: mcknight@bio.tamu.edu

Course description: Science for citizens. Interdisciplinary survey of contemporary issues in and future outlook on the science of our environment, including: climate change, energy, plastics, agriculture, and food and water safety. Future outlook on the health of our environment. Critically analyze science presented in the news, on TV, and on social media.

Grading: Grading will be based on the following criteria. Please see more details for each section below.

<table>
<thead>
<tr>
<th></th>
<th>Total Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Homework</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Packback Discussion Board</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final project</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned as follows: A: ≥ 90%; B: 80 - 89%; C: 70 - 79%; D: 60 - 69%; F: <60%. *These grade cut-offs may be lowered, but they will not be raised.*
Learning outcomes: By the end of the course, you should be able to:

1. Identify well established facts and theories in science
2. Outline the steps of scientific inquiry
3. Interpret observations, statistical data, estimates, results summarized in graphs and tables, and conclusions in popular science (empirical and quantitative skills)
4. Analyze a source’s use of statistics to evaluate its reliability (empirical and quantitative skills)
5. Evaluate the quality of a scientific claim (critical thinking)
6. Compare how science is presented in the media to original scientific sources in order to determine if the science presented is accurately discussed (critical thinking)
7. Classify science, including that presented in newspapers, on websites, in popular science books, etc. as either science or non-science (critical thinking)
8. Assess scientific findings that impact your current life and future, to make well informed decisions on a personal level (critical thinking)
9. Communicate science by citing data that supports conclusions with scientifically and statistically accurate information (communication)
10. Build teamwork skills by communicating with a group of your peers a recent scientific finding through a poster presentation to a general audience (teamwork and communication)

Required Texts: Course reader (includes compilation of both popular and science writing) & Science Matters by Hazen and Trefil

Course questions: Course content questions can be directed to faculty listed above. All other questions should be sent to SCEN100@gmail.edu.

Online Homework:

Online homework (150 points, 15%) is intended to help familiarize you with the background knowledge required to understand certain lectures and class discussions as well as assess empirical and quantitative skills learned throughout the course. Reading from Science Matters as well as other sources (course reader, journal articles, review articles, textbook excerpts) will be assigned weekly. Homework assignments will be presented in brief (5-15 questions), mostly multiple-choice format, and will be based on comprehension of the assigned reading. Homework will be due 30 minutes before the beginning of each class session. Please see “Attendance and Make-up Policy” for information on University Approved Excused absences.

Class participation:

Participation (150 points, 15%) will be monitored by “short quizzes,” which will be administered during class periods only, using the Learning Catalytics (LC) system in conjunction with a cell phone, smart phone, laptop, or ipod Touch. These quizzes are designed to enhance your engagement with the course material and will be graded as participation ONLY (you will receive full credit regardless of your answer). While there are no make-up opportunities for missed LC activities, missed exercises will be
excused (not counted in your final grade) with university approved absences (please see attendance and makeup policy below). To register for LC, visit: https://www.pearson.com/us/higher-education/products-service......tools/learning-catalytics.html

or follow the instructions posted on eCampus under Course Content. We strongly suggest that you purchase a 12-month subscription, as LC will be used in both SCEN101 and SCEN102.

Bonus points:

Bonus point opportunities will be provided each class. If you answer the bonus point questions correctly, you will receive extra credit towards your Participation score. A maximum of 50 bonus points will be given over the course of the semester. The LC bonus points will be entered/updated in eCampus prior to mid-term grades and prior to the final exam.

Packback Discussion Board:

Packback Questions is an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we’re studying relates to life and the real world.

Writing amazing questions and answers on Packback will:

- Help you develop communication skills through writing, which is necessary for any career path
- Reinforce the imperative skill of justifying thoughts and claims with credible evidence - and then citing the evidence!
- Enhance critical thinking sought out by employers
- Deepen your understanding of the course content

Our goal for using Packback is to foster discussion about concepts presented in class. The Packback discussion board serves as a starting point on discussion days designated in the course schedule. Each week, specific paper(s) will be provided to help inspire the discussion.

Your participation on Packback will count towards 25% (250 points) of your final grade. In order to receive your points per week, you 1) must post 1 Question and 2 Answers per week and 2) must maintain an average curiosity score of 50/100. There will be a Sunday 11:59 PM deadline for submissions in your community each week. While there is no official deadline to post questions, we expect that questions will be posted by Wednesday each week. There are NO make-up opportunities for missed Packback activities.

Before you start posting, be sure to read the Community Guidelines found in the tutorial on Packback. If your post doesn’t follow the Packback Community Guidelines, there is a chance it will be removed and you won’t receive points for that post. More information on Packback will be provided the first week of class. Note: it takes 24 hours for the Packback team to moderate a post and send a coaching email. If by any reason your post is moderated because it does NOT meet the Community Guidelines, you will need to edit and re-publish your post to receive credit for the week. This is why it is important
that you complete your Packback questions and responses far before the deadline in case your post is moderated.

Exams:

Progress towards learning outcomes pertaining to empirical and quantitative skills, as well as critical thinking, will be assessed by two 50-minute multiple choice exams administered during class periods. Each exam will count 10% (100 points) towards the final grade. A portion of each exam will test the acquisition of fundamental knowledge from the course. The primary portion of each exam will consist of questions based on reading short passages. These are intended to measure your ability to interpret the information presented in the readings and evaluate any conclusions made. Please see “Attendance and Make-up Policy” for information on University Approved Excused absences.

Final Project:

In lieu of a final exam, you will participate in a poster session on Saturday, April 24th from 1-5pm, demonstrating the communication and critical thinking skills that you have learned in the course. In groups of 4-5, you will pick a contemporary science topic related to the course content and present that topic in the form of a poster. On the poster, you should answer the following questions:

1. What is the new discovery? Why is it important?
2. Provide any background information (definitions) needed to understand the science.
3. What data (evidence) was collected and how does it support conclusions?
4. What impact do the conclusions have on our everyday lives?

Your presentations should be supported by multiple, reliable sources, published in both popular science and scientific articles, from 2015 to present. The poster session will be open to all A&M students as well as the BCS community. As such, your posters should be aimed at a general audience. You will be assessed on the following criteria:

1. Content
2. Organization
3. Style/Quality of the poster
4. Delivery
5. Teamwork

The final project is worth **25% (250 points)** of your final grade. A rubric and more detailed instructions about the project can be found on eCampus.

Late project assignments will receive a 10% reduction the first 24 hours late. Each subsequent 24 hours will result in a 5% grade reduction. Assignments turned in more than 7 days late will receive a zero. Weekends count towards the late penalty. Please see “Attendance and Make-up Policy” for information on University Approved Excused absences.

Attendance and Make-up Policy:

Attendance is required and will be monitored by participation using LC (see above). If you are going to miss a class, exam, or final presentation with a University excused absence, contact
SCEN100@gmail.edu in order to arrange the makeup of missed work. Documentation will be required in most instances for University excused absences. See http://student-rules.tamu.edu/rule07 to verify that your absence is excusable. If prior contact is impossible, the student must provide notification by the end of the second working day after the absence. Any misinformation included on the form or an inability to verify the information will lead to sanctions under the Aggie Code of Honor.

**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.

**Academic Integrity Statements:**

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

Upon accepting admission to Texas A&M University, you 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. You will be required to state your commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

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

*Plagiarism or cheating of any kind will not be tolerated.*

**Pledge:**

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

**Title IX and Statement on Limits to Confidentiality:**

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

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.

### Schedule Spring 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>How do you resist strategic misinformation?</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Why is basic understanding of statistics important? Case Studies</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Climate Change Part 1: What are greenhouse gases?</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Climate Change Part 2: What is global warming?</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Climate Change Part 3: Climate methodologies</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Discussion</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Climate Change Part 4a: What are the consequences of climate change?</td>
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<tr>
<td>Feb 5</td>
<td>Climate Change Part 4b: What are the consequences of climate change?</td>
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<td>Feb 8</td>
<td>Discussion</td>
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<tr>
<td>Feb 10</td>
<td>Industrial revolution part 1: Combustion</td>
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<tr>
<td>Feb 12</td>
<td>Industrial revolution part 2: Nitrogen fixation</td>
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<tr>
<td>Feb 15</td>
<td>Discussion</td>
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<tr>
<td>Feb 17</td>
<td>Energy Part 1: What is the difference between renewable and sustainable?</td>
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<tr>
<td>Feb 19</td>
<td>Energy Part 2: Nuclear power – what is it and how does it generate electricity?</td>
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<tr>
<td>Feb 22</td>
<td>Energy Part 3: How do we use water and the Earth to create energy?</td>
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<tr>
<td>Feb 24</td>
<td>Energy Part 4: The electric grid, solar, and wind energy</td>
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<tr>
<td>Feb 26</td>
<td>Energy Part 5: Why are batteries the key to incorporating more renewables into the grid?</td>
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<tr>
<td>Mar 1</td>
<td>Discussion</td>
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<tr>
<td>Mar 3</td>
<td>Plastics Part 1: How are plastics made?</td>
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<tr>
<td>Mar 5</td>
<td>Plastics Part 2: What are biodegradable plastics?</td>
</tr>
<tr>
<td>Mar 8-12</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Elements of an excellent poster Discussion: Microplastics are found in our food, water, and air.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Mar 17</td>
<td>EXAM I</td>
</tr>
<tr>
<td>Mar 19</td>
<td>The role of Land Part 1: Forests, oceans, and sequestration</td>
</tr>
<tr>
<td>Mar 22</td>
<td>The role of Land Part 2: Carbon and water footprint of agriculture</td>
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<tr>
<td>Mar 24</td>
<td>The role of Land Part 3: Loss of biodiversity</td>
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<tr>
<td>Mar 26</td>
<td>Discussion</td>
</tr>
<tr>
<td>Mar 29</td>
<td>The role of land part 4: Antibiotic resistance</td>
</tr>
<tr>
<td>Mar 31</td>
<td>The role of land part 5: Water and Air Pollutants</td>
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<tr>
<td>Apr  2</td>
<td>Discussion</td>
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<tr>
<td>Apr  5</td>
<td>Food and Water Safety part 1: What is a toxin?</td>
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<tr>
<td>Apr  7</td>
<td>Food and Water Safety part 2: Case studies of safety limits</td>
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<tr>
<td>Apr  9</td>
<td>Discussion</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Food and Water Safety part 3: How do we currently clean the water we drink?</td>
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<tr>
<td>Apr 14</td>
<td>Future of Food: Not real meat? Impossible!</td>
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<tr>
<td>Apr 16</td>
<td>Calculating your carbon footprint</td>
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<tr>
<td>Apr 19</td>
<td>What can we do about climate change? Part 1: Social Solutions</td>
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<tr>
<td>Apr 21</td>
<td>What can we do about climate change? Part 2: Technological Solutions</td>
</tr>
<tr>
<td>Apr 23</td>
<td>EXAM II</td>
</tr>
<tr>
<td>Sat Apr 24</td>
<td>Poster presentation 1-5pm</td>
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