Memorandum

May 22, 2015

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
       W and C Course Advisory Committee

RE: Request for course additions to the W/C Course graduation requirement

The W and C Course Advisory Committee voted to approve the following courses. The W and C Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W or C Course status requirement. Therefore, these courses should be included in the “W Designated Course” or “C Designated Course” category to meet the writing/communication requirement for graduation.

Courses submitted for W certification:

INTS 410   Gender and the Global Modern: International Perspectives
MATH 442 W Mathematical Modeling
SOCI 411   Social Psychology
SPED 310   Instructional Strategies for Students with Disabilities

Courses submitted for W recertification:

ARCH 205  Architectural Design
CLAS 491  Research
ENGR 401  Introduction to Mechanical Engineering Design
MATH 220  Foundations of Mathematics
MATH 491  Research
PHIL 410  Classical Philosophy

Courses submitted for C recertification:

MATH 442 C Mathematical Modeling
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Melanie Hawthorne, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: May 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: INTS 410

We recommend that INTS 410 Gender and the Global Modern: International Perspectives be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

Students write three assignments, the first two of which (a preliminary report and a bibliography) build up to the last (a final paper). The preliminary report and the bibliography are reviewed by peers during a draft workshop; the preliminary report also receives instructor comment to prepare students for writing the final paper. (The bibliography is not counted in the word count or percentage of the grade based on writing, above, since it is simply a list of references, but it is used to help students prepare for the final paper.) Instruction includes the discussion of sample writing, a reflective exercise that helps students become aware of their process, and is completed in preparation of the preliminary report, and lecture, exercises, and discussion on writing topics (for example, topic sentences or bibliography format).
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valeric Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

INTS 419 - Gender & the Global Modern: International Perspectives

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Melanie Hawthorne, Printed name and signature
(Date)

Received:
Valerie Balester, 5/4/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Steven M. Hamelmann, Printed name and signature
(Date)

Department Head: Robert P. Shendley, Printed name and signature
(Date)
International Studies 410-900
Fall 2015

Gender and the Global Modern: International Perspectives

Basic information
Instructor: Dr. M. Hawthorne, Professor of French, Department of International Studies
Office: Academic 207 (access through main office, 102 ACAD)
Phone: 845-2125 (main office)
E-mail: m-hawthorne@tamu.edu
Office hours: Tuesdays & Thursdays 1-2 pm and by appointment
Classroom: ACAD 226
Course times: Tuesday & Thursday 3.55 p.m. – 5.10 p.m.

Course Description
Relationship of the concepts of gender and modernity in the 20th and the 21st centuries from an international perspective; global theories of gender and sex across genres.

Prerequisites
INTS 201; junior or senior classification, or approval of instructor.

Learning Outcomes
Upon successful completion of the course, students will be able to:
• Articulate basic understanding of the sex/gender distinction and identify global examples.
• Recognize the role of cultural sensitivity and difference in assessing the impact of gender expectations for men and women in different cultures outside the U.S.
• Describe some of the challenges faced by women in different parts of the world.

Required texts

Course requirements:
This course is designated a writing intensive course (-900 suffix). It is also a senior level course (400-level) and a seminar. Students will be expected to come to class prepared to discuss the course materials (films, texts, lectures) and to complete a major research paper (on a course-related topic of their own choosing subject to instructor approval). They will also complete a preliminary written summary of their topic, give an in-class oral presentation on their topic, and prepare a bibliography as part of the writing process along the way.
Grading
Your final grade will be determined on the following basis:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10% (10 points, etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Prelim. report (5 pp)</td>
<td>15%</td>
</tr>
<tr>
<td>Bibliography (3 pp)</td>
<td>15%</td>
</tr>
<tr>
<td>Final paper (15 pp)</td>
<td>40%</td>
</tr>
</tbody>
</table>

A= 90 points or more
B= 80-89 points
C= 70-79 points
D= 60-69 points
F= 59 points or less

Participation
Participation will be graded on the following basis: four times during the semester, approximately every three weeks (see schedule for details) each student will receive a grade for participation during that period. Each student may receive a:

check (worth 2 points; equivalent to a B): means your participation is satisfactory. You are doing more than the minimum participation (only speaking when called on), but there is room for improvement (see description of "A" performance below). Comments do not always show good understanding of assigned readings, or may stray from the subject. You are sometimes distracted.

check plus (worth 2.5 points; equivalent to an A): means you have exceeded expectations. Your contributions advance discussion by being particularly perceptive, concise and/or well-expressed. You participate often but without dominating the discussion (perhaps you even encourage others to speak). When not speaking, you are an active listener. You make good use of assigned readings and topics, and you stay focused.

check minus (worth 1.5 points; equivalent to a D): when called on, you have something to say, though not always strictly pertinent. Not always insightful, mostly passive participation. Not prepared to discuss readings or assigned topics. Or, you dominate the discussion, shutting out others, not allowing for them to join in. You may have something to say on every topic, but it is not part of an exchange. You are often distracted (looking out the window, checking cell phone or computer)

fail (worth zero points; equivalent to an F): nothing to contribute, even when explicitly called on. You sleep in class, do not engage, are constantly distracted by other media, or otherwise "opt out."

At the end of the semester, these points will be added to give a score out of 10 for this 10% of the grade.

Attendance
You are expected to attend all regularly scheduled classes and attendance is part of your
final grade (see details above). I shall keep track of attendance, and after two (2) unexcused absences (see Attendance and Make-Up Policy below), I shall deduct 5 points from the ten points (10% of grade) given for attendance. This means that it is impossible to receive an A in this class if you miss more than two classes without an excuse. (There is, of course, no penalty for university excused absences; see below.)

**Attendance and Make-Up Policy**

To request an excused absence from class, you must notify me in writing within one calendar week (7 days) of your return to class. You may give such notification to me in person, or leave it in my mailbox in the main office, or e-mail it to me. You are eligible to make up missed in-class assignments if you have an excused absence.

I. To receive an excused absence due to injury or illness, of fewer than 3 days, you must provide confirmation of visit to a health care professional affirming date and time of visit.

II. For absences of more than 3 days, note the following university policies:

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

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

**Note on handouts (intellectual property) and plagiarism**

The handouts used in this course are copyrighted. By that is meant all materials generated for this class, which include but are not limited to syllabi, exams and assignments, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy or otherwise disseminate the handouts unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also committing plagiarism if you present another's work as your own (for example by close paraphrasing) if you do not give clear attribution (for example by using quotation marks or otherwise indicating that the idea came from someone else), even if you include a reference to the person and/or their work in a bibliography. If in doubt, give attribution. Failure to do so may result in serious sanctions. If you have questions about plagiarism, consult the latest issue of Texas A&M University Student Rules (look for the section on "Academic Dishonesty").
Recording
The recording by video or audio means (e.g. on iPods, cellphones, laptops, etc.) of any part of this class, conversations during office hours, or other related interactions is not permitted. The taking of extensive written notes, on the other hand, is encouraged.

Statement regarding disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil right protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Disability Services, B-118 Cain Hall (845-1637).

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal, or tolerate those who do." This is the Aggie Honor Code. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

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Schedule

**Week 1 (8/31)**
Introduction: The sex/gender system. Presentation and discussion.

**Week 2 (9/7)**
International perspectives on the sex/gender system (berdache; sworn virgins; hijra).
Begin reading *Sworn Virgins*

**Week 3 (9/14)**
Discussion of *Sworn Virgins*
(First participation grade assigned)

**Week 4 (9/21)**
Discussion of film "Half the Sky" part 1
In-class discussion of final paper topics

**Week 5 (9/28)**
Watch & discuss *Water* (dir. Deepa Mehta)
Begin reading *The Palace of Illusions*

**Week 6 (10/5)**
Discussion of *The Palace of Illusions*
Preliminary report on final paper topic due
(Second participation grade assigned)

**Week 7 (10/12)**
Discussion of film "Half the Sky" part 2

**Week 8 (10/19)**
In-class workshop on preparing and formatting bibliographies
Begin reading *So Long a Letter*

**Week 9 (10/26)**
Extended in-class discussion of student research topics (based on feedback on preliminary report)
Discussion of *So Long a Letter*

**Week 10 (11/2)**
Begin reading *Persepolis*
(Third participation grade assigned)

**Week 11 (11/9)**
Student in-class oral presentations

**Week 12 (11/16)**
Student in-class oral presentations

**Week 13** (11/23)

Thanksgiving

**Week 14** (11/30)
In-class writing workshop
Discussion of Persepolis
(Fourth participation grade assigned)

**Week 15** (12/7)
Tuesday, Dec 8 (= re-defined day)
Wrap-up discussion

FINAL PAPERS DUE Wednesday Dec 9.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sue Geller, Department of Mathematics
     Emil J. Straube, Head, Department of Mathematics
     Timothy Scott, AOC Dean, College of Science
DATE: May 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: MATH 442

We recommend that MATH 442 Mathematical Modeling be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:25

This course is also taught as a C course. Some instructors prefer the C format, and others prefer the W format. Students complete four Matlab projects (requiring at least 100 words), a midterm project proposal, and a final project report. Each student is required to meet once with the instructor to get oral feedback on writing done to that point and to review the viability of the project being proposed. In addition, all assignments lead up to the type of writing required in the final project. Class discussion of the components for the proposal and final project and on writing in general, as well as textbook examples of writing, serve for instruction.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   MATH 442W MATHEMATICAL MODELING

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Sue Geller 15 April 2015
Printed name and signature (Date)

Received: Valerie Balester 4/17/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Timothy P. Scott, Ph.D.
Printed name and signature
Associate Dean for Undergraduate Programs
College of Science - Texas A&M University
3257 TAMU - College Station, TX 77843-3257
Tel. 979.845.7362 Fax 979.845.0677
tim@science.tamu.edu

Department Head: Paulo Lima Filho for Emil Straube
Printed name and signature (Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Math 442.500 and 442.9xx ("W")
Class Policy
Spring 2016

Instructor: Prof. Michael S. Pilant
Instructor Web Page Address: http://www.math.tamu.edu/~Michael.Pilant/
Course Web Page Address: http://www.math.tamu.edu/~Michael.Pilant/math442/
E-mail: mpilant@math.tamu.edu
Phone: 845-3261
Office: Blocker 221-D

Lecture Times: TR 11:10-12:25 p.m. [Bloc 123].
Office Hours: TR 2:20-3:55 pm, F 2:00-3:00 pm, [Bloc 123], and by appt
Matlab Help Sessions: Check here for times.

Course Title: Mathematical Modeling

Course Description: The construction of mathematical models from areas such as economics, game theory, integer programming, mathematical biology and mathematical physics. Prerequisites: MATH 304 and 308 or equivalents. Since it is a writing course, there will be additional requirements for written communication.

Textbooks:


Homework: There are exercises at the end of each chapter. A subset of these will be assigned as weekly homework. Submission will be electronic through the Campus LMS.

Matlab Projects: A series of matlab based modelling projects will be assigned. Each project writeup will consist of 4-6 pages (PDF) following the template given in the link: Template.

Midterm Report: Based on the student's choice for a final project, a preliminary proposal [including introduction to topic, literature survey, derivation of equations - 2 to 3 pages (PDF)] must be submitted. A meeting with the instructor is required prior to approval of the final project.

Final Project and Presentation: Based on acceptance of the topic contained in the midterm report, a Final Project will be prepared. This will include computational results, graphical display of results, additional references, summary and conclusions. The final project is typically 8-10 pages (excluding matlab code, references and figures).

Templates for the Midterm Report and Final Project Writeup will posted.

A Syllabus provides the weekly topics to be covered.
Grading Policy:

[Revised]

1. HW - 30%
2. Matlab Projects - 40% (10% each)
3. Midterm Report - 10%
4. Final Project - 20%
5. Extra Credit - Final Project Presentation (in AMUSE seminar) or creation of a final project website.
   Presentation of final project in AMUSE seminar is required for Honors Contract students.
   Presentation of final project in class is required for students in 442.930

Grades: Grades will be based on straight percentage

1. A 90-100
2. B 80-89.9
3. C 70-79.9
4. D 60-60.9
5. F 0-59.9

A curve may be administered to determine final grades, at the discretion of the instructor. No student may pass this course unless they pass the writing portion of this course as per University writing course requirements.

ATTENDANCE POLICY: Class attendance is an individual student responsibility. Students are expected to attend class and to complete all assignments. Students seeking an excused absence are expected to follow regulations described in Student Rule 7.1

SCHOLASTIC DISHONESTY: Copying work done by others, either in-class or out of class, is an act of scholastic dishonesty and will be prosecuted to the full extent allowed by University policy. Collaboration on assignments, either in-class or out-of-class, is forbidden unless permission to do so is granted by your instructor. For more information on university policies regarding scholastic dishonesty, see University Student Rules.

An Aggie does not lie, cheat, or steal or tolerate those who do. (See Aggie Honor System Office)

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 the Department of Student Life, Disability Services Office, in Room B118 of Cain Hall or call 845-1637

COPYRIGHT POLICY: All printed materials disseminated in class or on the web are protected by Copyright laws. One xerox copy (or download from the web) is allowed for personal use. Multiple copies or sale of any of these materials is strictly prohibited.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Jane Sell, Head, Department of Sociology
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: May 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: SOCI 411

We recommend that SOCI 411 Social Psychology be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 73%
2. Course content appropriate to the major
3. Total number of words: 6500
4. Instructor to student ratio for one section: 1:20

Students write three papers individually and complete a group project with a paper that includes an individual portion. The first portion of the three individual papers are peer reviewed; the second portion received instructor comment. Instruction includes the use of examples and lecture/discussion on writing issues.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

SOC 411 Social Psychology

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Jane Sell
Printed name and signature
(Date)

Received: Steve Oberhelman
W and C Course Coordinator, University Writing Center
(Date)

Approvals:
College Dean: Valerie Balester
(Date)

Department Head: Jane Sell
(Date)
Sociology 411
Fall 2015 (writing intensive)
Social Psychology

Jane Sell
Dept. of Sociology
311 Academic; 845-6120
Office Hours: Monday and Wednesday 9:00 to 10:30 or by appointment
j-sell@tamu.edu

Bruce Reese
Dept of Sociology
305D Academic; 845-5133
Office Hours: Thursday: 9:30-11:30 or by appointment
bruce_reese@tamu.edu

Course Description and Objectives:
Sociology 411 is designed as advanced undergraduate/graduate overview course of sociological social psychology. At the least, students should already have taken an introductory sociology or introductory psychology class. (Feel free to talk to us if you are not sure if your background is sufficient for the course.) If you are a graduate student, please see us and we will arrange some additional meetings to discuss further readings and your research interests. Because there will be students with very different backgrounds in the course, we expect that there will be wide-ranging discussions. The course is designed to involve differing learning techniques so there will be some lectures, some discussions, some focused activities, and both short and long writing activities. This is a writing intensive course, so there are several writing assignments.

By the time you finish the course, you should be able to understand various social psychological perspectives, differentiate among them and apply them to different contexts. Additionally, you will be able to evaluate, critique, and write about different arguments using a social psychological perspective.

Texts:
There is one book: Social Commitments in a Depersonalized World, 2009, Edward Lawler, Shane Thye and Jeongkoo Yoon, Russell Sage Foundation. We will be using this book in the last half of the course. The rest of the readings are research articles and will be posted as pdfs on ecampus for our course. Most research articles, as you probably already know, cannot be just be read once or even twice. You should prepare yourself to spend quite a bit of time reading these articles, rereading sections carefully, and at times working through analyses presented within the articles.

Communications:
We will sometimes post notices or send notes. To do this, we will ordinarily send emails over your TAMU email account. Please use TAMU account and check it regularly.
Your grades will be posted on the ecampus website for our class. Additionally, we will post PowerPoint slides for lectures, focus points or test reviews, and assignments on ecampus.

**Requirements and Assignments:**
Class participation and attendance are *extremely* important for the course. We will not often take official attendance, but be aware that the all class materials are not covered in the readings. We expect participation in class, and occasionally points are awarded for different activities. The activity points add up to **50** points. Some of these are “pop quizzes” related to the reading and some of these are activities.

There is one in-class exam (half short essay, half multiple choice), three individual papers and one group project paper. These add up to **500** total points. The in-class exam is both multiple choice and short essay.

*The Individual Papers:* There are 3, 6 page (double spaced) papers that will be applications of the principles we discuss in class. The papers will involve doing some research during your everyday life and then applying your findings to the literature and class discussions. Each paper will have its own rubric and we will spend part of our class time discussing the rubrics for each of these papers. We will be also be incorporating peer review for these papers.

2. Paper 2: Identities and Emotion
3. Paper 3: Exchanges and Trust

*The Group project:*
The project will involve analyzing a film or television series based upon the principles that we have discussed. Much of the course involves analyzing groups, and the group project will involve both doing a project and then also analyzing how your group interacted. The group project is worth **100** points—30 of these points are derived from your ratings by your other group members and your individual analysis and 75 is derived from the group project itself. Groups are composed of between 3 and 5 members.

Grading is based on a **total of 550 points.** 495 and above is an A, 440 and above is a B, 385 and above is a C, 330 and above is a D and below 330 is an F.

(For graduate students taking the class, we may modify or expand some of the assignments and tests.)

Please note: **Failure to earn a passing grade on the writing and speaking requirements precludes the assignment of C credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive C credit for this course without earning a passing grade on the communication component, no matter how the points are distributed.**
Absences and Make-Ups:
If an absence is excused, we can provide opportunities to make up assignments or tests. We must be notified within 2 days of the missing work. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 14 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu.rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. 1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sppauth/index 2) Death or major illness in a student's immediate family. 3) Illness of a dependent family member. 4) Participation in legal proceedings or administrative procedures that require a student's presence. 5) Religious holy day. NOTE: Prior notification is NOT required. 6) Injury or illness that is too severe or contagious for the student to attend class. a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1) b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence: (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu (ii.) Confirmation of visit to a health care professional affirming date and time of visit. c) An absence for a non-acute medical service does not constitute an excused absence. 7) Required participation in military duties. 8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled. 9) Mandatory participation as a student-athlete in NCAA-sanctioned competition. 10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor. Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

Note on handouts, plagiarism and academic conduct: The handouts used in this course are copyrighted. By that is meant all materials generated for this class, which include but are not limited to syllabi, exams and assignments, in-class materials, review sheets, etc.
Because these materials are copyrighted, you do not have the right to copy the handouts unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also committing plagiarism if you present another's work as your own (for example by close paraphrasing) if you do not give clear attribution (for example by using quotation marks or otherwise indicating that the idea came from someone else, even if you include the person in your bibliography). If in doubt, give attribution. Failure to do so may result in serious sanctions.

If you have questions about plagiarism or other forms of academic misconduct including cheating, fabrication or multiple submissions, consult the latest issue of Texas A&M University Student Rules or feel free to ask us.
http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html

**Aggie Honor Code:** “An Aggie does not lie, cheat or steal, or tolerate those who do”
For further information on academic integrity see:
http://www.tamu.edu/aggiehonor

**ADA:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.

**Readings and Calendar:**
Reading marked with an asterisk * are more advanced readings. These are not required for undergraduates but give further information about the topics we will be covering. Graduate students are required to read cover the readings with an asterisk.

The calendar is meant to keep the class on track—but sometimes we will explore topics in more depth and so may get a little behind or a little ahead. Please make sure to have the readings done by the end date listed.

*Introduction to the field of Social Psychology*  
*(September 1 and 3)*  


*Formal Approaches to Knowledge (September 8, 10 and 15)*


How Lobster’s find their way: Experimental methods (website from Lohman Lab at UNC-Chapel Hill, Dept of Biology)
http://www.unc.edu/depts/oceanweb/lobsters/
and
http://www.unc.edu/depts/oceanweb/lobsters/

*In class exam, September 17*

Expectation States (September 22, 24 and 29 and October 1)


**Paper #1 due October 6th**

*Symbolic Interaction*

* A Range of Perspectives within Symbolic Interaction*

(October 6, 8, 13 and 15)


*Ethnomethodology*

(October 20)


Paper #2—Due October 22

Sentiments, Affect and Emotion
(October 27 and 29)

David Heise
http://www.indiana.edu/~socpsy/ACT/


Learning, Exchange and Equity and Trust
(November 3, 5, 10 and 12)

doi:10.1177/0190272510369079


Edward Lawler, Thye, Shane and Jeongkoo Yoon, 2009 (LSY): Chapters 1-4 (1-49)

Paper # 3, November 17

Thanksgiving holiday: November 26

Exchange and Commitment, part II
(November 17)
LSY, (pages 50-144)

LSY, (pages 186-198)

**Q-Drop Deadline and last day to officially withdraw is November 20**

Group Presentations of Group Projects: November 19, November 24 December 1

*Attitudes and Behavior, Verbal reports*
(December 3, December 8)


*Summary and Conclusions-Why we love social psychology*

*Final Papers due by December 15*
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Glenda Byrns, Department of Educational Psychology
   Victor Willson, Head, Department of Educational Psychology
   Christopher Cherry, AOC Dean, College of Education and Human Development
DATE: May 8, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: SPED 310

We recommend that SPED 310 Instructional Strategies for Students with Disabilities be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2150
4. Instructor to student ratio for one section: 1:15

A graduate assistant helps with this course. Students write four reflection papers, each of which is peer reviewed using a guide for peer review and a grading rubric. The students also meet with a University Writing Center consultant for feedback on work prior to final submission. Instruction includes lecture, modeling, and discussion.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   SPED 310: Instructional Strategies for Students with Disabilities

2. Have this form signed by both the department head and the college dean. Provide a copy of the
   syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Glenda Byrns
Printed name and signature
(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center
(Date)

Approvals:
College Dean: Robert C. Cherry
Printed name and signature
(Date)

Department Head:
Printed name and signature
(Date)
SPED 310
Instructional Strategies for Students with Disabilities · Fall 2015
Wednesday 8:00-10:15 · EDCT 614

Instructor: Glenda Elkins Byrns, Ph. D.
Office: 704H Harrington
email: gbyrns@tamu.edu

Office Hours: By appointment; MW 12:00-1:00
Office Phone: 979-862-2289
Vita: http://directory.cehd.tamu.edu/view.epl?nid=gbyrns

Course website: http://ecampus.tamu.edu/

University Writing Assistant:

TEXTS

ISBN-10: 0205533280

ISBN: 978-1-118-90185-4


Other readings as assigned in class or available in the course website.

### SOURCES FOR WRITING SUPPORT


University Writing Center, Evans Library, [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/). Appointments can be scheduled on-line. Comprehensive student resources available.

### COURSE DESCRIPTION AND PREREQUISITES

Research-based strategies and techniques in teaching students who are at-risk academically or students with disabilities in a variety of general and special education settings; addresses teaching of academics, teacher strategies for engagement and incorporating the use of technology. *This is a writing-intensive course* (W). Prerequisite: Admission to professional phase of program.

### LEARNING OUTCOMES

When you finish this course, you will be able to:

- develop and demonstrate effective instructional strategies (Instructional Strategies);
- explain the benefits of instructional strategies to student learning, including students considered at-risk (Communication);
- reflect on the benefits of the strategies discussed in class (Social and Global Competence);
- identify strategies used in classrooms in an urban school district and reflect on the impact of those strategies on students considered at-risk and their educational outcomes (Ethical Practice); and
- demonstrate use of technology embedded in teaching

### Additional Resources

Here are examples of on-line resources that you can use in developing your assignments.

There is an all-day mandatory field-trip to Aldine ISD scheduled for Thursday, (insert date). Aldine ISD is a high-achieving urban district. This field-trip provides a unique experience to see many of the strategies, differentiated instruction and data-driven decision making being implemented. We will travel by charter bus and lunch will be provided. Additional information will be provided prior to the date. There is a reflection assignment attached to this field-trip.

To access the course website go to http://ecampus.tamu.edu/ and log in with your net id and password, select 15 FALL SPED 310.500: Instr Strat Stu Disable from the "My Courses" list on the entry page.

Readings and assigned practice activities should be completed before the lecture/discussion/activity on that topic. Come to class prepared to answer questions and participate in discussion and activities.

There are on-line modules and videos that introduce some of the strategies that will be discussed during class. These can be accessed through the course website.

iPad and Apps: The university-owned iPads that are checked out to you at the beginning of this semester are for your use in both academic courses at A&M and in your field-based placements when working with students. The iPads have no apps on them. You may purchase apps for your use at your expense. These apps then become your property which can be downloaded onto other personal devices. For courses this semester, search for free apps that teach the concepts. When the iPads are returned to the university at the end of the semester, all apps will be purged.

Once you have received the iPad and completed the necessary paperwork, access the App Store and download the app “iBooks for iPad.” Then go into the course website (http://ecampus.tamu.edu/) and access the course folder labeled “iBook” and click on the icon. The iBook for this course should download.

Text(s) and iPads are to be brought to every class. Some tests/quizzes may be submitted using the iPad during class. There are no make-ups for tests or quizzes missed because you do not have your iPad at the time of the test/quiz.

Attendance Policy: This is a professional sequence. As such, professional behaviors are expected throughout the semester. You are expected to be in class every session on time with attendance being taken at the beginning of class. If you come in after attendance has been taken, it is your responsibility to come to the instructor after class and have the absence changed to a tardy. If you are absent from class, you must notify me by email prior to class.

All assignments / quizzes must be completed individually, unless otherwise specified by the instructor. Assignments are due at the beginning of class on the dates posted in this syllabus and in the course website. The syllabus and the course website specify how the assignment is to be submitted. Assignments / quizzes will not be accepted after the due date and time. A university-approved excuse is required to submit make-up assignments. See Student Rule 7 for details about excused absences (http://student-rules.tamu.edu/rule07). Texas A&M University Explanatory Statement for Absence from class form is available at http://attendance.tamu.edu.
If you miss a class, you will need to get reliable notes and any handouts from classmates.

- **Computer use.** Computers / iPads may only be used for note-taking purposes, tests, or for instructor designated activities during class.

- **Cell/smart phones.** Use of cell/smart phones are **not** allowed during class.

**WRITING INTENSIVE COURSE / FINAL PROJECT**

**Writing.** This course is a writing-intensive course in which you will be expected to write in a professional manner. You will receive feedback on your writing skills through peer review of writing. In addition, writing tips and suggestions based on the most common errors seen in class writing will be posted on eCampus. You may also schedule individual appointments (in addition to the mandatory meeting) with the University Writing Assistant to review writing assignments and receive feedback. **Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.**

An expectation in this W course is that your writing will improve throughout the semester. After your first paper, you must make an appointment with the UWA to receive individual feedback. On subsequent reflections, if the same writing mistakes occur you will lose a letter grade.

Peer review: As students complete the reflections, each component will be peer reviewed. You will receive peer feedback within one week of submitting them.

Reflection #1: After completing the two bullets above, reflect on the importance of room arrangement, teacher movements, and teaching of routines. Provide specific examples and integrate the best practices discussed in readings and in class. 250 words minimum

Reflection #2: Over the last two weeks we have explored multiple avenues for providing recognition, ways to engage students, methods of establishing high academic and behavioral expectations, and the importance of effective questioning. Discuss how these skills contribute to academic ethos. 500 words minimum (Communication)

Reflection #3: You observed in classrooms in an urban school district where strategies to meet the learning needs of students who are considered at-risk were being implemented. (a) Identify three strategies you observed, discuss the impact on the students and their learning and the classrooms. (b) What teacher behaviors did you observe and what was the impact on student learning? 700 words minimum (Ethical Practice)

Reflection #4: Over the last several weeks we have explored the benefits of incorporating technology in lessons, using graphic organizers, and including critical components in lesson cycles. In addition to your group teaching activities in class, you have observed teachers in your field-based placements and in Aldine ISD. In a reflection discuss the impact of these components on student learning and/or the impact of omitted lesson components. 700 words minimum (Social and Global Competence)
Course grades are based on individual activities, major tests, quizzes, and writing assignments. The average of your grades in each of the activities is multiplied by the appropriate weight. These scores are then added together with the total score applied to the grading scale. There are no opportunities for extra credit in this course. Grades are neither curved nor rounded.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contribution to Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Major project</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>35%</td>
</tr>
<tr>
<td>• Mechanics</td>
<td>20%</td>
</tr>
<tr>
<td>• Content</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Grading Scale**

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

**General Information**

Assignments that require hard-copy submission must be submitted with a **cover sheet**. The cover sheet should include your name, course number, name of the strategy or assignment, date, and the signed Aggie Honor Code. Each assignment **MUST** be submitted in Word in 11-12 pt. font, Times New Roman or Arial, using 1.5 or double spacing. Documents that are not readable will be counted as missed assignments.

Capital letters signify a proper noun or the beginning of a sentence. Five (5) points for each random capital letter will be deducted from your final grade for that assignment. This includes capital letters at the beginning of bulleted lists, in both Word and Power Point. You will need to reset the default on these items.

**Quizzes:** There will be brief quizzes during the semester covering readings, class discussions, and videos. Some of these may be unannounced.

**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 thing 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 accommodation, contact the Office of Support Services for Students with Disabilities in Room B118 of Cain Hall, or call (979) 845-1637. Helpful information is located at http://disability.tamu.edu.

**COPYRIGHT STATEMENT**

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

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”
“An Aggie does not lie, cheat, or steal or tolerate those who do.”

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

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.”
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Videos</th>
<th>Assignment</th>
<th>To be submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus review&lt;br&gt;Writing Intensive Course, peer review, University Writing Assistant, formative feedback&lt;br&gt;iPad distribution&lt;br&gt;Explicit instruction defined</td>
<td>Goeke: Chapter 1 (pgs. 8-13)&lt;br&gt;Goeke: Chapter 2&lt;br&gt;Bursuck &amp; Damer: Chapter 1 (pgs. 22-31)&lt;br&gt;Lengelle, R., Meijers, F., Poell, R., &amp; Post, M. (2014). Career writing: Creative, expressive and reflective approaches to narrative identity formation in students in higher education. <em>Journal of Vocational Behavior</em>, 85(1), 75-84.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Preparing the classroom&lt;br&gt;Classroom routines</td>
<td>Lemov: Chapter 4&lt;br&gt;Jones: <em>Arranging the classroom</em>&lt;br&gt;Lemov: Chapter 10&lt;br&gt;Jones: <em>Teaching routines</em></td>
<td>Classroom Routines&lt;br&gt;Tight Transitions</td>
<td>Due 9/30: Map the classroom/Instructional path&lt;br&gt;Classroom routines</td>
<td></td>
</tr>
</tbody>
</table>
| Week 4 | 9/23 | Student engagement  
High behavioral expectations  
Questioning | Goeké: Chapter 4  
Lemov: Chapter 9  
Lemov: Chapter 11  
Lemov: Chapter 7  
*Strong Voice* | Due 10/21:  
Reflection #2 (500 words minimum) |
|---|---|---|---|---|---|
| Week 5 | 9/30 | Preinstructional Set  
Preparing the knowledge base for instruction  
Exploring technology in the classroom | Goeké: Chapter 5  
Goeké: Chapter 6 | Due 10/14: Technology embedded link | Map the classroom/  
Instructional path/  
Classroom routines |
| Week 6 | 10/7 | Instruction  
Examples/non examples  
Concept Comparison | Goeké: Chapter 7  
Concept Comparison Routine  
iBook: Concept Comparison Routine | Due 10/21:  
Concept Comparison Submit hard copy in class. | Reflection #1 (250 words minimum) |
| TBA | Field trip to Aldine ISD. The bus will depart from campus at 5:45 and will return by 3:00 | | | Due 11/18:  
Reflection #3 (700 words minimum) |
| Week 7 | 10/14 | Framing Routine  
iBook: Framing Routine | Framing Routine  
iBook: Framing Routine | Due 10/28  
Framing Routine Submit hard copy in class.  
Due 11/4:  
Lesson components | Technology embedded link (Instructional Strategies) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Course</th>
<th>Presentations:</th>
<th>Review</th>
</tr>
</thead>
</table>
| 8    | 10/21 | Sentence writing             | Fundamentals in Sentence Writing | Group 1: Lessons 1 & 2  
Group 2: Lesson 3                                                               | Concept Comparison Routine (Instructional Strategies) |
| 9    | 10/28 | Sentence writing             | Fundamentals in Sentence Writing | Group 3: Lesson 4  
Group 4: Lesson 5                                                               | Reflection #2 (500 words minimum) (Communication) |
| 10   | 11/4  | Sentence writing             | Fundamentals in Sentence Writing | Group 5: Lessons 6, 7 & 8  
Group 6: Lesson 9                                                               | Due 12/9: Reflection #4 (700 words minimum) |
| 11   | 11/11 | Proficiency in the Sentence Writing Strategy | Proficiency in Sentence Writing | Group 7: Lesson 10  
Group 1: Compound sentences                                                     | Lesson components |
| 12   | 11/18 | Proficiency in the Sentence Writing Strategy | Proficiency in Sentence Writing | Group 2: Complex sentences  
Group 3: Compound-complex sentences                                              | Reflection #3 (700 words minimum) (Ethical Practice) |
|      | 11/25 | Reading day, no classes      |                         |                                                                              |                                |
| 14   | 12/2  | Paragraph writing            | The Paragraph Writing Strategy | Group 4: Topic sentences  
Group 5: Detail sentences                                                        |                                |
| 15   | 12/9  | Paragraph writing            | The Paragraph Writing Strategy | Group 6: Clincher sentences  
Group 7: Whole paragraphs                                                        | Reflection #4 (700 words minimum) (Social & Global Competence) |

Topics, assignments, and due dates may vary.
Grading rubric: Reflection Assignments
<table>
<thead>
<tr>
<th>Reflection Content</th>
<th>Reflective Practitioner</th>
<th>Aware Practitioner</th>
<th>Reflection Novice</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained in great detail. Explanation of concepts makes sense to an uninformed reader.</td>
<td>Language is clear, but lacks expression or specific detail. Abstract concepts are not explained. Minor, infrequent lapses in clarity and accuracy.</td>
<td>Language is somewhat clear; lacks expression and/or details. Some statements were confusing. Writer struggles to explain concepts.</td>
<td>Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</td>
</tr>
<tr>
<td>Relevance</td>
<td>The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Uses examples from own experiences to relate to topic and show relevance.</td>
<td>The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Does not relate to personal experience.</td>
<td>Student makes attempts to demonstrate relevance, but statements are not supported. No attempt to relate to personal experience or make relevant.</td>
<td>Most of the reflection is irrelevant to student and/or course learning goals. There is no relevance of reflection to topic.</td>
</tr>
<tr>
<td>Analysis</td>
<td>The reflection moves beyond simple description the topic to an analysis of how the topic contributed to student understanding of self, others, and/or course concepts.</td>
<td>The reflection mostly demonstrates student attempts to analyze the topic but analysis is more description and is not analyzed in full.</td>
<td>Student makes attempts at applying the topic to understanding of self, others, and/or course concepts, but fails to demonstrate analysis.</td>
<td>Reflection only describes the topic and does not include any analysis.</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Student is aware of and able to question his or her own preconceived notions, biases, and/or stereotypes. The reflection demonstrates ability of the student to open his/her mind to new ideas, possibilities, or ways of thinking and provides examples of this.</td>
<td>Student is aware of preconceived notions, biases, and/or stereotypes. The reflection demonstrates some ability of the student to open his/her mind to new ideas, possibilities, or ways of thinking.</td>
<td>There is some attempt at self-evaluation, but the reflection fails to demonstrate attempt to consider new aspects of the topic.</td>
<td>There is no attempt at self-evaluation.</td>
</tr>
<tr>
<td>Grammar/Mechanics</td>
<td>Writing should be free from grammatical errors and should be spelled, capitalized, and punctuated correctly.</td>
<td>Writing is error-free or has only minimal minor errors.</td>
<td>Writing has several errors which might be problematic at the sentence level, but do not interfere with the overall meaning.</td>
<td>Writing has multiple errors, which may be problematic at the sentence or question (paragraph) level. Writing has significant errors that detract from the meaning. Continues to make same errors as made in previous assignments.</td>
</tr>
</tbody>
</table>
**Week 1: Explicit Instruction**

**Readings:**

Goeke: Chapter 1 (pgs. 8-13)
Reading Focus:
- What are the major components of explicit instruction?
- How do these components benefit student learning?

Goeke: Chapter 2
Reading Focus:
- Explain “The Learning and Teaching Continuum”
- What is cumulative deficit?
- What are the components of the learning objectives?

Bursuck & Damer: Chapter 1 (pgs. 22-31)
Reading Focus:
- How are systematic and explicit instruction defined?

**Readings: Narrative Reflection**

Reading Focus:
- Why should preservice teachers engage in reflective narratives?

**Week 2: Preparing the Classroom; Classroom Routines**

**Preparing the Classroom**

**Readings:**

Lemov: Chapter 4
Reading Focus:
- What is meant by “beginning with the end”?
- How do Lemov’s 4MS and Goeke’s learning objectives compare?
- Compare Lemov’s *Draw the Map* with Jones’ *Arranging the Classroom*.
- What is the importance of *Double Plan*?

Jones: *Arranging the classroom*
Reading Focus:
- What are some considerations when arranging a classroom?
- Describe what the teacher should consider about where they stand and how they move.
- Identify pros and cons of various desk arrangements.

**Classroom Routines**

**Readings:**

Lemov: Chapter 10
Reading Focus:
- Describe effective components of *Entry Routine*.
- Explain *Tight Transitions*.
- What is the benefit of *Strong Start*?
- How would you teach *SLANT*?
- What is meant by *Engineer Efficiency*?
Jones: *Teaching Routines*

**Reading Focus:**
- What are the benefits of teaching classroom routines?
- How can classroom routines be taught effectively?

**Videos:**
- Classroom routines
- Tight Transitions

**Assignment:** Due 9/30

**Map the classroom/Instructional path/Classroom Routines/Reflection.** There are three parts to this assignment.

- Map the classroom/Instructional path: Using the sheets found on-line, diagram the classroom where you are completing your field-based placement this semester. During one class period, using the classroom diagram track the teacher’s movement as he/she teaches.
- Classroom routines: Working with your mentor teacher, identify three critical routines used in the classroom. Provide the information required using the format below.

**Reflection #1: Due 10/7**

- After completing the two bullets above, in a 250 word essay (minimum) reflect on the importance of room arrangement, teacher movements, and teaching of routines. Provide specific examples and integrate the best practices discussed in readings and in class.
  - **Draft of reflection due to peer reviewer by 9/23.**
  - **Peer review due back to author by 9/30.**

**Grading rubric: Map the classroom/Instructional path/Classroom routines**

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectation</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
</table>
| Diagram of classroom and teacher movement | Points Range: 7  
Provides clear representation of classroom; clear representation of teacher movement | Points Range: 2-6  
Areas of classroom not clearly defined; teacher movements not clearly defined | Points Range: 0-1  
No-minimal representation of classroom; teacher movement path not marked |
| Pros and cons of classroom arrangement | Points Range: 10  
Provides requested information; critical analysis | Points Range: 4-9  
Provides requested information; lacks thoughtful analysis | Points Range: 0-3  
Minimal number of pros and cons listed; lacks analysis |
| Evaluation of classroom arrangement | Points Range: 25  
Thoughtful evaluation of classroom layout; makes connection to class discussions and readings | Points Range: 10-24  
Lacks one component or minimally developed | Points Range: 0-9  
Provides surface evaluation; lacks specifics |
| Analysis of teacher movement | Points Range 25  
Thoughtful evaluation of teacher movements; makes connection to class discussions and readings; discusses impact on student performance and classroom management | Points Range: 10-24  
Lacks one component or minimally developed | Points Range: 0-9  
Provides surface analysis; lacks specifics |
| Classroom routines | Points Range: 50  
All components included. Components are well defined, logical, and thoughtful. Error free | Points Range: 26 - 49  
All components included but not well developed. | Points Range: 0 - 25  
Missing one or more component |
| Mechanics | Points Range: 8-8  
Error free | | Points Range: 0-0  
One or more errors |

**Format for Classroom Routines**

<table>
<thead>
<tr>
<th>Name of Routine</th>
<th>Expectation</th>
<th>Scripted Steps</th>
<th>How and When Taught/Reviewed</th>
<th>What would you do differently in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Week 3: Teacher Presentation Variables; Providing Recognition

Teacher Presentation Variables:

Readings:

- Goeke: Chapter 3
  Reading Focus:
  - Define three presentation variables.

- Lemov: Chapter 3
  Reading Focus:
  - What is the premise of No Opt Out?
  - What are the four basic formats of No Opt Out?
  - What is the premise of Right is Right?
  - What are the four categories within the Right is Right technique?
  - What is the premise of Stretch It?
  - Describe the specific types of Stretch It questions.
  - Explain the Format Matters technique.
  - How would each of the four Format Matters technique be implemented?

- Lemov: Chapter 5
  Reading Focus:
  - What is the importance of Board=Paper?
  - Explain the benefit of using Circulate. What is the relationship between this technique and the room arrangement?
  - Describe Name the Steps.

Videos:
- Circulate
- No Opt Out
- Right is Right
- Stretch It
- Format Matters

Providing Recognition:

Readings:

  Reading Focus:
  - Define “praise”
  - How can praise be used as a reinforcement?
  - At what frequency should effective praise be given?
  - What three qualities should teacher praise have to be effective reinforcement?
  - What are the functions of teacher praise?
  - What are some guidelines for effective teacher praise?

- Lemov: Chapter 12
  Reading Focus:
  - Explain the three rules associated with Precise Praise.
  - Identify the four guidelines to make Warm/Strict effective.
  - What is meant by Emotional Constancy?
Week 4: Student Engagement; High Behavioral Expectations; Questioning

Student Engagement:
Readings:
  Goeke: Chapter 4
  Reading Focus:
  • How does Goeke define learning?
  • What can teachers do to facilitate student engagement?
  • What does Goeke say about student passivity?
  • Define active engagement.
  • Define and describe the three student engagement variables Goeke presents.

  Lemov: Chapter 9
  Reading Focus:
  • What techniques can teachers use to engage students in discussion?
  • How can Turn and Talk be used effectively?

High Behavioral Expectations:
Reading:
  Lemov: Chapter 11
  Reading Focus:
  • This chapter discusses five techniques associated with the 100% cycle. What are those five techniques?
  • Describe the ways ways teachers can emphasize compliance (least invasive to most invasive).
  • What is meant by Firm Calm Finesse?
  • What is the purpose of and the four primary characteristics of What To Do?
  • What is the purpose of and the five principles of Strong Voice?

Videos:
  • What to Do
  • Strong Voice

Questioning:
Readings:
  Lemov: Chapter 7
  Reading Focus:
  • What is the benefit of Wait Time?
  • Identify the four keys to Effective Cold Call.
  • What are the five types of Call and Response and when should each be used?


Reading Focus:
  • How do these two articles help you understand the art of asking higher order questions?
Reflection #2: Due 10/28 (Communication)
Over the last two weeks we have explored multiple avenues for providing recognition, ways to engage students, methods of establishing high academic and behavioral expectations, and the importance of effective questioning. Discuss how these skills contribute to academic ethos. 500 word minimum.

- Draft of reflection due to peer reviewer by 10/14
- Peer review due back to author by 10/21

Week 5: Preinstructional Set; Preparing the Knowledge-Base for Instruction

Preinstructional Set:
Reading:
  Goeke: Chapter 5
  Reading Focus:
  • What are the three elements of an effective preinstructional set?
  • What are the essential characteristics of gaining students' attention?
  • What are the essential characteristics of informing students of the learning objectives?
  • What are the essential characteristics of using informed instruction?
  • What are the benefits of providing an effective preinstructional set?

Preparing the Knowledge Base for Instruction:
Reading:
  Goeke: Chapter 6
  Reading Focus:
  • What are the three elements that can be used to cognitively prepare students for instruction?
  • Identify the essential characteristics of activating prior knowledge?
  • Identify the essential characteristics to reviewing previously learned skills?
  • Identify the essential characteristics of preteaching key vocabulary?
  • What are the benefits to students of preparing the knowledge base for instruction?

Assignment: Technology embedded link Due 10/14 (Instructional Strategies)
For this assignment you will create four powerpoint slides for a history lesson.
1. Identify a unit in history that you will be introducing. You may not be teaching this unit in your field-based placement.
2. Create four ppt slides that could be used to introduce this unit.
   a. Slide #1 should contain your name, course number, name of the assignment, date and the Aggie Honor Code.
   b. Slide #2 should contain the title of the history lesson being taught.
   c. Slide #3 should contain the student objective and WIIFM.
   d. Slide #4 should contain a picture(s) highlighting the history lesson and an active link to a file at the Library of Congress, the Smithsonian, or a site that I have preapproved that will introduce this lesson. This link should provide additional information for the lesson and should "grab" the students' attention The link should not be a link to the picture contained on the slide but rather something that will enhance the lesson—recordings, videos, etc.
Week 6: Instruction; Examples/Nonexamples; Concept Comparison

**Instruction:**

**Reading:**

Goeke: Chapter 7

Reading Focus:
- What is the benefit of using cognitive modeling?
- How would you demonstrate cognitive modeling?
- What are essential characteristics of guided and independent practice?
- Identify some pitfalls inherent in guided and independent practice.
- What are some effective closure strategies?

**Examples/Nonexamples:**

**Reading:**


Reading Focus:
- How would you develop examples/non-examples?
- How would you develop word associations?
- How would you generate situations, contexts, and examples?
- How would you develop word relationships?

**Concept Comparison Routine:**

**Reading:**

Concept Comparison Routine

Reading Focus:
- What are the components of the Concept Comparison Routine?
- What are the steps in teaching the Concept Comparison Routine?
- What is the benefit of using the Concept Comparison Routine?

**iBook**

**Assignment: Concept Comparison Routine**  Due 10/21 (Instructional Strategies)

Create a concept comparison chart using one of the following concepts: Math Concepts (prime, composite, square numbers), Literary Genres (novel, epic poem, short story), or Science Concepts (migration, hibernation, adaptation). Use the format and guidelines in the Concept Comparison Routine. Submit hard copy in class.
### Grading rubric: Concept Comparison

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Met (0)</th>
<th>Novice (1)</th>
<th>Almost There (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required sections (x2)</td>
<td>More than two sections are missing and/or not used correctly</td>
<td>Two required sections are missing; some sections are not used correctly</td>
<td>One required section is missing; included sections are correctly used</td>
<td>All required sections are included and correctly used</td>
</tr>
<tr>
<td>Concept stated and accurately defined (x3)</td>
<td>Concept is not stated/defined, does not contain examples or contains more than two errors</td>
<td>Concept is stated/defined but is unclear, examples are not relevant to students’ lives, or contains two errors</td>
<td>Concept is stated/defined, examples are relevant to the concept, and are correct</td>
<td>Concept is clearly stated/defined, examples are relevant to students’ lives, and are correct</td>
</tr>
<tr>
<td>Summary statement (x2)</td>
<td>Summary statement is missing or not based on the concept</td>
<td>Summary statement does not contain adequate detail from the organizer</td>
<td>Summary statement is accurate and based on the information in the organizer</td>
<td>Summary statement is accurate, based on the information in the organizer, and understandable by students</td>
</tr>
<tr>
<td>Content accuracy (x3)</td>
<td>Two or more major content errors</td>
<td>Two minor content errors OR one major content error</td>
<td>One minor error in content</td>
<td>All content is accurate and thoroughly presented</td>
</tr>
<tr>
<td>Overall (x2)</td>
<td>More than one error in grammar or spelling. Does not reflect the content of the organizer</td>
<td>One error in grammar or spelling. Minimal omission or additions to the content of the organizer</td>
<td>Grammatically correct. Error free. Accurately organizer reflects what has been identified in the content of the organizer</td>
<td></td>
</tr>
</tbody>
</table>

### Week 7: Framing Routine

**Framing Routine**

Reading Focus:
- a) What are the components of the Framing Routine?
- b) What are the steps in teaching the Framing Routine?
- c) What is the benefit of using the Framing Routine?

**iBook**

**Assignment: Framing Routine; Due 10/28** (Instructional Strategies)

Create a frame chart using one of the following concepts: *clouds* (cumulus, stratus, cirrus, nimbus), or *literary terms* (alliteration, onomatopoeia, euphemism, consonance). Use the format and guidelines in the *Framing Routine*. Submit hard copy in class.

### Grading rubric: Framing Routine

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets expectations 25 points</th>
<th>Expectations not fully met 16-24 points</th>
<th>Needs improvement 0-15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>All required components are listed. Adequate number of items listed</td>
<td>One required component missing or entered in the wrong area. One misspelled word</td>
<td>More than one required component missing or entered in the wrong area. More than one misspelled word Information presented is not adequate to complete assignment</td>
</tr>
<tr>
<td>Formatting</td>
<td>Correct format used. Error free</td>
<td>Formatting leads to minimal confusion. One spelling error</td>
<td>Difficult to follow. Multiple spelling errors</td>
</tr>
<tr>
<td>Overall</td>
<td>Presented in a clear, concise, and appropriate manner. Fulfills the requirements of the assignment</td>
<td>Content is unclear</td>
<td>Lacks clarity</td>
</tr>
<tr>
<td>Summary Statement</td>
<td>Error free. Accurately reflects what has been identified in the content of the organizer</td>
<td>One error in grammar or spelling. Minimal omission or additions to the content of the organizer.</td>
<td>More than one error in grammar or spelling. Does not reflect the content of the organizer</td>
</tr>
</tbody>
</table>
Observe your mentor teacher during one lesson cycle. Identify the parts of the lesson and script what was said/observed. Worksheet is on course website.

**Grading Rubric: Lesson Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Meets expectations</th>
<th>Expectation not fully met</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the reflection question(s)</td>
<td>Displays an excellent understanding of the course materials and the underlying concepts being discussed. Uses course materials and other information to support important points.</td>
<td>Displays understanding of the course materials and the underlying concepts being discussed. Limited use of course materials and other information to support points.</td>
<td>Displays little understanding of the course materials and the underlying concepts being discussed. Use of course materials and other information to support points is incoherent or missing entirely.</td>
</tr>
<tr>
<td>Connections to personal understanding</td>
<td>Evidence of strong reflective thought pertaining to personal perspectives.</td>
<td>Evidence of reflective thought pertaining to personal perspectives.</td>
<td>Little evidence of reflective thought pertaining to personal perspectives.</td>
</tr>
<tr>
<td>Impact on your life</td>
<td>Provides a linkage between personal understanding and impact on future encounters</td>
<td>Weak linkage between personal understanding and impact on future encounters</td>
<td>Little or no linkage between personal understanding and impact on future encounters</td>
</tr>
<tr>
<td>Quality of writing</td>
<td>15 points Reflections are free of grammatical, spelling, or punctuation errors. Well defined and concise.</td>
<td>10-14 points Reflection has one grammatical, spelling, or punctuation error. Wordy or not well organized.</td>
<td>0-9 points Reflection contains 2 or more grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td>Observation</td>
<td>10 points Observation information reported in a complete manner.</td>
<td>5-9 points Observation lacking information but explanation provided.</td>
<td>0-4 points Missing information with no supporting statement.</td>
</tr>
<tr>
<td>Lesson Components</td>
<td>Purpose</td>
<td>What to look for</td>
<td>What I observed</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Preinstructional Set:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Get students’ attention</td>
<td>demonstration using objects, acting, technology</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Explain what students are learning today</td>
<td>Today we are going to learn how to ....</td>
<td></td>
</tr>
<tr>
<td>Informed Instruction</td>
<td>Includes what the skill/strategy is, why it is important, how it is to be done, and when it can be used</td>
<td>It is important to know how to .... because ....</td>
<td>You will be able to use this when...</td>
</tr>
<tr>
<td><strong>Preparing the Knowledge Base for Instruction:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activate Prior Knowledge</td>
<td>Assess what students’ know about topic</td>
<td>*make a list *KWL *answer questionnaire</td>
<td></td>
</tr>
<tr>
<td>Review Previously Learned Skills</td>
<td>Activates prior skills in a sequence</td>
<td>“Let’s review...” “Yesterday, we...”</td>
<td></td>
</tr>
<tr>
<td>Preteach Vocabulary</td>
<td>Introduces key vocabulary words</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instruction:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Modeling</td>
<td>Provides explicit thinking before, during, and after task</td>
<td>Teacher “think-alouds”</td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Student involvement</td>
<td>Scaffolded teacher support</td>
<td></td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Student involvement</td>
<td>Students work independently with teacher monitoring</td>
<td></td>
</tr>
<tr>
<td>Closure</td>
<td>Provides summary of lesson</td>
<td>Today we learned how to...so that ...</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>How did the teacher know if the students mastered the objective?</td>
<td>discussion, test, questions, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Reflection #3: Due 11/18 (Ethical Practice)**

Over the last several weeks we have explored the benefits of (a) incorporating technology in lessons, (b) using graphic organizers, (c) using think-alouds and examples/nonexamples, and (d) the benefits of including critical components in lesson cycles. Additionally, you have observed teachers in your field-based placements and in Aldine ISD. In a reflection discuss the impact of these components on student learning and/or the impact of omitted lesson components. 1000 words minimum

- Draft of reflection due to peer reviewer by 11/4.
- Peer review due back to author by 11/11.
**Teaching Project:** Due 10/21-12/9

<table>
<thead>
<tr>
<th>Group</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td><em>Fundamentals in Sentence Writing:</em> Lessons 1 &amp; 2</td>
<td>10/21</td>
</tr>
<tr>
<td>Group 2</td>
<td><em>Fundamentals in Sentence Writing:</em> Lesson 3</td>
<td>10/21</td>
</tr>
<tr>
<td>Group 3</td>
<td><em>Fundamentals in Sentence Writing:</em> Lesson 4</td>
<td>10/28</td>
</tr>
<tr>
<td>Group 4</td>
<td><em>Fundamentals in Sentence Writing:</em> Lesson 5</td>
<td>10/28</td>
</tr>
<tr>
<td>Group 5</td>
<td><em>Fundamentals in Sentence Writing:</em> Lessons 6, 7 &amp; 8</td>
<td>11/4</td>
</tr>
<tr>
<td>Group 6</td>
<td><em>Fundamentals in Sentence Writing:</em> Lesson 9</td>
<td>11/4</td>
</tr>
<tr>
<td>Group 7</td>
<td><em>Fundamentals in Sentence Writing:</em> Lesson 10</td>
<td>11/11</td>
</tr>
<tr>
<td>Group 1</td>
<td><em>Proficiency in Sentence Writing:</em> Compound sentences</td>
<td>11/11</td>
</tr>
<tr>
<td>Group 2</td>
<td><em>Proficiency in Sentence Writing:</em> Complex sentences</td>
<td>11/18</td>
</tr>
<tr>
<td>Group 3</td>
<td><em>Proficiency in Sentence Writing:</em> Compound-complex sentences</td>
<td>11/18</td>
</tr>
<tr>
<td>Group 4</td>
<td><em>The Paragraph Writing Strategy:</em> Topic sentences</td>
<td>12/2</td>
</tr>
<tr>
<td>Group 5</td>
<td><em>The Paragraph Writing Strategy:</em> Detail sentences</td>
<td>12/2</td>
</tr>
<tr>
<td>Group 6</td>
<td><em>The Paragraph Writing Strategy:</em> Clincher sentences</td>
<td>12/9</td>
</tr>
<tr>
<td>Group 7</td>
<td><em>The Paragraph Writing Strategy:</em> Whole paragraphs</td>
<td>12/9</td>
</tr>
</tbody>
</table>

**Reflection #4:** Due 12/9 (Social & Global Competence)
Over the last several weeks we have explored the benefits of incorporating technology in lessons, using graphic organizers, and including critical components in lesson cycles. In addition to your group teaching activities in class, you have observed teachers in your field-based placements and in Aldine ISD. In a reflection discuss the impact of these components on student learning and/or the impact of omitted lesson components. 700 words minimum
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Fair 5 points</th>
<th>Needs Improvement 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Exceptional effort into preparation and design</td>
<td>Very good preparation and design</td>
<td>Some evidence of preparation. Some redundancy.</td>
<td>Appears to have been put together at the last minute. Did not begin with the end in mind.</td>
</tr>
<tr>
<td>Organization</td>
<td>All components of good teaching were demonstrated including objective with WIIFM, scaffolded support, and relevant close.</td>
<td>One component missing or not well developed</td>
<td>Generally organized but lacked clarity; more than one component of good teaching missing</td>
<td>Poorly organized or components were presented randomly without a clear plan</td>
</tr>
<tr>
<td>Delivery</td>
<td>Holds attention of entire audience with the use of direct eye contact and good teaching practices. Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.</td>
<td>Consistent use of direct eye contact with audience but returns to notes. Speaks with satisfactory variation of volume and inflection.</td>
<td>Displays minimal eye contact with audience, while reading mostly from the notes. Speaks in uneven volume with little or no inflection.</td>
<td>Holds no eye contact with audience, as entire report is read from notes. Speaks in low volume and/or monotonous tone, which causes audience to disengage.</td>
</tr>
<tr>
<td>Materials</td>
<td>Adequate materials readily available Worksheets appropriate for task</td>
<td>Unclear as to what to do with handouts/worksheets; not adequate to cover topic</td>
<td>No handouts/worksheets</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Demonstrates full knowledge by answering all class questions with explanations and elaboration</td>
<td>Is at ease with expected answers to all questions, without elaboration</td>
<td>Is uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Does not have grasp of information and cannot answer questions about subject</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Demonstrates strong enthusiasm about topic during entire presentation</td>
<td>Shows some enthusiastic feelings about topic</td>
<td>Shows little or mixed feelings about the topic being presented</td>
<td>Shows no interest in topic presented</td>
</tr>
<tr>
<td>Audience awareness</td>
<td>Significantly increases audience understanding and knowledge of topic; convinces audience to recognize the validity and importance of the subject.</td>
<td>Raises audience understanding and awareness of most points</td>
<td>Raises audience understanding and knowledge of some points</td>
<td>Fails to increase audience understanding of knowledge of topic</td>
</tr>
<tr>
<td>Time management</td>
<td>Showed exceptional time management skills</td>
<td>Finished within the allotted time</td>
<td>Went over the time limit a little</td>
<td>Appeared unaware of the time or how to manage it</td>
</tr>
<tr>
<td>Overall quality</td>
<td>Powerful and engaging</td>
<td>Covered all the main points and was generally well-delivered</td>
<td>Could have put in more effort during the preparation and design stages to increase overall quality</td>
<td>Unclear purpose and not as engaging as it could have been</td>
</tr>
<tr>
<td>Shared responsibility</td>
<td>Group members share responsibility of tasks with areas of individual strengths recognized</td>
<td>Group members each participated but roles not well defined</td>
<td>Uneven distribution of tasks</td>
<td>Little evidence of collaboration</td>
</tr>
</tbody>
</table>
**Peer Review Guide**

Author ______________________________    Reviewer _____________________________

Assignment Title: __________________________________

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the content answer the probe?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are specific examples provided?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the information included relevant and appropriate? What do you think IS? What do you think IS NOT?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the overall organization seem logical to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How could it be improved?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does each paragraph have a clear topic sentence?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is everything in the paragraph then related to the topic sentence? Is the paragraph clearly related to the purpose (~thesis)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the sequencing logical? Is it conceptually repetitive? Should anything be rearranged? What changes would make it stronger?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the relationships between ideas, opinions &amp; facts clear? How could they be made clearer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the closing remind the reader of the goals and adequately answer the question ‘who cares?’ What would make it better? What questions do you have as you read?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the paragraphs reasonable in length? If too long, what would be a logical way to split it/them into more than one paragraph?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### VOCABULARY/WORD CHOICE

- Is it repetitive? Which words?
- Is usage correct and appropriate? Which words & where are problems?
- Is the terminology (i.e., technical vocabulary) appropriate and clear?
- Does it feel/sound “wordy”? Do you have the feeling the person has tried to make it sound fancy by using too many uncommon words? (This is different from correctly using technical terms relevant to topic.) Where?
- How can the author correct these problems?

### GRAMMAR & MECHANICS

- Check to see if…
  - the subjects and verbs all agree;
  - the tense is consistent and logical;
  - the punctuation (commas, etc.) is correct;
  - the capitalization is correct;
  - contractions are used;
  - pronoun usage is correct (there/their, its, etc.);
  - the pronoun referent is CLEAR (Can you identify exactly what every “it,” “there,” “they,” etc., is referring to?);
  - spelling is correct;
  - & other editing/proofreading issues...

### OTHER “STUFF”

- **What two things, specifically, did you like most about this text?**

- **What two things did you think were most important to change? Why? Suggestions (if they are not somewhere else)?**

- Other stuff & things you ran out space for above:
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Phillip Tabb, Department of Architecture
     Ward Wells, Head, Department of Architecture
     Leslie Feigenbaum, AOC Dean, Department of Architecture
DATE: May 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ARCH 205

We recommend that ARCH 205 Architectural Design I be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 25%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:18

ARCH 205 is a four-credit course. There are two alternatives for the writing component of this class to accommodate the different instructors who teach the studio portion of the class. All studios share common lecture hours, and one lecture on writing and research is devoted to writing topics. In the first version, students write an essay (in draft and final form) and create design boards (program summary, design concept, and materials all described and explained). In the second version, students do a pre-design work analysis, design boards, and keep a journal or portfolio that includes a narrative and descriptions of each project. Drafts of stand-alone assignments are required and get feedback from an instructor; students also get feedback on the work submitted in their design journals (on the writing portion). In addition to the lecture devoted to writing, students are assigned readings about writing.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

ARCH 205 ARCH DESIGN I

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor/Coordinator: PHILLIP TABB
Printed name and signature
Apr. 20, 2015
(Date)

Received: Valerie Balester 4/23/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: L. FERGUSON
Printed name and signature
(Date)

Department Head: [Signature]
Printed name and signature
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
ARCHITECTURE DESIGN I
ARCH 205-903 Fall Semester 2014C – 4 credits
Room Langford Center ARCA 120 & ARCC 105
MWF 8:00-10:40 am

Studio Projects: Serenbe Community Pool, Montessori School and Daycare

Course Description and Prerequisites
Issues and methods in designing environments for human habitation and well-being; projects addressing site, functional planning, spatial ordering, form generation through the recognition of the synthesis of space, structure, use and context; the generation of a wide range of design solutions emphasizing appropriate graphic and model building techniques. Prerequisites: ENDS 105, 106, 115, 116.

Learning Outcomes
Students completing ARCH 205 should:
1. Demonstrate knowledge and comprehension of fundamental architectural design issues.
2. Critically analyze architectural programs and designs appropriate to project phasing, precedents, historical traditions, cultural diversity and human factors.
3. Synthesize solutions to architectural design opportunities reflecting the fundamental (relative) placement of this course in a sequence of design studios for the undergraduate degree.
4. Communicate architectural design concepts developed in studio through accepted representationnal media, conventional and digital, as well as verbal and written.
5. The course requires a writing assignment in accordance to University resolution 20.108, which assigns at least 2000 words (eight pages) of graded, finished writing constituting at least 25% of the final grade.
6. Evolve projects beyond preliminary stages to incorporate consideration of technical factors such as accessibility, structural and systems integration, and sustainability at a conceptual level.
7. Demonstrate basic knowledge of typical and innovative materials and construction methods and their impacts upon architectural design.
8. Develop the ability to determine success of design activity by evaluating work relative to project goals and specific requirements presented in each project statement.

Instructor Information
Dr. Phillip Tabb, NCARB, Professor
99790 324-5062
Email: cassicat7@yahoo.com
Office Hours: MW 11:10-noon by appointment
Langford A, 104
Graduate Assistant: Maryam Mansoori, miriammansoori@gmail.com or maryammansoori@tamu.edu.
Grading Policy and Weights

Grading is based upon a student’s willingness to learn, participate, and grow. Late projects will be lowered an entire grade for each 24 hours past the deadline. A student may have two unexcused absences during the semester. More than that could result in an ‘F’ for the semester’s grade. Students are required to be in attendance for the entire allotted time of the studio. Following are the general grading criteria:

1. Research and Writing Assignments
2. Program and Space Analysis
3. Site Planning and Analysis,
4. Conceptual Design,
5. Tectonic Studies, and
6. Final Project.
7. Jump Drive

<table>
<thead>
<tr>
<th>Project</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project #1</td>
<td>25%</td>
</tr>
<tr>
<td>Project #2</td>
<td>10%</td>
</tr>
<tr>
<td>Project #3</td>
<td>10%</td>
</tr>
<tr>
<td>Project #4</td>
<td>15%</td>
</tr>
<tr>
<td>Project #5</td>
<td>10%</td>
</tr>
<tr>
<td>Project #6</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System

A – Extraordinary design, depth of understanding, and high quality of presentation/craft, exemplary work habits and contributions to the studio (90-100).
B – Very good design and presentation quality and shows completeness and consistency, clear evidence of learning and growth (80-89).
C – Fair performance meeting minimum objectives and content, moderate development of skills and knowledge base, work products barely meeting assigned objectives (79-79).
D – Poor performance, poor craft, with limited understanding and somewhat incomplete, limited understanding of concepts and work products do not meet assigned objectives (60-69).
F – Failing performance, incomplete, course objectives not met, unresolved and poorly presented work, failure to demonstrate understanding of basic concepts and skills (< 60).
I – Incomplete work.

Design Brief

The fall semester will be divided by the use of three distinct, yet related, studio design projects, and a writing assignment. Each will derive from the same real site and real projects. Students will eventually work in teams and simultaneously be responsible for individual work. Three teams will finally be determined to work on the overall project designs within which will be eight individual architectural building projects. The studio work will transition from more analytic and writing exercises to more literal, concrete architectural designs. The three architectural projects for Serenbe include the daycare center, Montessori school, and community pool facilities.

Project #1 – Research and Writing Assignment

Students are to perform research into one of the sixteen topics associated with the project. Each individual student is to prepare a paper of 1500 words in length taking one of the topics covered during the research phase. The topic can be on any one of the precedents, contemporary vernacular architecture or the Serenbe Community Project. Topics will be assigned at the beginning of Project #1 and all writing work will be combined into a single book. See the research topics below on this page. All students will participate individually. The entire class will construct a contour model of the site at 3/16” = 1’-0” scale or other scale determined in class.

Project #2 – Serenbe Community Swimming Pool

Student teams of two will design the three buildings and pool area. Included will be a listing of all indoor and outdoor activities associated with the building type, space areas, special requirements if necessary, and spatial relationship diagrams (or bubble diagrams) for each building type. Teams of two will divide and be assigned to the four parts of this project – changing room/lockers/showers,
café/bar/concessions, community/teen facility and pools and hot-tub. Critical is the distance between the door to the food court serving alcohol and the school entries. In addition, each team will provide a conceptual site plan for the entire project. All work to be presented in power point and physical models.

Project #3 – Serenbe Elementary School

Student teams of two will design the five buildings and corresponding outdoor areas. The school will be composed of four separate buildings including a kindergarten for 18 kids ((@ 1500 sf divided into two sections), a single-story structure with two 1500 sf classrooms for grades 1 and 2, a two-story structure for grades 3,4 and 5 (made up of four 1500 sf classrooms). Class enrollment sizes are 9 ea for the kindergarten, and 30 ea for the elementary school. There is to be a separate art room and administration structure of approximately 2,000 sf. Total area for the school is approximately 12,500 – 13,000 square feet. Students are to design the playground as well as the kids’ garden.

Project #4 – Serenbe Daycare Facility

And finally there is a separate daycare structure for 25 kids totaling 1500 sf. The program for this building will include entrance, classroom areas (infant, toddlers, preschool), restrooms (kids and adults), laundry, sickbay, janitor’s closet, storage and an office. Students are to design the playground as well as the kids’ garden.

RESEARCH TOPICS:

- Kindergartens
- Montessori schools
- School-liquor conflicts
- Playgrounds and gardens
- Daycare facilities
- Mado Hamlet

- Rudolf Steiner architecture
- Erik Asmussen architecture
- Pool administration/safety
- Alys Beach Caliza Pool
- Lap pools
- Children’s pool
- Pool changing rooms
- Swimming pool operating systems
- Sustainable school strategies
- Sustainable pool strategies
- Atlanta climate
- Southeastern vernacular

Project Site

The project site I located at the northwestern entrance to Mado Hamlet and is oriented to all residents of Serenbe Community. The school site and pool site are located adjacent to one another and back onto a large pasture and community garden. Refer to the link that follows for an introduction to Serenbe Community. https://serenbecommunity.com

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Serenbe Community Map  Mado Hamlet Map  School/Pool Location Map
Disclosures

THE AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination stature that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Student with Disabilities in Room 126 of the Student Services Building. The phone number is (979) 845-1637.

COPYRIGHTS
The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

SCHOLASTIC DISHONESTY
As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

ATTENDANCE POLICY
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.
Projects must be turned in on time, even if incomplete – any work turned in late will automatically be lowered a full grade for each day late (except for excused reasons).

STUDIO CULTURE
All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside of the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.
Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for the
thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

**Important Links Below**

- Department of Architecture Website: [http://dept.arch.tamu.edu/](http://dept.arch.tamu.edu/)
- Department Financial Assistance: [http://dept.arch.tamu.edu/financial-assistance/](http://dept.arch.tamu.edu/financial-assistance/)
- Academic Calendar: [http://admissions.tamu.edu/registrar/general/calendar.aspx](http://admissions.tamu.edu/registrar/general/calendar.aspx)
- Final Exam Schedule Online: [http://admissions.tamu.edu/registrar/general/finalschedule.aspx](http://admissions.tamu.edu/registrar/general/finalschedule.aspx)
- On-Line Catalog: [http://catalog.tamu.edu](http://catalog.tamu.edu)
- Student Rules: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)
- Aggie Honor System Office: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
- American Institute of Architects website: [http://www.aia.org/index.htm](http://www.aia.org/index.htm)

**Recommended Reading List**


**Teaming Arrangements**

The research topics will be conducted individually and assigned at the beginning to the studio. The design projects will be divided into teams on September 17th as follows:

- Daycare Facility (2 students)
- Kindergarten (2 students)
- Grades 1 & 2 (2 students)
- Grades 3, 4 & 5 (2 students)
- Art and Administration (2 students)
- All school outdoor areas (1 student)
- Pool entrance/changing room/administration (2 students)
- Pool café/concessions (2 students)
- Community and Teen facilities (2 students)
- Pools and outdoor facilities (1 student)
## Schedule of Studio Classes

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Da.</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 1</td>
<td>M</td>
<td>Course in introduction, procedures, studio setup</td>
</tr>
<tr>
<td></td>
<td>Sep 3</td>
<td>W</td>
<td>Background Information Serenbe Community ppt</td>
</tr>
<tr>
<td></td>
<td>Sep 5</td>
<td>F</td>
<td>Mado and Project Site/shop certification</td>
</tr>
<tr>
<td>2</td>
<td>Sep 8</td>
<td>M</td>
<td>Initiate Writing Assignments</td>
</tr>
<tr>
<td></td>
<td>Sep 10</td>
<td>W</td>
<td>In-studio Research</td>
</tr>
<tr>
<td></td>
<td>Sep 12</td>
<td>F</td>
<td>In-studio Research</td>
</tr>
<tr>
<td>3</td>
<td>Sep 15</td>
<td>M</td>
<td>Writing Assignment Presentations (Writing 20%)</td>
</tr>
<tr>
<td></td>
<td>Sep 17</td>
<td>W</td>
<td>Teaming Arrangements/Rearrange Studio</td>
</tr>
<tr>
<td></td>
<td>Sep 19</td>
<td>F</td>
<td>Programs – School and Pool</td>
</tr>
<tr>
<td></td>
<td>Sep 22</td>
<td>M</td>
<td>Team Bubble Diagrams</td>
</tr>
<tr>
<td></td>
<td>Sep 24</td>
<td>W</td>
<td>Site Model Production</td>
</tr>
<tr>
<td></td>
<td>Sep 26</td>
<td>F</td>
<td>Program &amp; Site Model Due</td>
</tr>
<tr>
<td>4</td>
<td>Sep 29</td>
<td>M</td>
<td>Initiate Design Process</td>
</tr>
<tr>
<td></td>
<td>Oct 1</td>
<td>W</td>
<td>Teams A and B develop Conceptual Site Plan</td>
</tr>
<tr>
<td></td>
<td>Oct 3</td>
<td>F</td>
<td>Site Planning</td>
</tr>
<tr>
<td>5</td>
<td>Oct 5</td>
<td>M</td>
<td>Instructor away</td>
</tr>
<tr>
<td></td>
<td>Oct 8</td>
<td>W</td>
<td>Preliminary Site Plans Pin Up</td>
</tr>
<tr>
<td></td>
<td>Oct 10</td>
<td>F</td>
<td>Project Production</td>
</tr>
<tr>
<td>6</td>
<td>Oct 13</td>
<td>M</td>
<td>Site Planning Concept Model Due</td>
</tr>
<tr>
<td></td>
<td>Oct 15</td>
<td>W</td>
<td>Individual Building Designs</td>
</tr>
<tr>
<td></td>
<td>Oct 17</td>
<td>F</td>
<td>Project Production</td>
</tr>
<tr>
<td>7</td>
<td>Oct 20</td>
<td>M</td>
<td>Project Production</td>
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<td></td>
<td>Oct 22</td>
<td>W</td>
<td>Project Production</td>
</tr>
<tr>
<td>8</td>
<td>Oct 24</td>
<td>F</td>
<td>Schematic Building Designs Due (Steve Nygren)</td>
</tr>
<tr>
<td>9</td>
<td>Oct 27</td>
<td>M</td>
<td>COA Research Symposium</td>
</tr>
<tr>
<td></td>
<td>Oct 29</td>
<td>W</td>
<td>Schematic Building Designs Due (Steve Nygren)</td>
</tr>
<tr>
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<td>Oct 31</td>
<td>F</td>
<td>Building Tectonics Tutorial</td>
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<tr>
<td>10</td>
<td>Nov 3</td>
<td>M</td>
<td>Design Development</td>
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<tr>
<td></td>
<td>Nov 5</td>
<td>W</td>
<td>Project Production</td>
</tr>
<tr>
<td></td>
<td>Nov 7</td>
<td>F</td>
<td>Project production</td>
</tr>
<tr>
<td>11</td>
<td>Nov 10</td>
<td>M</td>
<td>Wall Section Due</td>
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<tr>
<td></td>
<td>Nov 12</td>
<td>W</td>
<td>Studio Work</td>
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<tr>
<td></td>
<td>Nov 14</td>
<td>F</td>
<td>Studio Work</td>
</tr>
<tr>
<td>12</td>
<td>Nov 17</td>
<td>M</td>
<td>Structural/Systems Model Due</td>
</tr>
<tr>
<td></td>
<td>Nov 19</td>
<td>W</td>
<td>Initiate Final Presentation Work</td>
</tr>
<tr>
<td></td>
<td>Nov 21</td>
<td>F</td>
<td>Project Production</td>
</tr>
<tr>
<td>13</td>
<td>Nov 24</td>
<td>M</td>
<td>Project Production</td>
</tr>
<tr>
<td></td>
<td>Nov 28</td>
<td>W</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>14</td>
<td>Dec 1</td>
<td>M</td>
<td>Project Production</td>
</tr>
<tr>
<td></td>
<td>Dec 3</td>
<td>W</td>
<td>Project Production</td>
</tr>
<tr>
<td>15</td>
<td>Dec 5</td>
<td>F</td>
<td>Possible Final Review Date (Writing 5%)</td>
</tr>
<tr>
<td>16</td>
<td>Dec 8</td>
<td>M</td>
<td>Redefine Day</td>
</tr>
<tr>
<td>17</td>
<td>Dec 10</td>
<td>W</td>
<td>Reading Day</td>
</tr>
<tr>
<td>18</td>
<td>Dec 19</td>
<td>W</td>
<td>Jump Drive due (my office)</td>
</tr>
</tbody>
</table>

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1 There is a chance several students may be visiting Serenbe over a long weekend (TBA).
2 The mid-term review (TBA).
Site Contour Map

The site will also include a portion (approximately an acre) of the grazing and garden land north of the site indicated above. Student teams will work in concert to coordinate each of the site programs.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Christoph F. Konrad, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: May 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CLAS 491

We recommend that CLAS 491 Research be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:10

This one-credit, co-requisite course may include from one to ten students working with faculty on independent research. Students in this course will also be taking an approved section of a 300- or 400-level Classics course, which they can work on in CLAS 491. Since original certification, there has been a minor shift towards two longer instead of four shorter writing assignments. The two assignments are an expository note and a scholarly essay or commentary. At least one draft is required and is given written and oral instructor or peer feedback. Instruction includes in-class writing workshops, lecture on methods of writing in Classics, and resources on scholarly writing such as those provided by the American Philological Association and the University Writing Center.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

**CLAS 491 RESEARCH**

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: **C.F. KONRAD**

Printed name and signature

(Date)

Received: **Valerie Balester 4/13/15**

W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: **Starr M. Oberhelman**

Printed name and signature

(Date)

Department Head: **Robert R. Shandley**

Printed name and signature

(Date)
CLAS 491-900: Research

Fall 2015             Time: TBA                  Room: TBA

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:30-3:30 and by appointment
Phone: 696-7592 (home) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information

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

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

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

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

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


Grading Policy:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expository Note</td>
<td>45%</td>
</tr>
<tr>
<td>Scholarly Essay /Commentary</td>
<td>45%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

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

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

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

Attendance: You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add 2 (two) points to your Course Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to know the Aggie Honor Code and Honor Council Rules and Procedures, stated at aggiehonor.tamu.edu.

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

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

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

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

Week 1. Introduction to course.

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


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


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

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


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Peter S. Hamilton, Department of Mechanical Engineering
Andreas A. Polycarpou, Head, Department of Mechanical Engineering
Prasad Enjeti, AOC Dean, Dwight Look College of Engineering
DATE: May 22, 2015
SUBJECT: REPORT ON RE-CERTIFICATION OF W COURSE: ENGR 401

We recommend that ENGR 401 Introduction to Mechanical Engineering Design be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:30

ENGR 401 is a four-credit course. Students write a section of a collaborative document (need statement; needs analysis; performance requirements; or concept design) and a preliminary design report; in addition, they collaborate in writing an abstract and down select of concept designs. Prior to each design review studio (in a lab), the instructor provides written feedback to each student. As students turn in sections of the final report, they get feedback that helps them revise and then add new sections. The instructor and assistants provide tips for writing technical papers and lecture on differences in genres (for example, an abstract and an executive summary). They provide a sample abstract and a handout on common grammatical errors.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   ENGR 401 Interdisciplinary Design

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Daniel A. McAdams
Printed name and signature

Received: Valerie Balester 8-5-14
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: 
Printed name and signature

Department Head: Andreas Polycarpou
Printed name and signature

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1468
writingcenter.tamu.edu

RECEIVED
SEP 08 2014
By
**Department:** Mechanical Engineering  

**Course Number, Title:** ENGR 401, Interdisciplinary Design  

**Cross Listed:** MEEN 401, Mechanical Engineering Design  

**Prerequisites:** MEEN 360/361, MEEN 364, MEEN 368, MEEN 461 (or equivalents)  

**Professor:** Dr. William C. Schneider Office 305 ENPH, wschneider@tamu.edu  

**Credits:** 3 credit hours, 2 lecture hours, 3 lab hours.  

**Course Description:** Instruction and practice in the following design process applied to an interdisciplinary design project: establish the customer need; determine requirements in terms of function (what) and performance (how well); develop alternative design concepts; perform trade-off studies among performance, cost and schedule; embodiment and detail design; iterate the above steps; major interdisciplinary design project.  

**Learning Outcomes:**  
- List the steps in the design process  
- Write a top level need statement  
- Create a Function Structure  
- Develop Conceptual Designs (state the difference in concepts)  
- Perform down select  
- Develop a preliminary design of the selected concept (embodiment design)  

**Lecture:** TR 11:10pm - 12:00 pm ENPH 202  

**Lab (Studio):** Mondays, 3:00pm-5:50pm ENPH 2nd Floor Classrooms (all sections)

<table>
<thead>
<tr>
<th>WK</th>
<th>Lecture Mtg.</th>
<th>DATE</th>
<th>TOPIC OF LECTURE</th>
<th>Studio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>T Jan 20</td>
<td>General Comments &amp; Overview; ENGR 401 Specific Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>TH Jan 22</td>
<td>Introduction to general design process, Need Statement Systems engineering, Need Statement and Need Analysis</td>
<td>Meet with Instructor</td>
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<tr>
<td></td>
<td>M Jan 26</td>
<td></td>
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<td>2</td>
<td>3</td>
<td>T Jan 27</td>
<td>Intro to Project By NASA</td>
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<td></td>
<td>4</td>
<td>Th Jan 29</td>
<td>Functions and Function Structure</td>
<td>Meet with Instructor</td>
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<tr>
<td></td>
<td>M Feb 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>T Feb 3</td>
<td>Functional &amp; Performance Requirements</td>
<td></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>6</td>
<td>TH Feb 5</td>
<td>Order of Mag. Calculations (Example: Hyperbaric Chamber)</td>
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<tr>
<td></td>
<td>M Jan 9</td>
<td>Meet with Instructor</td>
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<tr>
<td>4</td>
<td>7 T Feb 10</td>
<td>Conceptual design, brainstorming</td>
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<tr>
<td>8</td>
<td>Th Feb 12</td>
<td>NASA SPIFEX VIDEO</td>
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<td></td>
<td>M Feb 16</td>
<td>Meet with Instructor</td>
<td></td>
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<tr>
<td>5</td>
<td>9 T Feb 17</td>
<td>Conceptual design, parameter analysis, parametric analysis</td>
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<tr>
<td>10</td>
<td>TH Feb 19</td>
<td>Concept Design “Down Selection Process”</td>
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<td></td>
<td>M Feb 23</td>
<td>Meet with Instructor</td>
<td></td>
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<tr>
<td>6</td>
<td>11 T Feb 24</td>
<td>ID of Interfaces &amp; Relationship to Functional Requirements</td>
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<tr>
<td>12</td>
<td>TH Feb 26</td>
<td>Internal Interfaces</td>
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<td></td>
<td>M Mar 2</td>
<td>Meet with Instructor</td>
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<td>7</td>
<td>13 T Mar 3</td>
<td>Reliability/Failure Modes and Effects Analysis (FMEA)</td>
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<td>14</td>
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<td>Conceptual Design (Concept Differences)</td>
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<td></td>
<td>M Mar 9 3pm-6pm</td>
<td>CONCEPTUAL DESIGN REVIEW (Presentation)</td>
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<tr>
<td>8</td>
<td>15 T Mar 10</td>
<td>Concurrent Engineering, Life Cycle Costs</td>
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<tr>
<td>16</td>
<td>TH Mar 12</td>
<td>Drawings and Design Reviews</td>
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<td></td>
<td>Mar 16-20</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>9</td>
<td>17 T Mar 24</td>
<td>Preliminary Design Overview</td>
<td></td>
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<tr>
<td>18</td>
<td>TH Mar 26</td>
<td>Total Quality Management, Detail Design</td>
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<tr>
<td></td>
<td>M Mar 30</td>
<td>Meet with Instructor</td>
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<td>10</td>
<td>19 T Mar 31</td>
<td>Design for Maintainability</td>
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<td></td>
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<tr>
<td>20</td>
<td>TH Apr 2</td>
<td>Design for Manufacturability and Disposability</td>
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</tbody>
</table>
This instructor is paid at least in part with funds from Differential Tuition.

1. Each student will work as a member of a design team in the studio
2. The class design project will be evaluated based on:
   - Evidence of good design methodology
   - Quality of concept
   - Quality of design execution
   - Quality of the reports, calculations and drawings
3. An individual design notebook will be required of all students
   - Should be a bound book with numbered pages
   - Should provide sufficient detail of design activities (on a day-to-day basis) to allow the thought process to be reconstructed (by the student or the instructor)
   - This is not a group effort, but a complete record of each student’s individual work as it progresses from start to finish of the project.
4. When working in a group (member of a team), it is the responsibility of the members of the group to ensure that all individuals are fully familiar with all aspects of the design and contribute equally to all stages of the design. Each member of the team will evaluate and be evaluated by each other member.
5. Instructors assume the students are proficient in the material covered in all prerequisite engineering courses such as mechanics, thermodynamics, heat transfer, fluid mechanics,
controls, and mechanical design. However, the instructors anticipate that the projects will require that the students must learn new skills. The students must be motivated and capable of learning techniques, analyses, and software packages new to you to get the job done.

6. Grading
- HW & quizzes 20% Individual
- Lab grade 10% Individual
- Exam 20% Individual
- Design reports: 20% Conceptual design (possibly including presentations)
  30% Preliminary design (possibly including presentations)

Note: Student’s grade for presentations / report can be larger or smaller than the team’s grade for the same presentation/report. Each student will complete team member evaluations of each team members’ performance/contribution.

**Be a contributing team member in a substantial way.**

A = 90-100
B = 80-89
C = 70-79
D = 60-69

ENGR 401 Special Requirements
A few non-Mechanical Engineering students will be taking this class as a “W” (writing) to receive credit towards their engineering degree program. The following rules apply to a student to receive “W” Course credit:

- Writing must be related to the student’s major
- Instructors shall provide instruction in writing and feedback on the writing produced that allows for the student to improve of major assignments
- About 25% of the student’s course grade will be based on writing quality
- Student will write individually, a minimum of 2000 words
- 30% of the student’s grade will be based on writing done in collaboration with other students.
- Shall mark the portions of the report they wrote individually as opposed to the portions of the report that the team wrote collaboratively.
- Must pass the graded writing portion of the course. To state another way, a student who fails the writing portion of the course necessarily fails the entire course.

7. Lab Studio Logistics
There will be four sections:
Sect #  Instructor
501  Dr. C. Yu
502  Dr. W. Schneider
503  Dr. P Hamilton
504  Dr. T. McVay
505  Prof Elissa Morris
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 the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Academic Integrity Statement
Aggie Honor Code: "An Aggie does not lie, cheat, or steal, or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/
On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Absences:
Work missed due to absences will only be excused for University-approved activities in accordance with TEXAS A&M UNIVERSITY STUDENT RULES, see http://student-rules.tamu.edu/rule7.htm. Specific arrangements for make-up work in such instances will be handled on a case-by-case basis. As per Texas A&M University Student rules:

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

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


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

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

Helpful Links:
- Academic Calendar [http://registrar.tamu.edu/General/Calendar.aspx](http://registrar.tamu.edu/General/Calendar.aspx)
- Final Exam Schedule [http://registrar.tamu.edu/General/FinalSchedule.aspx](http://registrar.tamu.edu/General/FinalSchedule.aspx)
- On-line Catalog [http://catalog.tamu.edu/](http://catalog.tamu.edu/)
- Religious Observances [http://dof.tamu.edu/content/religious-observance](http://dof.tamu.edu/content/religious-observance)
- Center for Teaching Excellence [http://cte.tamu.edu/](http://cte.tamu.edu/)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sue Geller, Department of Mathematics
    Emil J. Straube, Head, Department of Mathematics
    Timothy Scott, AOC Dean, College of Science
DATE: May 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MATH 220

We recommend that MATH 220 Foundations of Mathematics be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:25

Students write a term paper and 8 proofs done as homework. Learning to write proofs that are grammatically correct and cohesive has always been a staple in this course, which is required for math majors. Since students write 8 proofs spaced over the term with feedback on a timely basis, they do not need further feedback on these. The draft of the term paper is peer reviewed and receives instructor feedback. Modeling is the major type of writing instruction. Students also do writing for tests and get practice and feedback from those, although they are not counted above in the word count or percentage of grade based on writing, since there is no opportunity to revise work.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):
MATH 220 Foundations of Mathematics (in course)

2. Have this form signed by both the department head and the college dean. Provide a copy of the
syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Sue Geller 15 April 2015
Printed name and signature (Date)

Received: Valerie Balester 4/9/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:
Timothy P. Scott, Ph.D.
Associate Dean for Undergraduate Programs
College of Science - Texas A&M University
3257 TAMU - College Station, TX 77843-3257
Tel. 979.845.7362 - Fax 979.845.6077
tim@science.tamu.edu

College Dean: 4/17/15
Printed name and signature (Date)

Department Head: Paulo Lima-Filho 4/15/15
Printed name and signature (Date)
SYLLABUS
MATH 220  Sections 901, 902, 904
Spring  2015

section 901:  TR 09:35 am -10:50 am (Blocker 148)
section 902:  TR 11:10 am - 12:25 pm (Blocker 148)
section 904:  TR 02:20 pm - 03:35 pm (Blocker 148)

Instructor:  Oksana Shatalov
Office:  Blocker 245E
E-mail:  shatalov AT math.tamu.edu (please include your full name, Math 220 and section number in title)
Phone:  +1 979 845 3261 (department main office)
Web page:  http://www.math.tamu.edu/~shatalov/ (check regularly for class announcements, class notes, important information, etc.)
Office Hours:  click here.

CATALOG DESCRIPTION: Foundations of mathematics including logic, set theory, combinatorics, and number theory. Prerequisite: MATH 172.

**This is a W (writing) course**, which means that close attention will be paid to students' ability to write mathematical statements and proofs mathematically and grammatically correctly. About one third of the grade will depend on the writing. The instructor will be providing examples and recommendations concerning math writing. The following little books *(not required)* is a good source for many such recommendations:  

Some other books of this kind:  
Steven Krantz, *A Primer of Mathematical Writing: Being a Disquisition on Having Your Ideas Recorded, Typeset, Published, Read & Appreciated*  
And here is the timeless treasure: a tiny beautiful book on writing:  

**LEARNING OBJECTIVES:** The purpose of the course is to provide students with important foundational skills that will prepare them to be successful in higher level courses. The main thrust is to teach students how to understand, create, and communicate proofs. Some frequently used types of proofs will be introduced. Several mathematical topics from logic, set theory, etc. will be addressed, where the newly learned techniques can be applied.

**TENTATIVE WEEKLY SCHEDULE** posted [here](#).
GRADING: First note that this course is an official Writing Course. Hence about 1/3 of the grade is based on your ability to communicate your ideas. The most obvious way in which the "1/3" will be manifested is through specific assignments, and papers in which writing will play an integral part. However, writing communication skills will also be taken into account in the normal course of grades on other homeworks and exams. Course grades will be based on the following:

1. **Two midterms**, each worth 20%. Dates: To be announced.
2. **Weekly Homework and quizzes** (total of 17%) will be assigned approximately once per week. It must be turned in on time. For full credit on the homework, you must show all work and justify your answers (see [Homework Submission Guidelines](#)). Emphasis will be placed on writing carefully and precisely.
3. **Term Paper** (total of 18%) must be at least 8 pages without figures, tables and references. You will be required to turn in a draft as well as a final paper. A list of possible topics, deadlines and directions posted [here](#).
4. **Final Exam** (25%) will be given according to the schedule posted [here](#). Remember to bring your ID with you for all exams.
5. **Attendance** is important. If you must miss class on days something is to be turned in, please contact me as soon as you know. Attendance and participation may also count as 3% of the final grade. Attendance and participation will only be used to help a student's grade, and it will be determined by judgment of the instructor. If class attendance and participation are insufficient, the final grade will be averaged without. The percentages for the other elements will be reduced proportionately if class participation is averaged in.
Note: No student can pass the course without a passing grade on the writing portion, numbers 2&3 above.

Letter Grades: A(90-100%), B(80-89%), C(70-79%), D(60-69%), F(0-59%).

Class Announcements, E-Mail Policy and Communications: Class announcements will be posted on my homepage. It is your responsibility to check them daily. Some important course announcements might be sent to your NEO e-mail account. It is your responsibility to check the NEO account and get familiar with the announcements. E-mail (shatalov AT math.tamu.edu) is the preferred way to leave private messages for me. I usually respond within 24 hours. When writing to me, please include your full name and Math 220 and section number. Use your NEO e-mail account to send me e-mail. Otherwise please indicate your UIN. The phone number above is for the main office for the Math Department in Blocker. You can leave a message for me there. You will probably get a faster response by using email.

Make-ups and Excused Absences: Make-ups are only given if written evidence of an official University excused absence is provided in a timely manner. (See University Student Rules., http://student-rules.tamu.edu/). Let me know what is going on in writing, in advance, if possible. If there is an accident or an emergency that precludes advance notice, call me immediately and get me documentation of the emergency in writing as soon as you can. If I don't hear from you within 2 working days of the absence, I will not allow a make-up. It is your responsibility to schedule a make-up! The "explanatory statement for absence from class" form is not sufficient written documentation for an excused absence. If you are ill or injured, you need to provide me with a note from a health care professional excusing you from work or school. You may go to
your own doctor or to the Student Health Center in Beutel and obtain such a note. The note should provide me with all information I need to confirm that your absence is excused, i.e., phone numbers and email addresses.

**Grade Complaints:** Any questions regarding grading/scoring of exams must be made before the exam leaves the room or no change in grade will be made. If you need more time to look at an exam and do not want to lose your right of protest, hand it back to me at the end of class, and arrange to come to office hours. *Because of privacy rights, I cannot discuss grades over email or phone.*

**Electronic Device Policy:** Cell phones, laptops, and other electronic devices must be silent and put away during class. If you are unable to comply with this policy, you will be asked to leave class and will not be allowed to make-up any assignments missed in class that day.

**Scholastic Dishonesty:** "An Aggie does not lie, cheat, steal, or tolerate those who do." Visit [http://student-rules.tamu.edu/aggiecode](http://student-rules.tamu.edu/aggiecode) and follow the rules of the Aggie Honor Code. There will be many opportunities (homework and recitations) for you to work together in an appropriate manner. However, each student is responsible for turning in their own unique work. During exams and quiz, you are not allowed to receive any kind of assistance from anyone. Any instance of scholastic dishonesty will be handled according to the processes outlined on the Honor Code website at [http://www.tamu.edu/aggiehonor/Processes/reportingandadjudication.html](http://www.tamu.edu/aggiehonor/Processes/reportingandadjudication.html).

**Students With Disabilities:** The Americans with Disabilities Act (ADA) is a federal ant
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 Services for Students with Disabilities (Cain Hall, Room B118, or call 845-1637).

**Copyright Policy:** All printed materials disseminated in class or on the web are protected by Copyright laws. One copy (or download from the web) is allowed for personal use. Multiple copies or sale of any of these materials is strictly prohibited.

**Note:** This syllabus is subject to change at the instructor's discretion. The instructor reserves the right to make any changes she considers academically advisable. It is your responsibility to attend classes and keep track of the proceedings.

**GOOD LUCK IN YOUR STUDIES!**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sue Geller, Department of Mathematics
    Emil J. Straube, Head, Department of Mathematics
    Timothy Scott, AOC Dean, College of Science
DATE: May 9, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MATH 491

We recommend that MATH 491 Research be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50-95%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:1

Students taking MATH 491 work with individual faculty to write a paper for publication or for an Undergraduate Research Scholars Thesis. The percentage of the grade based on writing changes depending on the number of credits the student is taking the course for: 50% for a 3-credit course; 70% for a 2-credit course, and 95% for a 1-credit course. The student finds math journals, reads papers in them, picks one in consultation with the professor, and learns and follows that journal’s style. The professor discusses the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics. The instructor follows up on these hallmarks in the course of feedback on the drafts the student writes. For the 2-credit and 3-credit options, the student writes at least 4 drafts and receives feedback each time. For the 1-credit option, the student writes at least 5 drafts and receives feedback each time. Some students have written as many as 10 drafts.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

MATH 491 Research (recently w course)

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Sue Geller
Printed name and signature 15 April 2015
(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center
4/22/15
(Date)

Approvals:

College Dean:

Printed name and signature
4/17/15
(Date)

Department Head:

Printed name and signature
4/15/15
(Date)
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE  
Request for W or C Course Status  
Submitted to the Chair, W & C Course Advisory Committee  
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns  
(enter prefix, number, and complete course title):

MATH 491 Research  (2 credit hour)

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Sue Geller  
Printed name and signature  
15 April 2015  
(Date)

Received: Valerie Balester  
W and C Course Coordinator, University Writing Center  
4/22/15  
(Date)

Approvals:

College Dean:  
Printed name and signature  
4/17/15  
(Date)

Department Head:  
Printed name and signature  
4/15/15  
(Date)

1.214 Sterling C. Evans Library 
5000 TAMU 
College Station, TX 77843-5000 

Tel. 979.458.1455 Fax 979.458.1466 
writingcenter.tamu.edu
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):

MATH 491 Research (3 credit hour)

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Sue Geller
Printed name and signature
15 April 2015
(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center
4/30/15
(Date)

Approvals:

College Dean: [Signature]
Printed name and signature
4/17/15
(Date)

Department Head: [Signature]
Printed name and signature
4/15/15
(Date)

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Course goal: To take the research the student has done and prepare a paper for publication.

Grading: Half the grade will be determined by the student's proficiency in writing. The other half will be on the mathematical accuracy of what it is written. A passing grade on the writing portion is necessary to pass the course.

Content: The student in consultation with the professor will choose a journal for which to write the paper. This will entail reading articles in a variety of journals and discussing the appropriateness of the content of the journal to the proposed article. Once a journal is chosen, the student will reread articles for style and audience. There will be discussion of the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics, and follow-up on such in the course of feedback on the drafts the student writes. The proper way to cite other people's work as opposed to plagiarism will be discussed.

Most of the semester will be spent with the student writing and rewriting the paper. As mathematical errors are found, they will be corrected. The professor will give regular feedback, especially after each draft but also during the writing of a draft as questions arise.

SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED

Americans with Disabilities Act (ADA) Policy Statement

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Academic Integrity Statement

``An Aggie does not lie, cheat, or steal or tolerate those who do."
See the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor
Course goal: To take the research the student has done and prepare a paper for publication.

Grading: 95% of the grade will be determined by the student's proficiency in writing. The other 5% will be on the mathematical accuracy of what it written. A passing grade on the writing portion is necessary to pass the course.

Content: The student in consultation with the professor will choose a journal for which to write the paper. This will entail reading articles in a variety of journals and discussing the appropriateness of the content of the journal to the proposed article. Once a journal is chosen, the student will reread articles for style and audience. There will be discussion of the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics, and follow-up on such in the course of feedback on the drafts the student writes. The proper way to cite other people's work as opposed to plagiarism will be discussed.

Approximately 10% of the semester will be spent learning about choosing a journal, choosing one for the paper to be written, and studying papers in that journal for style and format. At least 85% of the semester will be spent with the student writing and rewriting the paper. It is expected that 491W will be taken for one credit only if the mathematics has been well checked for errors. In the small chance that mathematical errors are found, they will be corrected. The professor will give regular feedback, especially after each draft but also during the writing of a draft as questions arise.

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Math 491-970 (2 credit hours) Syllabus Fall 2008

Professor: David Larson
Office: Blocker 620A
Telephone: 845-3623
e-mail: larson@math.tamu.edu

Course goal: To take the research the student has done and prepare a paper for publication.

Grading: 70% of the grade will be determined by the student's proficiency in writing. The other 30% will be on the mathematical accuracy of what it written. A passing grade on the writing portion is necessary to pass the course.

Content: The student in consultation with the professor will choose a journal for which to write the paper. This will entail reading articles in a variety of journals and discussing the appropriateness of the content of the journal to the proposed article. Once a journal is chosen, the student will reread articles for style and audience. There will be discussion of the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics, and follow-up on such in the course of feedback on the drafts the student writes. The proper way to cite other people's work as opposed to plagiarism will be discussed.

Approximately 10% of the semester will be spent learning about choosing a journal, choosing one for the paper to be written, and studying papers in that journal for style and format. At least 60% of the semester will be spent with the student writing and rewriting the paper. As mathematical errors are found, they will be corrected. The professor will give regular feedback, especially after each draft but also during the writing of a draft as questions arise.

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Math 491-970 (1 credit hour)        Syllabus        Fall 2007

Professor: David Larson
Office: Blocker 620A
Telephone: 845-3623
e-mail: larson@math.tamu.edu

Course goal: To take the research the student has done and prepare a paper for publication.

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TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Dwayne Raymond, Department of Philosophy & Humanities
    Gary Varner, Head, Department of Philosophy & Humanities
    Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: May 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PHIL 410

We recommend that PHIL 410 Classical Philosophy be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:24

Students in PHIL 410 write answers to reading questions, two of which are put through Calibrated Peer Review as finished writing; they also complete a term paper. Besides getting practice from writing about eleven reading question answers, students complete written peer feedback exercises that are graded for participation (not counted in the percentage or word count above). They also complete a term paper, for which they receive oral feedback on drafts in a required instructor conference. Two classes are devoted to writing instruction on topics such as topic selection, thesis statements, and outlining.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):
___ Phil 410 Classical Philosophy ___

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Dwayne Raymond [Signature] [Date]
Received: Valerie Balester 5/12/2015
W and C Course Coordinator, University Writing Center [Signature] [Date]

Approvals:

College Dean: [Signature] [Date]

Department Head: [Signature] [Date]

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Course title and number  Philosophy 410: Classical Philosophy  
Term  Spring 2014 
Meeting times and location  MWF 9:10-10:00 YMCA 115  

Course Description and Prerequisites  
This course surveys the history of philosophy in ancient Greece during the classical period, from about 600 BCE through about 300 BCE. The first half of the course will concern the earliest Greek philosophers, usually called "Presocratics" (since many of them, though not all, lived before Socrates) and the thinkers of fifth-century Athens, including Socrates (469-399 BCE) and the Sophists. The next quarter will concentrate on Plato (428/7-348/7 BCE), and the last quarter on Plato's student Aristotle (384/3 BCE-322/21 BCE).  

Learning Outcomes or Course Objectives  
In this course, you should:  
1. Acquire a basic knowledge of Ancient Greek philosophers and an understanding of their importance to the later history of philosophy.  
2. Learn how to read and interpret historical philosophical texts.  
3. Become acquainted with the methods of research in the history of philosophy.  
4. Write an effective philosophical research paper.  

This is a writing intensive course, and consequently your term paper will be evaluated as an example of philosophical writing: it should be logically structured, clearly argued, and in general well-written. Matters such as spelling, syntax, and clarity do count.  

Instructor Information  
Name  Dr. D. Raymond  
Email address  raymond@tamu.edu  
Office hours  By appointment or F 12:20  
Office location  YMCA 313  

Textbook and/or Resource Material  


Material posted to e-campus
<table>
<thead>
<tr>
<th>Jan.</th>
<th>Topic</th>
<th>Readings</th>
<th>Question</th>
<th>Paper Due</th>
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<td>Introduction</td>
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<td>On Reading Philosophy</td>
<td>Reading in e-learning</td>
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<td>Paradox Reading / Paper Requirement</td>
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<td>Thales</td>
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<td>Talk about the writing assignment and writing papers in philosophy</td>
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<td>AGP 15-20 / PBS 79-115</td>
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<td>Democritus</td>
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<td>3rd &amp; 4th Definitions</td>
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<td>Continue plus 5th &amp; 6th Definitions</td>
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<td>Seminar</td>
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<td>The Forms &amp; Allegory of the Cave</td>
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<td>Seminar</td>
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<td>April</td>
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<td>Meet with the professor to discuss your draft</td>
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<td>Problems with the Theory of Forms</td>
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<td>Aristotle, de Int. 9</td>
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<td>Aristotle’s conception of the divine</td>
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<td>The Soul, Objects of Perception</td>
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<td>Vision</td>
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<td>The Purpose of Being Human</td>
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**Policies Governing This Course**

**Grading Criteria**

Questions on examinations will be a mixture of short-answer questions and essay questions. Short-answer questions are intended to test your familiarity with the basic facts presented in the material covered. Essay questions require you to write reasoned responses to interpretative questions about the views of the philosophers we study.

Participation is expected. Some classes have focal questions. These papers are designed to draw your attention to interpretive issues. In those classes where a question has been posted on-line, you are expected to formulate a (250-word) written reply prior to the class. Your reply will either be collected for grading, or it will inform your contribution to the discussion. Those that are collected will be graded and returned with comments.

The term paper has more extensive requirements and criteria. In evaluating term papers and the answers to essay questions, I will use the following criteria:

- **Accuracy**: Is the answer accurate about such things as whether a given philosopher expressed a certain view, was associated with a particular philosophical group, was a student of another philosopher, wrote a particular work, etc.? For the term paper, this criterion includes complete and accurate acknowledgment of any other works used.
- **Argument**: Does the answer present a coherently structured argument? This is an important criterion in the case of answers to essay questions.
- **Completeness/Relevance**: Does the answer deal with all the important facts and issues that are relevant to the question? Also, does it spend its time discussing issues that are not relevant?
- **Writing**: Is the answer clearly written and free from spelling or grammatical errors? For the term paper: does the paper follow the appropriate format for the paper layout, the citation of sources, etc.?

The following table (Table A) explains how I apply these criteria in evaluating a particular item (an essay answer on an exam or a term paper). Please note that this is not intended as a set of rubrics that can be applied mechanically to determine a grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Accuracy</th>
<th>Argument</th>
<th>Completeness/Relevance</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4.0)</td>
<td>No errors or omissions.</td>
<td>Well-constructed argument that gives a good defense of the point.</td>
<td>Deals with all the relevant material and issues and wastes no time on irrelevant points.</td>
<td>No grammatical errors; clearly written and a pleasure to read.</td>
</tr>
<tr>
<td>B (3.0)</td>
<td>Only minor errors or omissions.</td>
<td>A good argumentative structure overall, but with some problems or weaknesses.</td>
<td>Omits only minor relevant material or includes only minor digressions from the topic.</td>
<td>Reasonably clearly written, with at most a few minor grammatical or spelling errors.</td>
</tr>
<tr>
<td>C (2.0)</td>
<td>Significant errors, but mostly accurate.</td>
<td>The overall structure of the argument can be discerned, but it has significant problems or weaknesses.</td>
<td>Covers most of the relevant issues, but with some significant omissions; sometimes wanders off topic.</td>
<td>Basically readable, with some problems in spelling or grammar.</td>
</tr>
<tr>
<td>D (1.0)</td>
<td>More erroneous than correct; major omissions.</td>
<td>Very poorly constructed argument; argument is inconsistently structured or incoherent.</td>
<td>Fails to cover major relevant issues; has only a little to do with the topic.</td>
<td>Difficult to read; many grammatical and spelling errors.</td>
</tr>
<tr>
<td>F (0)</td>
<td>Nothing accurate.</td>
<td>No discernible argument.</td>
<td>Unrelated to question.</td>
<td>Incomprehensible.</td>
</tr>
</tbody>
</table>
Grading Scale

Grades on exams are computed as the weighted average of grades on each question. The grade for the term paper is a single grade, based on the criteria above. A necessary but not sufficient condition for passing the course is that a passing grade be earned on the paper. Provided that one fulfills the writing requirement, the course grade is calculated from a weighted average of the exam and term paper grades:

- Exam 1 PreSocratics 20%
- Exam 2 Plato 15%
- Exam 3 Aristotle 15%
- Participation in discussion / short papers / peer feedback 10%
- Term paper 40%

The grade for the term paper is determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Choice</td>
<td>5%</td>
<td>Submitted on time</td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>5%</td>
<td>Submitted on time and well-written</td>
</tr>
<tr>
<td>Outline</td>
<td>5%</td>
<td>Submitted on time</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>5%</td>
<td>Submitted on time and well-written</td>
</tr>
<tr>
<td>Full Draft</td>
<td>5%</td>
<td>Submitted on time and well-written</td>
</tr>
<tr>
<td>Final Version</td>
<td>75%</td>
<td>See the criteria in Table A</td>
</tr>
</tbody>
</table>

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, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

Academic Integrity

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

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”* Additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sue Geller, Department of Mathematics
    Emil J. Straube, Head, Department of Mathematics
    Timothy Scott, AOC Dean, College of Science
DATE: May 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: MATH 442

We recommend that MATH 442 Mathematical Modeling be certified as a Communication (C) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Total minutes of oral performance: 10 minutes
5. Instructor to student ratio for one section: 1:25

This course is also taught as a W course. Some instructors prefer the C format, and others prefer the W format. Students complete four projects and a final project presentation. Two of the projects are written in 2-person groups, but each person contributes both by writing and peer review. The students review each other’s work on the first three projects, and the instructor is also available to provide feedback as requested. In addition, the first three assignments lead up to the type of writing required in the final project. Students practice their presentations with peers before their final performance. Good writing practices are discussed and modeled, and students are required to attend the AMUSE seminar to learn more about presentation practices.

Since original certification, the course has not significantly changed.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

   (enter prefix, number, and complete course title):

   **MATH 442 C** Mathematical Modeling (W course)

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: **Sue Geller** 15 April 2015

Printed name and signature  

(Date)

Received: **Valerie Balester** 4/20/15

W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean:

Printer name and signature  

(Date)

Department Head:

Printer name and signature  

(Date)

1214 Sterling C. Evans Library
5030 TAMU
College Station, TX 77843-5000
Textbooks

I will take inspiration from the following book:


The book is not mandatory but it contains a good amount of background reading you may find useful when working on your projects this semester. You will have to do a lot of writing this semester. I leave it up to you what program you want to do this in, but here are two considerations:

- Entering a lot of formulas is something that is at best awkward in Microsoft Word. Formulas also look terrible in Word.

- All math department computers, including the ones in the calclab room where we will meet only run Linux and, consequently, there is no Microsoft Word. (Though there will be OpenOffice/LibreOffice.)

Consequently, I will introduce you to a program called LyX that is a graphical frontend to the \LaTeX system used to typeset practically all mathematical literature. A good book on \LaTeX is this one:


Like the other book, it is not mandatory that you have it. If you choose not to, there are also a lot of resources on \LaTeX on the internet if you ever have a question.

Prerequisites

Prerequisites: MATH 304 (Linear Algebra) and MATH 308 (Differential Equations), or consent of instructor. We will be using Maple for many computations, but if you are more comfortable with other programs such as Mathematica or Matlab, you are free to use those as well.

Catalog description

The construction of mathematical models from areas such as economics, game theory, integer programming, mathematical biology and mathematical physics.
Webpage

Assignments and other course information will be posted at the course webpage
http://www.math.tamu.edu/~bangerth/teaching.html

Course goals

Modeling is about describing the world around us in a mathematical way. For example, we might want to describe how the number of ants on an island is going to change, how clouds form, how traffic flows, how a bridge deforms when you drive over it, how the stock market works, etc. Why would we want to do this? There are basically three reasons for this:

- Understand: Sometimes we see things we cannot intuitively understand, but we can try to describe them in mathematical models and using these models provides us with insight as to why things may be this way. For example, ever noticed that branches don’t attach to the trunk of a tree at an angle (as one would get if you welded one pipe to another) but instead in a smooth curve? If we model this situation with the equations of elasticity, then they predict that we would get an infinite stress (forces) if there was an angle, which wood cannot support, and consequently trees must accommodate for this by using smooth curves. Likewise, one can observe that populations of predators and prey often oscillate over time. Why? Well, models can explain this.

- Predict: If you’re an engineer or a policy maker, you probably want to predict what will happen if you do X. How far will the bridge bend when you drive a truck with maximal load over it, and will the bending be small enough for it not to snap? Will Earth warm if the amount of carbon dioxide in the atmosphere doubles? To answer such questions, one needs quantitative ways of predicting what will happen, and this requires a mathematical formulation.

- Optimize: Of course, for the engineer, the ultimate question is not Will the bridge snap or not? but How can I build a bridge in the cheapest/most efficient/fastest way so that it does not snap but stay within safety limits? This is an optimization problem and, again, one needs quantitative models to solve it.

Mathematical models underlie all of these questions. They are often formulated as (partial) differential equations, but other methods are also often used.

My primary goal for this course is to teach you the way we come up with models, to extract information from them, and to write and communicate about them (this is a “C” course, after all). Developing a model for situation X often comes down to a process such as the following:

- State what we know about the system.
- Determine what factors may affect it.
- Determine which of these factors we think is important.
- Express in mathematical terms what each of these factors does.
- Bring these effects together into one consistent whole.

The point is that, unlike many of the other math classes you have taken so far, here our goal is not to derive a formula that is “correct”. Rather, we will try to come up with one that in mathematical terms describes what we intuitively know but that is still, probably, only an approximation of reality. Estimating and evaluation how good an approximation it is to reality is an important second step, as is assessing which of multiple possible models matches real data best. It is this process that I want to teach you.

Additional objectives I have for this course are to make you familiar with symbolic mathematical software such as Maple and the ability to write a comprehensive report on assigned projects.
How I teach this course

From the description above, you probably already guess that this is not a math course like any other. It requires using common sense and good judgment. It will integrate many of the things you have learned throughout the previous semesters, such as calculus, differential equations, and some linear algebra. It is also a communication intensive (C) course.

In other words, the course is more like an engineering “capstone” course in which you get to apply a lot of the things you’ve learned so far, and to use it in a realistic context. Like many other capstone courses, such a class works best through project work. I will therefore spend relatively little time standing at the whiteboard lecturing. Rather, the emphasis will be on project work – in class, outside class, in small groups or individually, and with my feedback. You will have to read up on material, read and correct what others read, and write your own documents. If you want see a few of the ideas that inspire the way I want to teach this course, take a look at a paper a former colleague of mine (Dr Jean Marie Linhart) wrote and that is available at www.jeannarielinhart.info/wp-content/uploads/2014/04/linhart_primus_2014.pdf. It will probably be more work than any “normal” class. I hope you will also find it more fun.

Projects and grading

Assignments and projects: Your grade in this class will be determined by how you do in the project and writing assignments, and in your final presentation. There will be 4 assignments over the course of the semester:

- Assignment 1 (worth 20%)
- Assignment 2 (worth 20%)
- Assignment 3 (worth 20%)
- Assignment 4 (final project, worth 30%)

What each of these assignments involves and when it is due will be discussed for each assignment individually. The assignments will all involve thinking and writing, not just doing – you will find that you will be better off if you start work on them early.

In addition to the assignments above, you will need to present your work to the class at the end of the semester. This will be worth 10%. There will be no midterm or final exams.

By university policy, since this is a C course, you must pass the writing and presentation components in order to pass the course. To aid you with the writing portion of the course, we will run peer review sessions before reports are due (see below), and I will leave detailed comments during grading of earlier reports that will help you in writing the later ones.

Make-up work: You must make arrangements in advance if you will not be handing in homework on time or will miss an exam. Absences due to recognized University-related activities, religious holidays, verifiable illness, and family/medical emergencies will be dealt with on an individual basis, but require a written excuse. Please let me know about this as soon as possible, and preferably in advance.

Research, citations, plagiarism, peer review: Your writing assignments will require you to find data and resources in the library, on the internet, or elsewhere. Using what others have done before is part of research, but you must clearly label what is your work and what you got from elsewhere. In other words, you must make it obvious to the reader if you are directly quoting what others have written and you must provide references to original sources of both quotes and ideas you are using. If you don’t, this is called plagiarism, and it is not acceptable – neither in this class, nor anywhere else in life. People lose their jobs by plagiarizing others, and you will get zero points on your assignments if you do. In other words: don’t. If you use what others have said or written, give credit where credit is due.
Since writing is such an important part of this class, we will also peer review each other’s work. This implies that others will get to see what you are writing for your assignments. This may seem intimidating at first, but it is really the best way to write a project to let others around you give feedback, tell you what worked and what didn’t, which parts were unclear, etc., before you give your report to me. Reading what others write also gives you an idea of the level at which this class operates, and whether you need to step up or can relax a bit.

If you would like to use an idea of one of your classmates in your report, discuss this with the person who had it and if you do incorporate it provide adequate credit in the form of a reference. You can never copy or use a classmate’s work without their consent and without proper attribution.

Policies

Academic integrity: The usual rules of academic integrity apply. In particular, the Aggie Honor Code “An Aggie does not lie, cheat or steal, or tolerate those who do” should be self-evident, see http://www.tamu.edu/aggiehonor.html

You may, and are encouraged to, work together and discuss homework problems with each other. However, copying work done by others is an act of scholastic dishonesty and will be persecuted to the full extent allowed by University policy.

Absences: Let me know if you have to miss a class in the future. If you missed a class without telling, let me know as soon as possible afterwards. In general, Rule 7 of the Texas A&M University Student Rules applies, as do the other rules.

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Copyright policy: All printed materials including (but not limited to) handouts, quizzes, exams, and information found on the web are protected by copyright laws. One copy or download from the web is allowed for personal use. Multiple copies or sale of any of these materials is strictly prohibited and will be prosecuted to the full extent of the law.
Math 442 – Mathematical Modeling - Spring 2015

Instructor: Dr. Glenn Lahodny Jr.  
Office: Blocker 211C  
Office Hours: TR 9:00-10:00 AM or by appointment  
Email: glahodny@math.tamu.edu  
Website: http://www.math.tamu.edu/~glahodny/

Meeting Time: MWF 9:10-10:00 AM  
Location: Blocker 122

Recommended Texts:

Catalog Description: Mathematical Modeling - The construction of mathematical models from areas such as economics, game theory, integer programming, mathematical biology and mathematical physics. Prerequisites: MATH 304 and 308 or equivalents.

Learning Outcomes: The main goal of this course is to introduce students to the techniques used in mathematical modeling of physical systems. The primary topics to be covered are regression analysis, difference equation theory, modeling with difference equations, ordinary differential equation theory, modeling with ordinary differential equations, and stochastic modeling. Students will also gain proficiency in the use of MATLAB and LaTeX.

Grading Policy: Students’ grades will be determined by their performance on homework assignments, group project, midterm exam, and an individual final project. Since this is a C course, each student must pass the writing and presentation components in order to pass the course.

Grade Distribution:
- A – 90-100%  
  Homework: 25%  
- B – 80-89%  
  Group Project(s): 25%  
- C – 70-79%  
  Exam(s): 25%  
- D – 60-69%  
  Final Project: 25%  
- F – below 60%

Homework: Homework assignments will be made in class on Friday of each week. These assignments will be collected in class the following Friday. Late homework assignments will not be accepted.

Group Project(s): There will be at least one group project this semester. Groups may consist of two to three individuals. Individuals in the group may split the workload, but must each submit their own final version of the project in order to receive credit.

Group Presentations: For each group project, students are expected to give an oral presentation to the class. This presentation should be prepared using the Beamer document class in LaTeX. Each individual in a group must participate equally in the presentation.
**Exam(s):** There will be at least one midterm exam this semester. Material on the exam will be similar to the homework problems and examples presented in class.

**Final Project:** Each student must complete an individual final project by the end of the semester. The final project could be developing a new mathematical model for a system of interest or extending an existing mathematical model discussed in class. In either case, students are expected to write a formal report describing their project using LaTeX. The final report should include a title, abstract, introduction, methods, results, and conclusions sections which describe their project. Students are also expected to give a short final presentation to the class describing their work on the project. This presentation must be prepared using the Beamer document class in LaTeX.

**Make-Up Policy:** Make-up work will only be allowed for a university-approved absence. For information regarding excused absences, please refer to [http://studentrules.tamu.edu/rule7.htm](http://studentrules.tamu.edu/rule7.htm).

**Course Schedule:** A schedule for the course will be updated on the course website. The course schedule will depend on students' understanding and interest in the various topics.

**Important Dates:**
- March 16-20 – Spring Break
- April 3 – Reading day (no classes)
- April 21 – Last day for all students to drop courses with no penalty (Q-drop).
- May 5 – Last day of class

**Academic Integrity:** Students in this course are encouraged to discuss homework assignments and solutions. However, students are not permitted to copy homework solutions from another student. Students are not permitted to discuss any aspect of an exam until all students have completed the exam. The penalties for violating this policy will range from an F on an assignment or exam to failing the course. Always abide by the Aggie Code of Honor: “An Aggie does not lie, cheat or steal, or tolerate those who do.” For further information regarding academic integrity, please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

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**Disclaimer:** This syllabus provides a general plan for the course. Deviations may be necessary due to time constraints, student ability, and student interest.