Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/20/17 1:29 pm

Viewing: ANTH 427-W : Human Variation

Last edit: 07/20/17 1:29 pm

Changes proposed by: athreya

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheela Athreya</td>
<td><a href="mailto:athreya@tamu.edu">athreya@tamu.edu</a></td>
<td>979-845-4785</td>
</tr>
</tbody>
</table>

Course Prefix  ANTH  Course Number  427

Academic Level  UG

Complete Course Title  Human Variation

Abbreviated Course Title  HUMAN VARIATION

Crosslisted With

Semester Credit Hour  3

Proposal for:

Writing Designation Addition/Edit

Historic annual enrollment for the last three years

Course Syllabus

Syllabus:

UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Writing Designation

Number of Sections per Academic Year  1

Enrollment per Section (Avg.)  20

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?  Yes

Who will evaluate them?  1 Graduate Assistant

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing.  Graduate assistant will grade the structure and grammar of the paper according to a specified rubric. I will then go over the papers and check on grad student’s grading as well as add my own comments regarding the specifics of the material/topic.

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component. To pass this course you must pass the W [or C] component.
List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly response sheets x 11</td>
<td>1000</td>
<td>11</td>
<td>No</td>
</tr>
<tr>
<td>Final paper</td>
<td>4000</td>
<td>27</td>
<td>No</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

No collaborative assignments

Describe the formative feedback provided on student writing, especially on major assignments.

Weekly response sheets are due on Mondays and will be returned on Wednesdays with grading according to a rubric (feedback on structure, grammar, clarity, etc) and on content (grasping the material, constructing sound arguments). Students will be able to use this feedback to improve their next response sheet.

Students will be required to submit a draft of their final paper 3 weeks before the deadline. They will receive detailed feedback identical to what is given for the response sheets (a grading rubric plus personalized comments on the paper itself) to incorporate into the final submission.

Describe how you provide writing instruction.

Two class sessions are devoted to writing: one on the peer review process in writing, and the second on the protocols and structure of scientific writing.

In addition, weekly discussion on the assigned readings always include critique of and instruction on the writing styles—protocols and responsibilities for writing book chapters vs. popular articles vs. peer reviewed papers, etc.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.
Instructor: Dr. Sheela Athreya  
email: athreya@tamu.edu  
Phone: 845-4785

Office: Anthropology Building Room 316E  
Office Hours: Thursday 12:30-2:30 or by appt

COURSE PREREQUISITES:  
ANTH 427—Passing grade in Introduction to Biological Anthropology Lecture (ANTH 225) and Lab (ANTH 226) or permission of instructor

COURSE OBJECTIVES AND LEARNING OUTCOMES  
The goal of this course is to explain the biological basis of human variation. You will understand the factors that contribute to differences you observe among individuals and populations, as well as the underlying biological and environmental forces that shape those differences. In addition, as an upper-level course, you will also begin your transition from learning about the basic facts to learning how to critique issues. That is, not just to criticize but to think critically, analyze, and engage in further questioning.

By the end of the course, students will:

a) understand the biological sources of phenotypic and genetic variation among humans
b) understand the history of the concept of “race” and biological arguments against its validity

c) be able to critically analyze studies of human variation and write about these issues

READINGS: Required readings are available on eCampus. Articles are due each Monday for class discussion.  

Weekly Writing Assignments:  
Each week you will turn in a 750-1000 word response sheet to the readings. This will not be a summary of the content of the readings. It will go further than that. Your response sheet should include questions, thoughts, comments, critiques, and outside examples. I have prepared a handout for you guiding you on the content. The goal is to get you to think critically about these issues and apply them to your understanding of the subject.

- Each week’s response sheet is worth 4 points and the lowest one will be dropped. You can earn a maximum total of 40 points, which will contribute to your final writing grade.

They are due on MONDAY at the beginning of class. If you have a documented university approved absence, you are required to submit the response sheet to me upon your return. Failure to turn in a response sheet will result in the deduction of 4 points from your overall 40-point total.

I will give detailed feedback on the response sheets each week before the next one submitted, so that you can incorporate my comments and suggestions into your subsequent response sheets. Failure to show that you are doing so will result in loss of points.

YOU MUST PASS THE WRITING PORTION OF THE CLASS IN ORDER TO RECEIVE A PASSING GRADE
Discussion Leader
Each week one of you will be in charge of leading the class discussion. As with the response sheets, you are expected to tie the readings in to each other and the lecture topic and prepare questions for your classmates to stimulate discussion. I will meet with you before to help you prepare.
✓ This is worth a total of 15 points for your preparation, insight and ability to follow my guidelines on fostering a good discussion.

Attendance/Participation:
The readings are often controversial and present multiple sides of a debate. Your educated opinion is important! Classroom discussion is intended to explore the weekly readings. You can use your response sheet as a jumping off point to your contributions to the discussion.
✓ Your overall participation and contribution to discussions will be graded on a 15 pt scale

Exams:
There will be two exams that will integrate material from both the lectures and the readings. The first will be short answer and short essay and will cover the material from the first half of the course. The second will be a cumulative open-note essay exam.
✓ Each exam is worth 100 points

Note: your exams will be graded not just on their content, but also on the writing. You will be expected to construct logical arguments in essay form with introductions, supporting evidence, and conclusions.

Final Paper:
Students will prepare a 3000-4000 word research paper on a debate covered in the lectures. These will be expansions of the response sheets, where you provide a detailed critique of two sides of a debated issue regarding human variation, and ultimately defend your position on the topic. Topics for these papers MUST be chosen BEFORE THE MIDTERM EXAM and must be approved by the instructor. Drafts of these papers will be due IN EARLY APRIL. The specifics of this requirement will be discussed as the semester progresses.
✓ The final paper is worth 100 points
✓ AGAIN, YOU MUST PASS THE WRITING PORTION OF THE CLASS IN ORDER TO RECEIVE A PASSING GRADE (SEE CALCULATIONS BELOW)

Grading Policies:
Your final grade will be determined by the following:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Response Papers</td>
<td>40</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>15</td>
</tr>
<tr>
<td>Exam I</td>
<td>100</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>370</td>
</tr>
</tbody>
</table>

Grading scale:
A=333-370 points  B= 296-332.5 points  C=259-295.5 points  D=222-258.5 points  F= below 222 points

YOU MUST RECEIVE A PASSING GRADE ON THE RESPONSE SHEET AND FINAL PAPER PORTIONS OF THE CLASS IN ORDER TO PASS THE CLASS. THIS IS A BASIC REQUIREMENT OF ALL W CLASSES
Makeup Exam Policy
If you must be absent for any reason, you must notify me in advance of the class or no more than 48 hours later (if it was a last minute medical emergency). You will not be allowed to take a make up exam unless you can document your reason for being absent. Legitimate reasons for missing an exam, as defined in the TAMU Regulations are:

1) participation in an activity on the Authorized Activity List,
2) death or major illness in the student’s immediate family,
3) illness of a dependent family member,
4) participation in legal proceedings that require a student's presence,
5) religious holy day (defined in Texas Tax Code Section 11.20)
6) confinement because of illness

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

Copyright & Plagiarism
All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy them, unless I expressly grant permission. 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. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Dishonesty
Academic dishonesty is never tolerated at Texas A&M University, and should be actively discouraged by both the instructor and students (http://student-rules.tamu.edu/). Academic dishonesty comprises the unauthorized distribution of information and/or plagiarism. Any student caught cheating on an exam will receive a zero for that exam, and will be reported to the Department Head for further possible disciplinary proceedings at the discretion of the department of Anthropology and the College of Liberal Arts.

Academic Integrity
“An Aggie does not lie, cheat or steal or tolerate those who do.” Honor Council Rules and Procedures will be strictly followed and enforced in this class. If you have any questions about these rules, consult http://www.tamu.edu/aggiehonor
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text *</th>
<th>REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 1/17</td>
<td>Introduction</td>
<td>Chapter 1</td>
<td>The House We Live In—film and follow up questions</td>
</tr>
<tr>
<td>M 1/22</td>
<td>History of Concept of Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 1/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 1/29</td>
<td>History of Concept of Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Response sheet 1 due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 1/31</td>
<td>How Race Becomes Biology</td>
<td></td>
<td></td>
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<tr>
<td>M 2/5</td>
<td>Discussion</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Response sheet 2 due</strong></td>
<td></td>
<td></td>
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<tr>
<td>W 2/7</td>
<td>The Molecular Basis of Human Variation</td>
<td>Chapters 2-3</td>
<td></td>
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<tr>
<td>M 2/12</td>
<td>Discussion</td>
<td></td>
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<tr>
<td></td>
<td><strong>Response sheet 3 due</strong></td>
<td></td>
<td></td>
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<tr>
<td>W 2/14</td>
<td>Invisible Shapers of Biology: Heritability, Plasticity and the Environment</td>
<td></td>
<td></td>
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<tr>
<td>M 2/19</td>
<td>Discussion</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Response sheet 4 due</strong></td>
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<td></td>
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</tbody>
</table>

*Refers to RECOMMENDED readings in Human Biological Variation by Mielke, Konigsberg and Relethford

**Text**

- **W 1/17**: The House We Live In—film and follow up questions


**W 2/7**: The molecular basis of human variation
  - Marks J, Lyles RB (1994) Rethinking genes. Evolutionary Anthropology: 3(4):139-146

**W 2/14**: Invisible Shapers of Biology: Heritability, Plasticity and the Environment
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text *</th>
<th>REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accommodation; Natural Selection and the</td>
<td></td>
<td><strong>W 2/21</strong></td>
</tr>
<tr>
<td></td>
<td>LECTURE</td>
<td></td>
<td><strong>M 3/5</strong></td>
</tr>
<tr>
<td>M 3/12</td>
<td>SPRING BREAK</td>
<td></td>
<td><strong>M 3/19</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Text *</td>
<td></td>
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<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>W 3/28</td>
<td>MIDTERM EXAM (up to and including Heads and Teeth)</td>
<td>REQUIRED READINGS READINGS MUST BE DONE IN THE ORDER LISTED</td>
<td></td>
</tr>
<tr>
<td>M 4/2</td>
<td>High Altitude Adaptation (NO RESPONSE SHEET)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 4/9</td>
<td>Discussion</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>W 4/11</td>
<td>No class (AAPA Conference)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 4/16</td>
<td>Scientific writing: research resources, writing protocols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 4/23</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response sheet 10 due</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Response sheet 11 due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 5/4</td>
<td>FINAL EXAM 3:30-5:30</td>
<td>ROOM ANTHROPOLOGY 300B HARD COPIES OF FINAL PAPERS DUE AT START OF FINAL EXAM--3:30 PROMPTLY.</td>
<td></td>
</tr>
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</table>
Core Curriculum Management

New Core Component Proposal

Viewing: BAEN 480-W: Biological and Agricultural Engineering Design II

Last edit: 07/20/17 4:43 pm
Changes proposed by: mohtar

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabi H. Mohtar</td>
<td>mohtartamu.edu</td>
<td>979 458 9886</td>
</tr>
</tbody>
</table>

Course Prefix: BAEN  
Course Number: 480

Academic Level: UG

Complete Course Title: Biological and Agricultural Engineering Design II

Abbreviated Course Title: BIOL & AGR ENGR DES II

Crosslisted With: 

Semester Credit Hour(s): 3

Proposal for:

Writing Designation Addition/Edit

Historic annual enrollment for the last three years

Course Syllabus

Syllabus:

UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Writing Designation

Number of Sections per Academic Year: 1

Enrollment per Section (Avg.): 45

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)? 

Who will evaluate them? There are two additional instructors (Dr. Zivko Nikolov, Professor, BAEN and Mr. Gregory Stark, Professor of Practice, BAEN). The course also has one GRA, currently Ms. Taylor Pinkerton, 2nd year MSc student, BAEN.

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing. Mohtar, Stark, and Nikolov regularly meet with and monitor/advise the GRA.

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component.

To pass this course you must pass the W [or C] component.

In Workflow

1. BAEN Department Head
2. AG College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 07/21/17 10:27 am Stephen Searcy (ssearcy): Approved for BAEN Department Head
2. 07/21/17 10:41 am Kim Dooley (kdooley): Approved for AG College Dean UG
3. 09/05/17 9:46 am Donna Pantel (dpantell): Approved for W & C Preparer
4. 09/06/17 9:54 am Donna Pantel (dpantell): Approved for W & C Advisory Committee Chair
List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>biweekly status report (six reports each)</td>
<td>1000</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>biweekly team memo (six members, 500 words each)</td>
<td>500</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>final report</td>
<td>15000</td>
<td>40</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

This is a request for RECERTIFICATION.

Status reports and team memos relate to a specific segment of the design (e.g. literature review or design alternatives). Each student must contribute to the preparation of the material (500-700 words each) individually, and then participate in the team producing the final biweekly status reports and memos, for the total word count of 6,000 and 3,000 respectively. Each student prepares his/her portion of the complete report (approximately 1,500 words minimum) and then participates in the team effort to edit and produce the final document of 15,000 words, and prepare the accompanying presentation (presentations are intended to give the student practice in formal presentations and in responding to questions from the audience) and contribute to the writing task (in that it organizes the material).

Describe the formative feedback provided on student writing, especially on major assignments.

Each class member submits a biweekly status report of at least 500 words (up to 1,500 words, depending on the accomplishments of the preceding two weeks). There are a total of 6 reports in the semester. Reports of less than 500 words (one page) are considered to indicate a lack of performance on the design and are discouraged. Such reports will require a meeting with one or more of the instructors to ascertain the cause or issue. In the event that such inadequate reports continue, it will be reflected in the students final grade with a negative impact. The final reports and presentations are graded on content, style, grammar, organization, clarity, and effectiveness. A rubric is provided to the students for evaluation of the final report. Input is also solicited from the clients and faculty on the reports and presentations. These data are used in our ABET accreditation process but are also useful in evaluation of communication skills of the students.

Describe how you provide writing instruction.

The report format follows an example memo, based on the instructor’s industry experience. Reports are graded for content, style, and effectiveness of communication and returned to the students by the next class period, with relevant comments for improvement. A rubric is provided to the students for evaluation of memos. Because of the relatively small class size (45) and the small team size (3-4), the 3 instructors are able to determine whether the students are contributing equally and to identify those who may be weaker or need additional guidance/instructor; these are then identified for a private meeting with the appropriate instructor. Each student provides an individual progress memo every two weeks and the three co-instructors meet with each team every week throughout the semester to address the content and style of these memos. Through the interaction we are able to make a good assessment on each students work. Team composition will be adjusted if it becomes evident that one student is dominating the collaborative work. Each student is asked, in a post-class survey, to rank each of their team members and their individual contributions to the final project and to the on-going work.

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

**Reviewer Comments**

Valerie Balester (v-balester) (06/05/17 5:02 pm): Rollback: The proposal form needs to be revised as follows: 1) If you are working with assistants--add one GAT; 2) Word counts should be listed as minimum possible, so if, for example, the status report is 500-2000, list 500, not an average; 3) do not include the presentation in the assignments listed or in the word count or percentage--writing only; 4) clarify what percentage and number of words individuals contribute to the report so that it is clear every individual contributes and so individuals can be shown to do at least 70% of the required writing; 5) answer the question on formative feedback by explaining how students get feedback on their work before it gets a grade so that they can use that feedback in improving the work (see explanation on web site); and 7) answer instruction with information about instruction such as review of a sample report, not grading--the weekly meeting is more relevant to formative feedback and to the question about monitoring collaboration. Please feel free to discuss these changes with me.
BAEN 480 - Senior Design II
Syllabus - Spring 2017

Instructor Information
Rabi Mohtar, P.E.
mohtar@tamu.edu
306 B Scoates Hall
Office hours: By Appointment
979-458-9886

Zivko Nikolov
znikolov@tamu.edu
201A Scoates Hall
Office Hours: By Appointment
(979) 458-0763

Greg Stark, P.E.
gstark@tamu.edu
320 Scoates Hall
Office Hours: T/W/Th; 9-11 am, 1-4 pm
979-845-3949

Teaching Assistant:
Taylor Pinkerton
Office: 227 Scoates Hall (by appointment)
Email: tay_pink@email.tamu.edu

Course Information
Location: Scoates Hall 317

Meeting days and times: Tuesday & Thursday 11:10 to 12:25 pm

Prerequisites
BAEN 479

Catalog Description
Continuation of engineering design experience through team solution of design problem developed in AGEN 479; preparation of design solution under supervision of biological and agricultural engineering staff and clients; critical evaluation of results by students; staff and industrial consultants. Note: This is a writing intensive (W) course.

Learning Outcomes:
This is the second course in a two-course sequence for the capstone design experience in the engineering curriculum. When you complete the class you should be able to:

1. Complete a detailed design of a significant engineering problem including necessary drawings, prototypes, and plans.
2. Include considerations of product liability, social impact, environmental impact, and ethical issues in the design process.
3. Evaluate the financial and economic issues associated with the design project.
4. Completely document an engineering design project (e.g. design notebooks, interim reports, biweekly updates, and a final report).
5. Effectively communicate your design through professional presentations, reports, and posters.
Grading
Grades will be based on biweekly reports, writing assignments, the final design presentation, and the final design report. To pass this course you must pass the W [or C] component. Letter grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 to 100</td>
<td>A</td>
</tr>
<tr>
<td>80 to 89</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79</td>
<td>C</td>
</tr>
<tr>
<td>60 to 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Final Report Drafts (10%): As noted on the schedule, sections of your final report will be reviewed throughout the semester. These will be graded for both content and mechanics of writing (e.g. tense, grammar, punctuation, spelling, voice). The sections of the report should be in past tense and 3rd person. All writing assignments will be submitted via e-campus.

Weekly Team Meetings with Instructors (10%): Each design team will meet weekly with Mr. Stark or Dr. Mohtar to review progress on the project and discuss issues to be addressed. The team reporting assignments are as follows:

<table>
<thead>
<tr>
<th>Dr. Mohtar</th>
<th>Mr. Stark</th>
<th>Dr. Nikolov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunnyside Infrastructure</td>
<td>Mower Attachment</td>
<td>Pelletizing Chicken Manure</td>
</tr>
<tr>
<td>Rainwater for Park Development (SARA)</td>
<td>Small Scale Farm Equipment</td>
<td>Cotton Contamination Detection</td>
</tr>
<tr>
<td>Rainwater &amp; Irrigation – Mexico</td>
<td>Large Scale Cottonseed Delinter</td>
<td>Meat Processing Method</td>
</tr>
<tr>
<td>Wastewater Treatment Costa Rica</td>
<td>Cacao Pod Cracker</td>
<td>Algae Reactor for Wastewater Ecuador</td>
</tr>
<tr>
<td></td>
<td>Mobile Air Quality Testing</td>
<td></td>
</tr>
</tbody>
</table>

Class Format: Students are expected to attend all classes. Class period will be primarily used for group meetings, meetings individually with class instructors and to conduct calls with the sponsors.

Biweekly Project Memos (10%): Written project update reports will be submitted by each student in accordance with the schedule to the instructor via e-campus. Additionally, a team memo will be sent to the client and copied to the faculty advisor and instructor via email. Individual and team memos will be graded based on both content and mechanics of writing. Project memos can include present and future tense and can be in 1st person. The emphasis should be on what YOU are contributing to the project, what you learned, what it means, and what are you going to do next.

Mid-Point Design Presentation (20%): Approximately mid-way through the semester each design team will make a presentation on the status of their design problem.

Final Design Presentation (10%): An oral presentation will be made to an engineering review
panel comprised of BAEN faculty, your clients, and other engineers. This may be in the form of a poster presentation. Presentations will be scheduled during dead week.

**Final Design Report (40%):** The final design solution report will be due approximately one week before the final presentation.

**ADA policy statement**

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

If you have a disability which may require alternate accommodations related to the requirements of this course, please inform the instructor and/or make an appointment with the instructor so that necessary alternative arrangements can be made.

**Aggie Code of Honor**

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

*Aggies do not lie, cheat, or steal, nor do they tolerate those who do.*

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Section 20 of the Texas A&M University Student Rules covers scholastic dishonesty including cheating, aiding and abetting cheating, plagiarism, fabrication of information, and violations of departmental and college rules.

**20.1.3 Plagiarism:**

*Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.*
<table>
<thead>
<tr>
<th>Weeks Left</th>
<th>Tuesday Date</th>
<th>Activities and Assignments Due Thursday of the week by 5:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1/17</td>
<td><strong>TEAM:</strong> Summary of project, revised plans, and time line.</td>
</tr>
<tr>
<td>14</td>
<td>1/24</td>
<td><strong>Individual Project Memo:</strong> Status of individual achievements, estimate of the impact on the project time line, discussion of critical issues, individual concerns. <strong>TEAM:</strong> Team memo to client, advisor, and instructor.</td>
</tr>
<tr>
<td>13</td>
<td>1/31</td>
<td><strong>TEAM:</strong> Draft of Introduction and Design Objectives</td>
</tr>
<tr>
<td>12</td>
<td>2/7</td>
<td><strong>Individual Project Memo:</strong> Status of individual achievements, estimate of the impact on the project time line, discussion of critical issues, individual concerns. <strong>TEAM:</strong> Team memo to client, advisor, and instructor.</td>
</tr>
<tr>
<td>11</td>
<td>2/14</td>
<td><strong>TEAM:</strong> Draft of Literature Review <strong>Team meetings with Instructor</strong></td>
</tr>
<tr>
<td>10</td>
<td>2/21</td>
<td><strong>Individual Project Memo:</strong> Status of individual achievements, estimate of the impact on the project time line, discussion of critical issues, individual concerns. <strong>TEAM:</strong> Team memo to client, advisor, and instructor.</td>
</tr>
<tr>
<td>9</td>
<td>2/28</td>
<td><strong>TEAM:</strong> Draft of Design Recommendations and Analyses</td>
</tr>
<tr>
<td>8</td>
<td>3/6</td>
<td><strong>Individual Project Memo:</strong> Status of individual achievements, estimate of the impact on the project time line, discussion of critical issues, individual concerns. <strong>TEAM:</strong> Team memo to client, advisor, and instructor. <strong>Team Presentations – Status Updates</strong></td>
</tr>
<tr>
<td>7</td>
<td>3/13</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>6</td>
<td>3/20</td>
<td><strong>TEAM:</strong> Draft of Final Design Solution</td>
</tr>
<tr>
<td>5</td>
<td>3/27</td>
<td><strong>Individual Project Memo:</strong> Status of individual achievements, estimate of the impact on the project time line, discussion of critical issues, individual concerns. <strong>TEAM:</strong> Team memo to client, advisor, and instructor.</td>
</tr>
<tr>
<td>4</td>
<td>4/3</td>
<td><strong>TEAM:</strong> Draft of Executive Summary <strong>Team presentations – Design analysis and final design</strong></td>
</tr>
<tr>
<td>3</td>
<td>4/10</td>
<td><strong>Individual Project Memo:</strong> Status of individual achievements, estimate of the impact on the project time line, discussion of critical issues, individual concerns. <strong>TEAM:</strong> Team memo to client, advisor, and instructor.</td>
</tr>
<tr>
<td>2</td>
<td>4/17</td>
<td><strong>TEAM:</strong> Optional- Review of any other materials that the team would like feedback on prior to grading.</td>
</tr>
<tr>
<td>1</td>
<td>4/24</td>
<td><strong>TEAM:</strong> Final Written Design Report <strong>4/28</strong> <strong>TEAM:</strong> Engineering Showcase: Kyle Field Hall of Champions</td>
</tr>
<tr>
<td>0</td>
<td>5/2</td>
<td><strong>TEAM:</strong> Poster Presentation</td>
</tr>
</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/14/17 11:37 am

Viewing: HLTH 415-W: Health Education Methodology

Changes proposed by: b.mcneill

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elisa Beth McNeill</td>
<td><a href="mailto:b-mcneill@tamu.edu">b-mcneill@tamu.edu</a></td>
<td>979-845-2184</td>
</tr>
</tbody>
</table>

Course Prefix: HLTH  
Course Number: 415

Academic Level: UG

Complete Course Title: Health Education Methodology

Abbreviated Course Title: HEALTH ED METHODOLOGY

Crosslisted With: 

Semester Credit Hour(s): 3

Proposal for: Writing Designation Addition/Edit

Historic annual enrollment for the last three years:

Course Syllabus

Syllabus: UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Writing Designation

Number of Sections per Academic Year: 2

Enrollment per Section (Avg.): 40

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing. The instructor will supervise the graduate assistant (GA) by discussing all rubrics and expectations for student performance. During grading the GA will conference with the instructor to summarize student writing progress. Lectures given by the graduate assistant have been reviewed and approved by the instructor.

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component. To pass this course you must pass the W [or C] component.

In Approval Path:

1. 08/22/17 3:47 pm  
   Melinda Sheffield Moore (zulu818): Approved for HLKN Department Head

2. 08/23/17 8:27 am  
   Chris Cherry (chrischerry): Approved for ED College Dean UG

3. 09/05/17 9:47 am  
   Donna Pantel (dpantel): Approved for W & C Preparer

4. 09/05/17 9:54 am  
   Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Styles Assessment</td>
<td>500</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td>Learning Theory Writing Assignment</td>
<td>1500</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Methods Investigation</td>
<td>250</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td>Research Brief</td>
<td>1500</td>
<td>5</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

The students will use a rubric to guide the writing process for the research brief. The sections of the rubric require a designated author or co-authors to be responsible for creating the content related to that section. All group members are responsible for editing each section of the research brief. Students are required to submit a signed rubric documenting their contributions to the paper.

Describe the formative feedback provided on student writing, especially on major assignments.

Research Brief: Prior to submission, students, in groups, will meet with instructor to receive guidance and further instruction on their rough draft. Students will submit the first draft and receive formative written feedback from the instructor before the final version is submitted and the final grade is assigned.

Learning Theory Writing Assignment: This paper will undergo a peer review process:

- A peer review will be conducted by a classmate. Your peer reviewer will be provided a guide to analyze your paper and provide formative written feedback related to your meeting of rubric guidelines. Failure to provide and acquire a peer review will result in an automatic reject of your paper, meaning your submission will not be accepted or reviewed for credit. You will upload the review comments provided by your peer evaluator to ecampus.

Describe how you provide writing instruction.

Students will view 2 instructional videos. The first video will describe writing expectations for the course and offer information on how to write using a persuasive style. The second video will analyze a writing sample and highlight strategies to improve organization and clarity as well as instruction on proper citations.

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

Attach Course Syllabus [CHO_415 502_503 Syllabus_Fall_2017_7-14-17.pdf]

Reviewer Comments
TEXAS A&M UNIVERSITY
Department of Health and Kinesiology

Course Syllabus: HLTH 415: Health Education Methodology (Writing Intensive Course)
Demographics: MWF – 502 (COMM): 10:20-11:10am
503 (COMM): 11:30-12:20pm

Location: Blocker 302
Pre-requisite: Acceptance to professional phase (Enrolled semester prior to internship)

Instructor: Elisa “Beth” McNeill PhD, CHES
   Email: b-mcneill@tamu.edu  Office: 360C Blocker
   Office Phone: 845-2184 (messages)  Office hours: M/W 1:50-3:00pm, T/TH 12:45-2:00pm or by appointment
   Online Course materials/assignments: eCampus.tamu.edu (TAMU login)

Graduate Assistant: Amie Carreon  Email: amieklein602@tamu.edu  Office: 327 Blocker
   • Office Hours:
     o Tuesday: 9:00 AM- 1:00 PM
     o Wednesday: 9:00 AM- 1:00 PM

Course Description: Health Education Methodology is a thoughtful discussion of the nature and scope of health education methods. Emphasis will be placed on articulation of methods to the planning process and the array of possible health education methods that have been successfully used in contemporary interventions. The purpose of this course is to present the interrelationship of community intervention planning, methodology and the selection and use of teaching aids, methods and materials. Special problems associated with health interventions are discussed. Students will develop writing skills associated with the field of health education. Students will also become familiar with a variety of resources as well as planning for and presenting demonstration interventions. To pass this course you must pass the W component.

Required Textbook for Community Health Option (CHO):
   *Available at Barns & Noble Booksellers

Materials: Students will generate educational materials as part of this course. Estimated cost for supplies is $50.00

Additional Resources:

Teaching Strategies: This class will consist of lecture, discussion, skills demonstrations/development, independent and group activities. A team learning approach will be utilized. Available scientific evidence supports the hypothesis that students learn, retain and recall class material more effectively when the material is mastered within a cohesive learning group and when students have a chance to apply/use the content they have mastered. In order for this approach to be effective, a large part of the responsibility for learning and mastering the contents of this course will be yours.

General Course Objectives: To be an effective health educator means that you are skilled in conducting health education. This course is devoted to the “doing” of health education. These objectives serve as benchmarks for
professional teacher preparation and are representative of the competencies and sub-competencies of a Certified Health Education Specialist (CHES)

Upon completion of the course the student will:

- Plan properly for health education instruction.
- Collaborate to develop quality lesson/presentation plans and unit plans.
- Plan for the needs of special and target populations.
- Apply theoretical constructs to use methods of intervention properly.
- Develop proficient writing skills to effectively communicate in the field of health education.
- Demonstrate mastery of competencies expected of an entry-level certified health education specialist (CHES) (see http://www.ncheec.org/aboutncheec/rc.htm) for the following areas of responsibility
  - Area II: Plan Health Education
  - Area IV: Conduct Evaluation and Research Related to Health Education
  - Area VI: Serve as a Health Education Resource Person
  - Area VII: Communicate and Advocate for Health and Health Education

Student Responsibilities: As a student you have the right to expect me to me on time, prepared, and for me to treat you with respect. As your instructor I expect you to:

- Be prepared for class, this includes completion of assigned readings PRIOR to class meetings.
- Fully participate in in-class activities and contribute to your group’ performance. Limit in class use of electronic devices to class activities.
- Be present in all classes. Due to the design of the course, failure to attend results in your group being at a considerable disadvantaged. It is likely this disadvantage will be addressed at the end of course in the peer evaluation. If you must be absent, it is essential you inform your group colleagues and your instructor.
- Alert your instructor of any problems or concerns you may be experiencing. If your instructor does not know “it” is broken, it will be impossible for your instructor to attempt to “fix it.”
- E-campus will be used to house assignments and resources only. Grades on e-campus will not accurately reflect course grades. Course grades will be provided online via a supplemental grading program called Thinkwave.
- Students are also expected to provide and use an email account as a means for correspondence between the instructor and the student. The instructor will provide class information via the email system or e-campus. The student is responsible for ensuring he/she has acquired the class information necessary.
- Abide by Student Rules as described in http://student-rules.tamu.edu

EXPLANATION OF COURSE REQUIREMENTS

IA. Individual Responsibilities (Non-writing assignments) - 10% of total course grade

1. Readiness Assessment Tests (RAT’s).
These are brief, multiple-choice, true/false, or short answer tests based on the reading assignment for that day. You will study the assigned material and take an individual test based on that material BEFORE it is discussed in class. Typically you will have a RATs each week, so be prepared! No opportunity for making up the RATs will be given, except when absences are excused, as covered by Texas A&M University policy (see http://student-rules.tamu.edu).

2. Preliminary Peer Evaluation
Each student will submit a preliminary and final peer evaluation (twice) to eCampus. These evaluations are a reflection of your perspective of your group member’s contributions and efforts related to all class responsibilities. The preliminary score will guide your assessment for the final peer evaluation score you will assign to each group member at the end of the course. Students are encouraged to write provide narratives justifying the scores assigned. Scores from this assignment are considered pass or fail. Failure to submit a preliminary evaluation and comments for your team members will result in a zero for your score on this assignment.

3. In-class mini assignments
A variety of application activities will be presented during class meetings. These activities will occur throughout class meetings and used to assess mastery of the content.
IB. Individual Writing Assignments (Passing grade required for W course credit)-28% of total course grade

1. Learning Styles Assessment 7% of total course grade.
The initial part of assignment is completed online. Visit the site www.ncsu.edu/effective_teaching. Click on the 3rd options Learning styles. Then choose Index of Learning Styles. Read the information presented and then choose ILS questionnaire-web version. Complete the 44 item questionnaire and submit the answers for the automatic assessment. Please read the Learning Styles Descriptions to get a better understanding of the result. Take a screen shot of your results and upload your scores with your reflection statement to eCampus. Your reflection statement will be used as a baseline assessment of your current writing skills. The reflection should be at least **500 words** but no more than **600 words**.

2. Learning Theory Writing Assignment 15% of total course grade:
After reviewing an instructional video on effective writing and researching concepts related to learning theory, you will compose a **1500 word** synthesis paper (internal citations required) summarizing theories on how individuals learn and identifying the types of methodologies that are most appropriate for an individual’s preferential learning style. This paper will undergo a peer review process:
- A peer review will be conducted by a classmate. Your peer reviewer will be provided a guide to analyze your paper and provide formative written feedback related to your meeting of rubric guidelines. Failure to provide and acquire a peer review will result in an automatic reject of your paper, meaning your submission will not be accepted or reviewed for credit. You will upload the review comments provided by your peer evaluator to ecampus.

You will submit a final hard copy of your paper to your instructor and upload a copy to ecampus. Both copies are due at the beginning of class on the due date provided in the syllabus.

3. Methods Investigation 6% of total course grade.
The purpose of this assignment is to enhance skills related to locating, analyzing and communicating how to use various methods of instruction related to an assigned topic. After receiving instruction and developing a model of a sample method with your instructor, you will then create your own individual sample. Each student will search various mediums (internet, educational libraries, curriculum guides) to create one method which will be included as part of a group collection of potential instructional resources to be used in the groups final program. Minimum of **250 words**, but no more than **500 words**.

IC. Peer Assessment - 10% of total score
This is an opportunity to evaluate your teammates’ contributions to group work during the semester, including reliable class attendance, individual preparation for team work, positive contributions to team discussions, and valuing and encouraging input from fellow team members. You will be evaluated by all members in your group. An individuals’ peer assessment score will be the average of the points she/he receives from the members of her/his group. Detailed instructions will be provided at a later time. Unexcused absences will result in a deduction of 6 points off your peer assessment average for each absence.

II. Group Responsibilities - 17% of total score
A. Group Readiness Assessment Tests (GRATs)
Each time you take an individual RAT, you will also take a group GRAT (usually the same version, or a modified version, of the individual test). If you miss a GRAT (due to an excused absence) you will take the GRAT on your independently.

B. Group Application Activities
Throughout the term your group will be assigned activities which will be graded. They will all be in-class activities with the objective of having you apply your knowledge using problem-solving, synthesis, or analysis the concepts you have learned up to that point in the course.

III. Program Plan):- 25% of total score
In your teams, you will develop a program plan for a health intervention of your choice (with instructor’s approval.) A sample of elements to be included in the plan are listed in a rubric available on eCampus.

IV. Research Brief- 5% of total score (Passing grade required for W course credit)
This portion of the semester long project will require a minimum of 1500 words. A “Research Brief_Content Outline” will be provided to guide your writing process. Prior to submission, students, in groups, will meet with instructor/graduate assistant to receive guidance and further instruction on their rough draft. Students will submit the first draft and receive formative written feedback from the instructor before the final version is submitted and the final grade is assigned.

V. Program Presentation – 5% of total score
In teams, you will develop a program plan for a health intervention of your choice (with instructor’s approval.) A sample of elements to be included in the plan are listed in a rubric available on e-Campus.

Summary of Grading Breakdown
INDIVIDUAL:
IA. Individual Responsibilities (non-writing)………………………….10%
   1. RAT’s (bring 2 scantrons-882-es)
   2. Preliminary Peer evaluations
   3. In-class participation assignments
IB. Individual Writing Assignments (writing course requirement)…..28%
   1. Learning Styles (7%)
   2. Learning Theory Writing assignment (15%)
   3. Method’s Investigation (6%)
IC. Peer Assessment ........................................................................10%

GROUP:
II. Group Responsibilities………………………………………………17%
   A. GRAT’s
   B. Group Application Activities
III. Group Program Plan .................................................................25%
IV. Group Research Brief (1500 words & writing course requirement)……5%
V. Group Program presentation.........................................................5%

NOTE: Unexcused absences will result in a deduction of 6 points off your peer assessment average for each absence. Being late to class 2 times constitutes 1 absence. You significantly handicap your group when you are late or not here.

Grading Scale:
A = 90 -100
B = 80 - 89.99999
C = 70 - 79.99999
D = 60 - 69.99999
F = ≤ 59.99999

Attendance:
• **Attendance is required for this course.** The interactive style and group activities necessitate your attendance in every class session. Unexcused absences will result in a 6 point deduction from your peer evaluation score for each absence. Being late to class 2 times constitutes 1 absence. You significantly handicap your group when you are late or not here.
  - **No make-ups for RAT's/GRAT/s or late assignments** will be allowed without an "official" University approve excuse for absence. Please refer to: Texas A&M University Student Rules, Part I, Academic Rules, #7 for acceptable university excused absences.
  - **Interviews & Examinations**
    Interviews (either phone or face-to-face) for your community health internships need to be arranged and scheduled outside of our class time together. Additionally, students planning to take the HESI, GRE, or other graduate/professional school examinations should plan accordingly. As a professional, you need to ensure you are balancing both your existing and emerging responsibilities. Please refer to student rule 7.1.8 for further clarification: “Mandatory admission interviews for professional or graduate school *which cannot be rescheduled*.”

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> "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Signature of student: ____________________________

**Scholastic Dishonesty:** Scholastic dishonesty as defined by the TAMU Student Rules includes Acquiring Information, Providing Information, Plagiarism*, Conspiracy, Fabrication of Information, Violation of Department or College Rules and Falsification of Information. Sanctions include probation, suspension, dismissal, and expulsion as outlined in the TAMU Student Rules (Section 20 available at [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).

*Plagiarism - The handouts used in this course are copyrighted. By "handout" I mean all materials generated for the class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, Power Point slides and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts unless I expressly grant permission.*
<table>
<thead>
<tr>
<th>Week Day Date</th>
<th>Tentative Topic Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 M 8/28/17</td>
<td><strong>Community</strong></td>
</tr>
<tr>
<td></td>
<td>• Introduction: First day of class paperwork</td>
</tr>
<tr>
<td></td>
<td>• Review of Syllabus/Course Expectations &amp; eCampus</td>
</tr>
<tr>
<td></td>
<td>• 1st day photo</td>
</tr>
<tr>
<td></td>
<td>• Assign Article 1 &amp; 2</td>
</tr>
<tr>
<td>WK 1 W 8/30/17</td>
<td><strong>Community</strong></td>
</tr>
<tr>
<td></td>
<td>• Snowball</td>
</tr>
<tr>
<td></td>
<td>• Select program topics and group assignments will be made</td>
</tr>
<tr>
<td></td>
<td>• Assign Learning Styles</td>
</tr>
<tr>
<td>WK 1 F 9/1/17</td>
<td><strong>Community</strong></td>
</tr>
<tr>
<td></td>
<td>• Group Building: Play-doh</td>
</tr>
<tr>
<td></td>
<td>• Group Rules</td>
</tr>
<tr>
<td></td>
<td>• Assign and discuss: Individual Synthesis Paper</td>
</tr>
<tr>
<td></td>
<td>• Assign article 3 &amp; 4</td>
</tr>
</tbody>
</table>

**Assignments**

**Indicates due at beginning of class**

**Resources:**

All are located on eCampus course website

**WEEK 1**

**Community Article 1:**


Text: CH 1

Watch: Rubric Video and take quiz on eCampus.

**Community Article 2:**


Text: Ch 2

Watch: Rubric Video and take quiz on eCampus.

**Community Articles 3 & 4:**


**WEEK 2**

**Community**

• *Lecture: Basic Tenants of Health Education and Promotion* **Learning Styles Due (submit to eCampus)**

**Tenants PPT.**
<table>
<thead>
<tr>
<th>WK 2</th>
<th>Community</th>
<th>Community:</th>
<th>Sample: Philosophy/Philosophical Foundations PPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Lecture: Philosophical Foundations (Lesson Plan Analysis)</td>
<td>RAT/GRAT # 1 (Ch. 1 and articles 1&amp;2)</td>
<td>Watch Research Brief Video and take quiz on eCampus.</td>
</tr>
<tr>
<td>9/6/17</td>
<td>Assign Learning Styles</td>
<td>Research brief Quiz due on eCampus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RAT/GRAT # 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 3</th>
<th>Community – Mrs. Carreon</th>
<th>Bring computer (at least a few for each group)</th>
<th>Program Research Brief PPT (found on eCampus under Program Resources).</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Be prepared to begin brainstorming and writing your research brief or content outline.</td>
<td></td>
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</tr>
<tr>
<td>9/8/17</td>
<td>Q&amp;A about Research Brief Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sign-up sheet for group meeting appointment (by week 4)</td>
<td></td>
<td></td>
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</tbody>
</table>

**WEEK 3**

<table>
<thead>
<tr>
<th>WK 3</th>
<th>Community</th>
<th>Community:</th>
<th>Learning styles link:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>FISH (philosophy)</td>
<td>RAT/GRAT # 2 (Articles 3 &amp; 4)</td>
<td><a href="http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html">http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html</a></td>
</tr>
<tr>
<td>9/11/17</td>
<td>Assign Article 5</td>
<td></td>
<td>Rubric: Learning Styles</td>
</tr>
<tr>
<td></td>
<td>RAT/GRAT # 2</td>
<td></td>
<td>Community Article 5:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 3</th>
<th>Community</th>
<th>Text: CH 3 (p. 51-75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Lecture: Theory</td>
<td>Theory at a Glance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 3</th>
<th>Community McNeill &amp; Mrs. Carreon</th>
<th>PRESENTATION METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Expectations for presentation</td>
<td>Text CH 3</td>
</tr>
<tr>
<td>9/15/17</td>
<td>Planning time: Theory Presentation</td>
<td>Theory @ A Glance</td>
</tr>
<tr>
<td></td>
<td>5 -10 min group meeting w/instructor</td>
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<tr>
<td></td>
<td>Q&amp;A programs</td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 4**

<table>
<thead>
<tr>
<th>WK 4</th>
<th>Community</th>
<th>*Theory Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Theory Presentations</td>
<td>Chapter 3 pp. 75-97</td>
</tr>
<tr>
<td>9/18/17</td>
<td>- HBM, - TTM (Stages of Δ) - TRA/TPB</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 4</th>
<th>Community</th>
<th>*Theory Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Theory Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SL(C)T - SEM</td>
<td></td>
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</tbody>
</table>

*Theory Presentation
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20/17</td>
<td>• Assign flipped course video for next class session</td>
<td></td>
</tr>
<tr>
<td>WK 4 F</td>
<td>Community PRECEDE/PROCEED Model (Bring a copies of all resources &amp; colored pen)</td>
<td>REMINDER: Submit your research brief document to the writing center for review soon.</td>
</tr>
<tr>
<td>9/22/17</td>
<td></td>
<td>PRECEDE: Notes: Sample Application Blank worksheet *Will receive notes in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK 5 M</td>
<td>Community PRECEDE Application activity (school violence)</td>
<td>Text: CH 3 (p. 50-54)</td>
</tr>
<tr>
<td>9/25/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK 5 W</td>
<td>Community • Discuss procedure for peer review of paper • Discuss Theory Chart (with LP) • RAT/GRAT #3</td>
<td>Community: RAT/GRAT #3: Theory (covers CH 3, Theory at a Glance* &amp; Article #5)</td>
</tr>
<tr>
<td>9/27/17</td>
<td></td>
<td>Theory at a Glance -- be familiar with the constructs of the theories presented in the group presentations = REVIEW NOT MEMORIZE!!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Watch the video before the next class. Flipped course video link: <a href="https://mediamatrix.tamu.edu/screens/469975/Goals_OBJ_PerfIndicators_CHO">https://mediamatrix.tamu.edu/screens/469975/Goals_OBJ_PerfIndicators_CHO</a></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>WK 5 F</td>
<td>Community Review Flipped Course Video Lecture: Missions, Goals, Objectives &amp; PI’s.</td>
<td>Peer Review of Learning Theory Paper Due (upload to ecampus and email feedback to reviewee)</td>
</tr>
<tr>
<td>9/29/17</td>
<td></td>
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</tr>
<tr>
<td>WK 6 M</td>
<td>Community • Butcher Paper Rotation • In class practice problems • Create your own PI’s • Group Work: Writing Performance Indicators with peer educators</td>
<td>**Research Brief Due (outline, narrative &amp; evidence of Writing Center review) Each student should bring sample activities from program</td>
</tr>
<tr>
<td>10/1/17</td>
<td></td>
<td>Scan your Writing Center evidence and upload Research Brief document to eCampus See Master Program Rubric: Project section II-G &amp; Objectives (pg. 4).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK 6 W</td>
<td>Community • PI’s practice • Unit Plans &amp; Block Plans</td>
<td>Text: Ch 5</td>
</tr>
<tr>
<td>10/3/17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| WK 6 | **F** | 10/5/17 | **Community: McNeill & Carreon**  
- *Lecture:* Lesson Plans  
- Internet Lessons | Lesson plan template & components are located on ecampus |
| WK 7 | **M** | 10/9/17 | **Community**  
- Lecture and Create Unit/Block plan as a group  
- Lecture: Lesson Plans | **Sample Goals, Objectives & PI's** (hard copy due in class) |
| WK 7 | **W** | 10/11/17 | **Community –Mrs. Carreon**  
- Methods Investigation: Part I: Exploring Methods | **Final copy of Synthesis Paper due**  
- *Evidence of writing center for synthesis paper due on ecampus** McNeill out attending the American School Health Association (AHSA) national conference  
Bring your textbook to class today. Not bringing your textbook will result in a lower grade on this assignment. Download Methods Investigation Rubric (bring to class) |
| WK 7 | **F** | 10/13/17 | Community: McNeill & Carreon | McNeill & Carreon out attending the ASHA Conference |
| WK 8 | **M** | 10/16/17 | **Community –Mrs. Carreon**  
- Methods Investigation:  
  *Part II:* Finding examples | **Lesson Plan Sample due** – (Upload your 1st lesson to eCampus) |
| WK 8 | **W** | 10/18/17 | **Community**  
- RAT/GRAT #4  
- *Lecture:* Tools in your Tool Box: Intervention  
- Methods: Ice Breakers, Anticipatory Sets | Community  
RAT/GRAT 4:  
(Chapter 2 - Goals & Objectives)  
IDEA LINK: List of potential methods Tool box activity (M. Walraven) |
| WK 8 | **F** | 10/20/17 | **Community**  
- Methods: Brainstorming, KWL  
- Multiple exposures  
- Explain the Peer Evaluations Processes | Part II of Methods Investigation Due on eCampus |
| WK 9 | **M** | 10/23/17 | **Community- Carreon**  
LGBTQ Inclusivity (Guest lecturers) | Text: CH 8  
McNeill out at SOPHE-Advocacy Conference |
| WK 9 | **W** | 10/25/17 | **Community**  
- Methods: Values Clarification, Case studies  
- Train Evaluations  
- Evaluation and Marketing | Preliminary Peer Evaluation #1 due (upload to eCampus) Form for Preliminary Peer Evaluation: Peer Assessment |
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Time</th>
<th>Community Activity</th>
<th>Community Evaluation (Turn in in class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 9</td>
<td>F</td>
<td>10/27/17</td>
<td>Marketing your program, Group Work: Marketing Plan</td>
<td>Chapter 4: Creating A flyer (due with the program submission)</td>
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</tr>
<tr>
<td>WK 10</td>
<td>M</td>
<td>10/30/17</td>
<td>Lecture: Evaluation, Group Activity: Design evaluation plan for your project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>11/1/17</td>
<td>Community Methods: Debate, Role Play, Theater, &amp; Puppet's</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>11/3/17</td>
<td>Community Methods: AV's (Video Segment: Boundin') &amp; Humor, Using Media &amp; Visual Aids, Guest Speakers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>11/8/17</td>
<td>Community Methods: Controversial Issues, Ethics in teaching Sexuality</td>
<td></td>
</tr>
<tr>
<td>WK 12</td>
<td>M</td>
<td>11/13/17</td>
<td>Community Discuss Requirements for Program Presentation</td>
<td>**Programs Due (2 hard copies &amp; jump drive)</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>4/17/17</td>
<td>Community Presentation planning day</td>
<td></td>
</tr>
</tbody>
</table>

*WK = Week, **M = Monday, **F = Friday*
<table>
<thead>
<tr>
<th>WK 12</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 4/19/17</td>
<td>Method: Peer Education (Smartest Person)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 13</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 4/21/17</td>
<td>Methods: Bulletin Boards/Flyers/Displays, Field trip Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text: CH 7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEKS 14 &amp; 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitting Peer Evaluations:</td>
</tr>
<tr>
<td>1. Send an electronic copy of your group peer assessment to <a href="mailto:mcneill@hlkn.tamu.edu">mcneill@hlkn.tamu.edu</a> and <a href="mailto:amieklein602@tamu.edu">amieklein602@tamu.edu</a></td>
</tr>
<tr>
<td>2. Save your file as your Program Topic name followed by your first and last name [Ex: Obesity_Beth McNeill]</td>
</tr>
</tbody>
</table>

**Your peer evaluation is due by 5:00 pm on the day immediately following your presentation.**

**Late submissions will result in points being deducted!**

<table>
<thead>
<tr>
<th>WK 14</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 11/27/17</td>
<td>Presentation #1</td>
</tr>
</tbody>
</table>

Group presenting submits electronic copy of individual peer assessment for group members!  
*(Do not submit peer evaluation until your group has presented)*

<table>
<thead>
<tr>
<th>WK 14</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 11/29/17</td>
<td>Presentation #2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 14</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 12/1/17</td>
<td>Presentation #3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 15</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 12/4/17</td>
<td>Presentation #4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 15</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 12/6/17</td>
<td>Presentation #5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Peer assessment (hard copy in class)</strong></th>
</tr>
</thead>
</table>

**Final: Project Debriefing**

**Section 502 (COMM):** Tuesday, December 12, 2017 from 8:30-10:00 AM

**Section 503 (COMM):** Wednesday, December 13, 2017 from 10:30 AM-12:30 PM

**Peer Assessment** - Each member is to bring a paper copy of his/her peer assessment to class in an envelope with his/her: name, group number, and email address posted on the outside.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/20/17 8:06 am

Viewing: NVSC 402-W : Leadership and Ethics

Last edit: 07/20/17 8:06 am

Changes proposed by: sballard

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheryl Ballard</td>
<td><a href="mailto:sballard@navy.tamu.edu">sballard@navy.tamu.edu</a></td>
<td>979-845-1775</td>
</tr>
</tbody>
</table>

Course Prefix: NVSC  
Course Number: 402  
Academic Level: UG  
Complete Course Title: Leadership and Ethics  
Abbreviated Course Title: LEADERSHIP & ETHICS  

Proposal for: Writing Designation Addition/Edit  

Historic annual enrollment for the last three years

Course Syllabus

Syllabus: UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Writing Designation

Number of Sections per Academic Year: 2

Enrollment per Section (Avg.): 25

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)? No

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing. N/A

*Comments: Please Note this is a Recertification Request for NVSC 402.

We have a new PNS, Colonel A. J. Kostic, as of July 17, 2017.
For Midshipmen and active duty students, this course must be taken after all other NVSC courses; ideally the semester before graduation and commissioning. For other students, there is no prerequisite.

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component.

To pass this course you must pass the W (or C) component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Ethics Essay</td>
<td>3000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>(2) 1-1.5 Page Point Paper</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>(3) 3-Page Position Paper</td>
<td>750</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>(4) 3-Page Essay</td>
<td>750</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

(1) Ethics Essay - Students will submit a 3000-3500 word unclassified paper on an approved topic related to leadership and ethics. Format will be in accordance with the Naval War College Style and Classification Guide which is available on-line, double-spaced. The paper will also include a Cover Sheet and Bibliography with at least five credible sources. These items are not included in the total 3000-3500 word count. You will be required to identify an ethical leadership challenge facing junior officers in the Fleet and develop recommendations to address that challenge. Students will be evaluated on his/her ability to insightfully apply course concepts to selected real-world issues. He/She must research and build well-reasoned recommendations as a junior officer or operational command can implement. This is an opportunity for each student to identify, investigate, and prepare for challenging issues that await them upon commissioning.

(2) 1-1.5 Page Point Paper - Our senior leaders have limited time to digest and act on the vast amount of information that crosses their desk on any given day. The multiple demands on their time force them to rely on subordinates to provide solid recommendations in concise, yet thorough and powerful one-page documents that facilitate decision-making. Junior Officers / middle level managers are routinely tasked to draft such documents, on behalf of their Commanding Officer / senior level manager, for submission to the next immediate superior – usually a Flag Officer / Executive Level. Format for this paper will be in accordance with the Military Paper Format provided on the website. Each student will write a paper on an assigned case study and make recommendations to his/her superiors regarding the case.

(3) 3-Page Position Paper – As part of the group oral presentation, each group will submit a 3-page Position Paper on their presentation topic. It will be written as if their Commanding Officer asked them to write a position paper on the issue. Format for this paper will be in accordance with the Military Position Paper format provided on the website. The paper is due on the day of the oral presentation.

(4) 3-Page Essay – As part of the final exam each student will complete a 3 page essay on a specific topic that will be provided to the student. The paper will be double-spaced. This topic will be assigned one week prior to the final exam and the essay will be due on the day of the final exam.

Describe the formative feedback provided on student writing, especially on major assignments.

The student receives written response pertaining to subject matter content and academic writing ability. Lecture / class discussion is used initially to introduce the different types of writing assignments they will need to complete. In addition, all students are required to submit a thesis statement for review and then an individual "one on one" session is held to review and work on producing a good thesis statement. Once a thesis has been approved, the students will provide a draft outline on the paper and discuss their framework with the instructor. A peer review of the draft paper is done during the final editing process with students exchanging papers. Assignments build in length and topic development, which in turn offers students multiple opportunities for feedback and corrections before major assignment submissions.

Describe how you provide writing instruction.

Writing instruction is provided using several methods. Lecture and discussion is the initial method used to introduce the students to the kind of writing they will need to use / understand as a military officer. In conjunction with the lectures. Examples are provided on the various formats used such as point papers. Also, classroom instruction is provided by the writing center staff and the students are provided several references for their use. In addition, students review papers in class and provide feedback. A rubric is also provided to assist students in the organization of their paper. This course utilizes Texas A&M University Writing Center to provide a 1.5 hour class on the basics of thesis, development, and writing. Students receive an additional one hour instruction on writing expectations and writing support throughout Naval Science 402 curriculum.

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

Attach Course Syllabus NVSC 402W Leadership and Ethics (Spring 2017) - Colonel Bright.pdf

Reviewer Comments

Sheryl Ballard (shallard) (04/05/17 3:18 pm): *Comment: Please Note this is a Recertification Request for NVSC 402.

Valerie Balester (v-balester) (06/05/17 5:15 pm): Rollback: This was rejected by the W & C Course Advisory Committee pending needed revision, as follows: 1) The enrollment of 30 is rather high--what is the justification, or is there an assistant that makes this more manageable? 2) The listing of the assignments is confusing and does not seem to match the syllabus. For each of the assignments (ethics essay, point paper, position paper, 3-page essay) list on the form in the space provided the minimum word count, the percentage of the final grade it represents, and if it is collaborative or individual. This should match the syllabus. So, for example, the ethics essay is listed on the form as having 5000 words worth 40%, but in the syllabus it is listed as 3000-5000 words, worth 50%. I believe the total percentage according to the syllabus is 100%. The total number of words is 3000 (using the minimum for the ethics essay, plus 250 for the page point (assuming one page, double-spaced is the minimum), 750 for the position, assuming double-spaced; and 750 for the essay. Please feel free to call or email with questions.

Meredith Simpson (msimpson) (06/07/17 4:29 pm): Rollback: Return for updates.
**Naval Science 402 Leadership and Ethics (Spring 2017)**
Sec 900: Tue/Thu 0935-1050 & Sec 901: Tue/Thu 1110-1225 in MILS 108 (Lead Lab: Tue 1600-1800)

Instructor: Colonel James Bright, USMC  
Office: Military Science Building, Room 104  
Phone: 979-845-1775 (Office)  
E-Mail: jbright@navy.tamu.edu  
Course website: https://ecampusprod.tamu.edu

1. **Course Description.** Naval Science 402 prepares future leaders by exploring and applying a diverse range of leadership and ethical tools to enhance objective, sound, and timely decision-making in the most challenging environments. This course emphasizes the importance of leadership that adheres to the highest standards of character and integrity. It is a “Leadership Seminar” where fundamentals and applications of leadership and ethics will be discussed. *It is the capstone course within the NROTC academic curriculum.* The primary purpose of this course is to help you develop your personal leadership philosophy and style based on a solid ethical foundation. Specific course objectives are listed in enclosure (1).

2. **Prerequisites.** For Midshipmen and active duty students, this course must be taken after all other NVSC courses; ideally the semester before graduation and commissioning. For other students, there is no prerequisite.

3. **Schedule.** A schedule (with reading assignments) is provided in this syllabus and is available on eCompus. The schedule and syllabus will be modified and republished if required.

4. **Classroom Policies.**

   A. **Preparation.** This course is a leadership and ethical decision-making seminar. Your understanding of leadership and of personal and professional ethical standards will be challenged and developed. The goals of the course warrant and demand thorough preparation and enthusiastic participation. You and your fellow students will lead some of the class sessions. Your preparation and knowledge of the subject material is critical to our discussion-based format. Showing up for class without being properly prepared and with hopes of “just getting by,” or “keeping a low profile,” will not work!! It is important that you read each session’s objectives and complete the assigned reading prior to attending class. Failure to do so will become evident during the seminar discussions and will result in a lower grade.

   B. **Attendance (10% of course grade).** Much of the learning is accomplished through classroom discussion and student participation. Students are expected to be on time to each class. Being late by 5 minutes or greater to a class will count as an unexcused absence. Students are expected to notify the instructor if they are aware of an upcoming absence. Unexpected absences will only be excused with a university excused absence. Rules concerning excused absences may be found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). It is the student’s responsibility to make an appointment with the instructor to determine what work/information was missed during an absence. If a student misses an in-class assignment, like a lab or quiz, the instructor has no responsibility to offer a makeup of that assignment if the absence is unexcused. If an absence is excused, students must make arrangements with the instructor to make up the assignment. All students actively seeking a military commission are expected to attend every class.
C. **Conduct.** In this seminar course, the instructor acts as a facilitator to ensure discussions remain pertinent to the subject matter and that the interaction among students remains on a professional level. Thorough preparation and participation are critical to success, but so are demonstrated respect and consideration for your classmates’ views and opinions. Inappropriate behavior or conduct will not be tolerated and can result in dismissal from the course. Apart from the military courtesies extended to the instructor by military students, the classroom behavior of all students should be “collegiate.” Students are free to interject and question, even without waiting for direct recognition from the instructor (i.e. raising hand and being called upon), so long as the interjection is not unduly disruptive. Both students and the instructor will “police” classroom behavior. Discussions of controversial subject matter will arise in class. Your candid opinions are required to meet seminar objectives. However, inflammatory or offensive comments, bigotry, sexual, ethnic or racial slurs, avocation of illegal action, etc., will not be tolerated. A student (and/or the class as a whole) will immediately drop any such line of discussion when requested to do so by the instructor or by any student. Any offended party is obligated to inform the instructor, either in public or in private. Any views expressed by the instructor, unless specifically attributed otherwise, should be considered the personal views of the instructor and may not be representative of any official policy or viewpoint of the government, U.S. Naval Services or University.

5. **Coursework.**

A. **Writing Assignments (Totaling 40% of course grade)** – Written communication skills are a fundamental requirement for your future success. Whether in the form of a simple point-paper or a more elaborate research report, they represent your ability to express your ideas, opinions, and guidance. As such, you will submit short papers and an Ethics Essay during this course. The subject and specific writing requirements will be explained in class and are available on the website. This is a “W” (writing intensive) course; expect to be challenged to improve your written communication skills. Professional Core Competencies (PCC) have been established by the Naval Service Training Command for Naval Science Courses. A critical PCC requirement for this course states that every student must demonstrate a proficiency of the English language through usage, both written and verbal. Failure to turn assignments in on time will result in the loss of a letter grade per day that it is late. **Therefore, in order to pass this course each student must pass the writing portion of this course which will be determined based on the overall grade achieved from the writing assignments.** The writing assignments include: ethics essay, point paper, position paper and take home essay portion of the final exam. The writing portion of this course will be graded on a 100 point scale with the writing assignments weighted as follows:

1) **Ethics Essay (20 % of course grade)** – Students will submit a 3000-3500 word unclassified paper on an approved topic related to leadership and ethics. Format will be in accordance with the Naval War College Style and Classification Guide which is available on-line. The paper will also include a Cover Sheet and Bibliography with at least five credible sources. **These items are not included in the total 3000-3500 word count.** You will be required to identify an ethical leadership challenge facing junior officers in the Fleet and develop recommendations to address that challenge. You will be evaluated on your ability to insightfully apply course concepts to your selected real-world issue. You must research and build well-reasoned recommendations that you, as a junior officer, or your operational command can implement. This is an opportunity for you to identify, investigate, and prepare yourself for challenging issues that await you upon commissioning. The proposal is due on 02 February and the essay is due on 24 March.
(2) **1-1.5 Page Point Paper (5% of course grade)** – Our senior leaders have limited time to digest and act on the vast amount of information that crosses their desk on any given day. The multiple demands on their time force them to rely on subordinates to provide solid recommendations in concise, yet thorough and powerful one-page documents that facilitate decision-making. Junior Officers / middle level managers are routinely tasked to draft such documents, on behalf of their Commanding Officer / senior level manager, for submission to the next immediate superior – usually a Flag Officer / Executive Level. Format for this paper will be in accordance with the Military Paper Format provided on the website. You will write a paper on an assigned case study and make recommendations to your superiors regarding the case. The paper is due on 11 February.

(3) **3-Page Position Paper (5% of course grade)** – As part of the group oral presentation, each group will submit a 3-page Position Paper on their presentation topic. It will be written as if their Commanding Officer asked them to write a position paper on the issue. Format for this paper will be in accordance with the Military Position Paper format provided on the website. The paper is due on the day of the oral presentation.

(4) **3-Page Essay (10% of course grade)** – As part of the final exam each student will complete a 3 page essay on a specified topic that will be provided to the student. This topic will be assigned one week prior to the final exam and the essay will be due on the day of the final exam.

**B. Oral Presentations (10% of course grade)** – The ability to speak effectively and to convey your thoughts in a clear and concise manner are important attributes of an effective leader. You will be divided into groups of 4 to provide a 20-minute presentation on a current military ethics issue, followed by a 5-minute question and answer session. Students may use PowerPoint, white board, slides, video tape, or any other aid to communicate the subject’s relevance to the course and demonstrate course concepts. Students will not present on the same subject as their previously submitted ethics essay. Group assignment and presentation dates will be determined during the second class meeting.

**C. Quizzes and Homework (10% of course grade)** – You can expect quizzes, both with and without notice. They will assess your knowledge of information from the readings and/or instructor’s presentations.

**D. Exams (Totaling 25% of course grade)** - You will have two exams – a Mid-Term (15% of course grade) and a Final Exam (20% of course grade). The mid-term will be a combination of True/False, multiple choice, short answer, or essay. The final will consist of two parts; a take-home essay portion (10% of course grade; see Page 3, paragraph 5 A. (4) 3-Page Essay) and an in-class final with a combination of True/False, multiple choice, and short answer questions.

**E. Extra Credit.** A limited number of extra credit opportunities will be available. These will normally involve voluntary attendance at a university lecture/event (you must stay for the entire lecture/event to receive credit). Additionally, you are required to write a BRIEF synopsis of the speaker’s key points and articulate the most important or significant thing that you learned from the lecture. Your written work will be graded on a Pass/Fail basis for both content and grammar. To receive credit, the written work must be submitted within 7 days of the event.
6. **Leadership Laboratory (5% of course grade)** - Leadership Labs are an integral part of your training and are held every Tuesday from 1600-1800. A separate Lead Lab schedule will be posted via Letters of Instruction (LOIs) each week. These LOIs will be posted on the unit website and you are responsible for complying with them. Since Leadership labs are part of Naval Science class, attendance and participation is required for all NROTC scholarship students. As with the classroom instruction, absence from the labs requires prior approval and unexcused absences will adversely affect the Lead Lab portion of your final grade. Unexcused absences from Lead Lab will result in a lower Lead Lab grade. Non-NROTC students are not required to attend LLAB; this portion of the grade will be added to the Participation grade.

7. **Overall Grading.** You will be evaluated on your understanding and application of course concepts during class discussions, written assignments, exams, quizzes, oral presentations, Lead Lab activities, etc. As such, your final grade is determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Essay</td>
<td>20%</td>
<td>A</td>
</tr>
<tr>
<td>1.5 Page Point Paper</td>
<td>5%</td>
<td>B</td>
</tr>
<tr>
<td>3 Page Position Paper</td>
<td>5%</td>
<td>C</td>
</tr>
<tr>
<td>3 Page Final Exam Essay</td>
<td>10%</td>
<td>D</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
<td></td>
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<tr>
<td>Quizzes &amp; Homework</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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<tr>
<td>Class Attendance &amp; Participation</td>
<td>10%</td>
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<tr>
<td>Leadership Laboratory</td>
<td>5%</td>
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<tr>
<td>Midterm</td>
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<td>Final Exam</td>
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<tr>
<td>Class Attendance &amp; Participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Leadership Laboratory</td>
<td>5%</td>
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</tbody>
</table>

All assignments will be graded on a 100-point scale. You are welcome to review progress at any time and discuss why a score was assigned.

8. **Texts.** The following resources will be issued for the course:


9. **Office Hours.** Please feel free to stop by anytime. If you want to ensure that I am available, you can schedule an appointment with the NROTC Secretary Mrs. Sheryl Ballard: e-mail address: sballard@navy.tamu.edu/979-845-1775.

10. **Americans with Disabilities Act (ADA) Policy Statement.** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services http://disability.tamu.edu or call 845-1637.

11. **Academic Integrity.** Academic honesty is fundamental to the activities and principles of Texas A&M University. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Academic dishonesty is an extremely serious matter, and any such incidents will be handled in accordance with NROTC and Texas A&M policies and guidelines. Remember: **AGGIE HONOR CODE – An Aggie does not lie, cheat, or steal or tolerate those who do.** If you have questions regarding the Aggie Honor Code, please refer to the Honor Council Rules and Procedures on the web at http://aggiehonor.tamu.edu.
NAVAL SCIENCE 402 Course Overview & Objectives

Course Overview: This course explores moral, ethical, and legal issues facing professional naval officers, as well as other leaders throughout society, while reinforcing the key underlying principles of leadership. The overall objective of this course is to develop critical thinking and reasoning skills in leadership situations, particularly those that pose a moral or ethical dilemma to the individual.

Students will:

- Examine moral reasoning through the major traditions of ethical thought
- Describe varieties of moral theory (i.e., egoism, utilitarianism, Kantianism, natural law, and virtue ethics) and the underlying philosophical positions of each
- Apply moral reasoning to recent history in the armed forces and to examples that one is likely to encounter as a junior officer in the Fleet/Fleet Marine Force
- Examine the virtues central to the military officer and the various ways in which these virtues might be justified and applied
- Critique beliefs, arguments, assumptions and reasoning in one’s own thinking, the media and in the course texts
- Apply current naval regulations, directives and instructions to ethics scenarios

The course objectives for the Leadership and Ethics curriculum build on the objectives of Leadership and Management class. These course objectives are promulgated in the Naval Service Training Command Officer Professional Core Competencies Manual (September 2011 version).

I. ACADEMIC STANDARDS

A. Demonstrate a proficiency of the English language through usage, both spoken and written.

II. LEADERSHIP AND MANAGEMENT

A. Comprehend the relationship of the Naval Services’ Core Values to the roles and responsibilities of a Naval leader.

B. Comprehend the following personal qualities and be able to relate them to a leader's effectiveness:

4. Dedication 12. Courage (moral and physical)
5. Initiative 13. Knowledge
7. Tact 15. Enthusiasm
8. Integrity
C. Comprehend the major principle of the Code of Conduct and be able to apply it to a leader’s role in a POW situation.

D. Comprehend the relationship between authority, responsibility, and accountability within a task-oriented organization.

E. Apply leadership and management skills to prioritize among competing demands.
   1. Demonstrate the ability to establish meaningful goals and objectives.
   2. Apply techniques of prioritization and time management to resources and personnel.

F. Apply leadership skills to achieve objectives.
   1. Comprehend different leadership styles and how they apply to different situations and groups.
   2. Comprehend basic principles of human behavior and group dynamics.
   3. Comprehend the difference between informal and formal groups.
   4. Comprehend the contribution of the formal group organization and standard procedures to mission accomplishment.
   5. Apply leadership and management skills to design work groups based on task requirements, group capability, and available resources.
   6. Apply techniques and skills to measure organizational effectiveness by establishing qualitative and quantitative performance standards.

G. Comprehend the importance of planning and supervision to mission accomplishment.
   1. Comprehend the importance of planning and forecasting.
   2. Comprehend the relationship between goal setting and feedback and apply this understanding to establishment of control systems.
   3. Know the important reasons for development of and constant re-evaluation of alternatives in decision making.
   4. Comprehend major reasons why change is resisted in organizations.
   5. Comprehend specific change management techniques.

H. Demonstrate an understanding of the influence of the following on a leader's ability to achieve organizational goals:
   1. Use of authority.
      (a) Definition of a legal order
      (b) Process for challenging illegal orders
   2. Prioritization of Constitution, mission, service, command, shipmate and self.
   3. Conveyance of clear, concise Commander’s Intent
   4. Degree of delegation and decentralization
   5. Officer-enlisted professional relationship
   6. Chain of command, including ship/squadron organization
   7. Morale and esprit de corps
   8. Supervision and follow-up

I. Comprehend the moral and ethical responsibilities of the military leader.
1. Comprehend the leader’s moral and ethical responsibilities to the organization and society.
2. Comprehend the relationship of integrity, moral courage, and ethical behavior to authority, responsibility, and accountability.

J. Demonstrate characteristics of effective oral and written communication.

1. Comprehend the communications process.
2. Comprehend the major causes of communication breakdown and effective means to create healthy communication.

K. Demonstrate an understanding of basic counseling skills.

1. Comprehend the importance of feedback to mission effectiveness.
2. Comprehend various motivational techniques which may be useful in leadership situations.
3. Apply counseling skills to performance evaluation debriefings, discipline infractions, career guidance, and personal problems.

III. PROGRAMS AND POLICIES

A. Comprehend and demonstrate adherence to the standards of conduct for military personnel.

B. Comprehend and apply current equal opportunity policies and programs.

C. Comprehend and apply the official policies on prevention of sexual harassment, fraternization and hazing.

D. Apply the fundamentals of Operational Risk Management and Time Critical Risk Management.

E. Know basic administrative responsibilities of an officer including:

1. Personnel administrative actions with regard to officer and enlisted service records, performance evaluations, advancement recommendations, and selection board procedures.
2. Know governing documents for Naval correspondence.

IV. MILITARY CUSTOMS, TRADITIONS, AND REGULATIONS

A. Know the origins and current usage of Naval customs and traditions.

1. Comprehend the role of commissioned officers as members of the U.S. Armed Forces and know the obligations and responsibilities assumed by taking the oath of office and accepting a commission.
2. Comprehend the Constitutional requirement for civilian control.

B. Comprehend the UCMJ, practice of military law, and applications of regulations as they may involve a junior officer in the performance of duties.
1. Comprehend the purpose, scope, and constitutional basis of Navy Regulations and the Uniform Code of Military Justice and relate these regulations to personal conduct in the military service.

2. Comprehend junior officer responsibilities relative to the military justice system including familiarization with:
   
   (a) essential publications relating to military justice  
   (b) search and seizure  
   (c) apprehension and restraint  
   (d) non-judicial punishment  
   (e) investigations  
   (f) courts martial  
   (g) administrative discharges  
   (h) extra military instruction

# Class Schedule and Reading Assignments (Updated 29 Nov 2016)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1 - INTRODUCTION TO LEADERSHIP &amp; ETHICS COURSE</td>
<td>None – Book Issue during class</td>
</tr>
<tr>
<td>17 JAN 2017</td>
<td>• Review syllabus &amp; course policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• WHAT IS RIGHT &amp; HOW DO YOU DECIDE?</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>2 - Course Writing Requirements Review: WRITING CENTER WORKSHOP / Intro to Naval War College Writing and Style Guide.</td>
<td>Writing Packet (SCAN)</td>
</tr>
<tr>
<td>19 JAN 2017</td>
<td>• Ethics Essay &amp; Point Paper Intro</td>
<td>Chapter 9: Oral and Written Communications (The Naval Officer’s Guide)</td>
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<tr>
<td></td>
<td>• Oral Presentation Group Assignments</td>
<td>Ethics Essay &amp; Point Paper Guidance</td>
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<td>Grading Criteria</td>
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<td>Oral Presentation guidance</td>
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<td>SCAN – Naval War College Writing &amp; Style Guide (Electronic Copy)</td>
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<tr>
<td>Tuesday</td>
<td>3 - WHY STUDY ETHICS? INTRO TO MORAL REASONING</td>
<td>EMP (34 pages)</td>
</tr>
<tr>
<td>24 JAN 2017</td>
<td>• What is considered ethical?</td>
<td>• Why Study Ethics? (Lucas), pp. 3-7; On the Eve of Battle (Lucas), pp. 9-11;</td>
</tr>
<tr>
<td></td>
<td>• Is being ethical difficult?</td>
<td>Ring of Gyges (Plato), pp. 13-14; Why Ethics is So Hard (Grassey), pp. 15-19;</td>
</tr>
<tr>
<td></td>
<td>• What are the ethical expectations of the U.S. military?</td>
<td>A Higher Moral Standard for the Military (Ficarrotta), pp. 33-43; The American Professional Military Ethic,” (Hartle), pp. 63-70</td>
</tr>
<tr>
<td>Thursday</td>
<td>4 – RELATIVISM</td>
<td>EMP (6 pages)</td>
</tr>
<tr>
<td>26 JAN 2017</td>
<td>• When in Rome…?</td>
<td>• Chapter 2A: Relativity of Moral Beliefs (Lucas), pp. 25-27; Relativism and Objectivism (Porter), pp. 29-31.</td>
</tr>
<tr>
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<td>CSME (2 pages) - Our Values or Theirs? (Rubel), pp. 209-210.</td>
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<tr>
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<td>HANDOUT (1 page) – Range of Ethics chart</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>02 Feb 2017</td>
<td>6 - CONFLICTS OF PRINCIPLES AND LOYALTIES</td>
<td>EMP (9 pages) - Letter from Birmingham City Jail (King), pp. 71-79. CSME (10 pages) – Sea of Lies (Barry), pp. 25-32; Acting on Conscience: Capt Lawrence Rockwood in Haiti, (Wrage), pp. 73-78, 221-222.</td>
</tr>
<tr>
<td>Tuesday 07 FEB</td>
<td>7 - UTILITARIANISM</td>
<td>EMP (24 pages) - Moral Reasoning in Western Culture (Lucas), pp. 115-117; Utilitarianism and the Greatest Good (Lucas), pp. 119-121; Utilitarianism (Mill), pp. 123-131, Utilitarianism (Pojman), pp. 133-145; The Ones Who Walk Away from Omelas (LeGuin), pp. 147-150. CSME (5 pages) - Leave No One Behind (Rubel), pp. 3-5; Hiroshima: The First Use of Nuclear Weapons (Valaquez and Rostenkowski) pp. 79-80.</td>
</tr>
<tr>
<td>09 FEB 2017</td>
<td>8 - INTRODUCTION TO MILITARY JUSTICE &amp; DISCIPLINE</td>
<td>Naval Law (3rd Edition) - Chapter 1, Background of Military Justice (16 pages) Chapter 2, Fundamentals of Military Justice (7 pages)</td>
</tr>
<tr>
<td>Tuesday 21 FEB</td>
<td>11 – RELIGION AND THE MILITARY</td>
<td>EMP (11 pages) - Religion and Military Ethics (Lucas), pp. 97-98; Religion and Morality: Exploring the Connections (Cook), pp. 99-103; Practical Reasoning and Moral Casuistry, (Jonsen), pp. 105-110; Abraham’s Obedience Test, p. 111. CSME (9 pages) - A Sailor’s Request for Abortion Case (Rubel), pp. 163-165; Altering the Uniform (Gunther), pp. 167-172. HANDOUT (2 pages) Religious Apparel Amendment</td>
</tr>
</tbody>
</table>

(Ethics Essay Proposal / Thesis Due at beginning of class)

(Point Paper due at the beginning of class)
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Thursday 23 FEB 2017</td>
<td>12 - NATURAL LAW</td>
<td>EMP (15 pages) - The Tradition of Natural Law (Lucas), pp. 219-222; from “Summa Theologica (St. Thomas Aquinas), pp. 223-226; from The Ethics of Natural Law (Harris), pp. 227-233. HANDOUT (1 page) Doctrine of Double Effect</td>
</tr>
<tr>
<td>Tuesday 28 FEB 2017</td>
<td>13 - APPLYING THE DOCTRINE OF DOUBLE EFFECT</td>
<td>EMP (7 pages) • Natural Law and the Principle of Double Effect: Six Hypothetical Cases (Lucas), pp. 235-241. CSME (6 pages) Incident at Shkin (Schoultz), pp. 7-11; Terror and Retaliation-Who is Right?” (Rubel), p. 61.</td>
</tr>
<tr>
<td>Thursday 02 MAR 2017</td>
<td>14 - MID TERM EXAM</td>
<td>• As Required</td>
</tr>
<tr>
<td>Tuesday 07 MAR 2017</td>
<td>15 – JUST WAR THEAORY</td>
<td>EMP (16 pages) The Moral Role of the Military Professional in International Relations (Lucas), pp. 245-247; The Justification of Going to War (Lucas), pp. 249-253; Is It Always Sinful to Wage War? (St. Thomas Aquinas), p. 255; Law and Order in International Society (Walzer), pp. 257-263. HANDOUT (15 pages) Osama Bin Laden’s Letter to America; President Bush 1991; Weinberger Doctrine; Taliban “code of conduct”.</td>
</tr>
<tr>
<td>Thursday 23 MAR 2017</td>
<td>19 – JUNIOR OFFICER RELATIONSHIPS &amp; MENTORING</td>
<td>HANDOUT (28 pages) Marine Officer Guide, pp. 338-346; Division Officer Guide, pp. 13-25; Mentor Your Marines (Schuehle), pp 73-75; The ReAwakening (Amos); MCO 1500.58.</td>
</tr>
<tr>
<td>Tuesday 28 MAR 2017</td>
<td>20 - LIBERTY AND RIGHTS</td>
<td>EMP (4 pages) • Liberty and Rights (Lucas), pp. 365-368. • HANDOUT (13 pages): “On Liberty,” &amp; Paternalism article</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments/Readings</td>
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</tbody>
</table>
| Thursday 30 MAR 2017 | **21 - TRUTH-TELLING & CORE VALUES**  
- Integrity  
- Loyalty  
- Is lying ever okay? | **EMP (14 pages)**  
- Upholding the Truth (Lucas), pp. 419-420; Lying: Moral Choice in Public & Private Life (Bok), pp. 421-432.  

**CSME (25 pages)**  
Handout: (5 pages) Navy & USMC Core Values |
| Tuesday 04 APR 2017 | **22 - JUSTICE**  
- Theories of Justice  
- Punishment and Retributive Justice  
- Justice and Equal Opportunity  
- What is “just” and how do you decide? | **EMP (14 pages)**  
- Justice (Lucas), pp. 387-391; A Theory of Justice (Rawls), 393-401; Distributive Justice (Lamont & Favor), 403-408; Crime and Punishment, (Duff), pp. 409-411.  
**CSME (10 pages)**  
- Justice at Sea (Melville), pp. 203-208; We Treat Her Just Like Everyone Else (Rubel), pp. 211-214 |
| Thursday 06 APR 2017 | **23 – NON-JUDICIAL PUNISHMENT/UCMJ** | **Naval Law (3rd Edition)**  
Search & Seizure (SCAN ONLY), pp. 133-161 (29 pages); Courts Martials (SCAN ONLY), pp. 25-47 (23 pages); NJP, pp. 49-68 (19 pages); The Marine Officer’s Guide, pp 424-430 (7 pages) |
| Tuesday 11 Apr 2017 | ORAL PRESENTATIONS (2-3 groups – Position Papers Due) | As Required |
| Thursday 13 APR 2017 | ORAL PRESENTATIONS (2-3 groups – Position Papers Due) | As Required |
| Tuesday 18 APR 2017 | **24 – STOICISM** | **EMP (27 pages)**  
| Thursday 20 APR 2017 | **25 - MILITARY ETHICS IN THE NEW MILLENNIUM COURSE WRAP-UP / FINAL EXAM REVIEW & ISSUE TAKE HOME PORTION OF FINAL EXAM** | To Be Assigned |
| Tuesday 25 APR 2017 | **26 – CONTINUE WITH MILITARY ETHICS IN THE NEW MILLENNIUM COURSE WRAP-UP** | No assigned readings |
| Thursday 27 APR 2017 | FINAL EXAM / BOOK TURN – IN / Course Critique | |
| Tuesday 04 APR 2017 | LEAD LAB SCHEDULE FOR COURSE Navy & Marine Corps FITREP Class | No assigned readings |
Core Curriculum Management

### New Core Component Proposal

**Viewing:** UGST 405-W : Thesis Writing

**Last edit:** 08/09/17 3:17 pm

Changes proposed by: smisemer

**Contacts**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Misemer</td>
<td><a href="mailto:smisemer@tamu.edu">smisemer@tamu.edu</a></td>
<td>979-845-1957</td>
</tr>
</tbody>
</table>

**Course Information**

- **Course Prefix:** UGST
- **Course Number:** 405
- **Academic Level:** UG
- **Complete Course Title:** Thesis Writing
- **Abbreviated Course Title:** THESIS WRITING
- **Semester Credit Hour(s):** 0-1

**Proposal for:**
- Writing Designation Addition/Edit
- Historic annual enrollment for the last three years

### Course Syllabus

**Syllabus:**

- UP

**Meeting times and locations**

**Instructor Information**

**Textbook and/or Resource Material**

**Grading scale**

**Attendance and Make-up Policies**

**Course Topics, Calendar of Activities, Major Assignment Dates**

**Grading Policies**

### Writing Designation

**Number of Sections per Academic Year:** 1

**Enrollment per Section (Avg.):** 50

**Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?** No

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing. N/A

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component.

- To pass this course you must pass the W [or C] component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
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<td>Undergraduate Research Scholars Thesis</td>
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<td>Assignment 1: Research Synopsis</td>
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<td>Assignment 3: Sentence Samples</td>
<td>250</td>
<td>5</td>
<td>No</td>
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<tr>
<td>Assignment 4: Thesis Abstract</td>
<td>250</td>
<td>5</td>
<td>No</td>
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<tr>
<td>Assignment 6: Research Success</td>
<td>250</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.
N/A

Describe the formative feedback provided on student writing, especially on major assignments.
URS faculty advisors direct writing and revisions for content on the Undergraduate Research Scholars Thesis. Course instructor reviews all 405 class assignments. LAUNCH staff reviews all formatting and program requirements for thesis installments and progress reports.

Describe how you provide writing instruction.
Writing instruction is provided by Library workshops, Writing Center workshops, in-class lectures, discussions, and modeling.

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

Attach Course Syllabus to file: [405_W_Syllabus.pdf]

Reviewer Comments
TEXAS A&M UNIVERSITY
LAUNCH: UNDERGRADUATE RESEARCH
COURSE SYLLABUS SPRING 2018
UGST 405-900: Thesis Writing

Class Sessions: Wednesdays from 3:00-4:00 PM
Location: ILSB TBD

Instructor: Dr. Sarah M. Misemer
Phone: 979-845-1957
Email: smisemer@tamu.edu
Office: 212 Henderson
Office Hours: TBD
Course Website: http://eCampus.tamu.edu and http://launch.tamu.edu/UGR/URS

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

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 TAMU community from the requirements or the processes of the Honor System. Additional information about the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

The consequences for plagiarism of any kind will be dismissal from the Undergraduate Research Scholars program and a failing grade in the course.

Course Prerequisites
Thesis Writing is a one credit seminar course offered exclusively for students participating in the Undergraduate Research Scholars program. It is not required for participation in the Undergraduate Research Scholars program, but is available to any Undergraduate Research Scholar who needs writing instruction or would like assistance with thesis preparation.

The course also serves to satisfy one of your two writing-intensive (W) course requirements for graduation because you write your thesis under the direction of your advisor. You must confirm that the advising office in the department of your major has submitted a “Department Request for W Course Sections” form to assure that you will receive W credit for this course. Your URS faculty advisor must read and suggest revisions to your thesis drafts to satisfy the W requirement.

Required Texts
Undergraduate Research Scholars Thesis Manual & Policy Guide and the Thesis Templates can be found at http://launch.tamu.edu/UGR/URS
Recommended Text
Style guide of your choice (e.g. Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*; *American Institute of Biological Sciences Style Manual*; *ACS Style Guide*; *Publication Manual of the APA*; *The MLA Handbook*; *Style Manual for Biological Journals*; or *The Chicago Manual of Style*)

Software
The Undergraduate Research Scholars Thesis Templates are available in Microsoft Word format. If you will be using LaTeX to submit your thesis, a copy of the Scholars Thesis LaTeX template is available at the LAUNCH: UGR website (http://launch.tamu.edu/UGR/URS). RefWorks or EndNote bibliographic software (available for free to TAMU students) is strongly recommended for completing your thesis.

Learning Outcomes
After completing this course, you will be able to:
- Access information and search scholarly literature
- Cite and document sources properly
- Prepare a formal research thesis
- Make scholarly presentations
- Synthesize this information to complete your thesis and prepare a public research presentation

Grading and Course Requirements
This course will be graded Satisfactory/Unsatisfactory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Public Presentation/Report</td>
<td>5%</td>
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<tr>
<td>URS Thesis</td>
<td>55%</td>
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<td>100%</td>
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</table>

Grading Scale
Satisfactory/Passing = 70-100%
Unsatisfactory/Failing = 0-69%
http://catalog.tamu.edu/undergraduate/general-information/grading-system

A student must meet all of these mandatory requirements; no partial credit will be given for grades:
- Attend all class meetings (with a maximum of one unexcused absence)
- Complete and submit all class and URS program assignments on time (Installment and Progress Report Submissions with reflections)
- Make a public presentation according to requirements for the URS program and submit the Public Presentation Report to eCampus by the specified deadline
- Revise thesis drafts according to URS faculty advisor suggestions to satisfy the W requirement
- Complete and upload a thesis deemed satisfactory by LAUNCH: Undergraduate Research and your research advisor by April 9, 2018 (this means submission to both eCampus for formatting approval and the Scholars Thesis Submittal System for staff and advisor approval)
- No extensions will be granted for unexcused absences. No late work will be accepted without an excused absence. Students must follow all rules for excused absences and missed assignments. See full Student Rules at http://student-rules.tamu.edu.

PLEASE NOTE THAT IF YOU DO NOT ATTEND CLASS, DO NOT SUBMIT ALL ASSIGNMENTS ON TIME, DO NOT MAKE A PUBLIC PRESENTATION/SUBMIT THE PRESENTATION REPORT, OR FAIL TO FINISH YOUR THESIS YOU WILL NOT RECEIVE SATISFACTORY W CREDIT FOR THIS COURSE. NO
PARTIAL CREDIT WILL BE GIVEN. THIS MAY PREVENT YOU FROM GRADUATING IF THIS IS ONE OF YOUR REQUIRED W COURSES. TO PASS THIS COURSE YOU MUST PASS THE W COMPONENT.

Attendance
Students must attend class (with a maximum of one unexcused absence). Attendance is required except as allowed by the University rules on excused absences. No late work will be accepted without a university-excused absence. If you have an excused absence it is your responsibility to complete the work that you have missed. No extensions will be granted for unexcused absences. See Student Rules at http://student-rules.tamu.edu.

Assignments
All assignments (class and URS program) will be due on the specified day. Assignments can be found online in eCampus (http://ecampus.tamu.edu). No partial credit will be given for assignments.

The following grading rubric will be used to score homework assignments:

| Incomplete, late, or missing assignments: | 0 Points |
| Completed assignments according to directions: | 5 Points |

Assignments will be due on the following dates:

Assignment 1: Submit a document, outline, PowerPoint, etc. to eCampus by 24 January.
Assignment 2: In-class assignment based on reading, due at end of class on 31 January.
Assignment 3: Submit revised sentence samples to eCampus by 7 February.
Assignment 4: Submit revised abstract based on class discussion to eCampus by 21 February.
Assignment 5: Submit oral/poster presentation rubrics to eCampus by 7 March.
Assignment 6: Submit a document, outline, PowerPoint, etc. to eCampus by 4 April.

URS Program and Thesis
See the URS program requirements at http://launch.tamu.edu/UGR/URS.

Your research advisor will play a central role in advising you on the thesis and in this course. You will be expected to meet with him or her at regular intervals to assure that you are making adequate progress on your thesis and presentation. Additional feedback can come from Dr. Sumana Datta, Dr. Sarah M. Misemer, Ms. Annabelle Aymond, Mr. Matthew Bizzell, and Ms. Caroline Sonnier at LAUNCH. Your advisor must read and suggest revisions to your thesis drafts to satisfy the W requirement.

Public Presentation
See the URS program requirements at http://launch.tamu.edu/UGR/URS.

Need Writing Help?
- Visit the University Writing Center: http://uwc.tamu.edu, (979) 458-1455, first floor of Evans Library
- Undergraduate Research Scholars are provided access to POWER (Promoting Outstanding Writing for Excellence in Research) in the College of Education and Human Development at http://power.tamu.edu
- LAUNCH: Undergraduate Research has resources to help you understand and complete the URS Thesis process: http://launch.tamu.edu/UGR/URS.
- You can schedule an appointment with your URS faculty advisor or LAUNCH: Undergraduate Research staff
**Week 1: 17 January 2018**

In Class: Introduction to Thesis Writing

Homework: *Assignment 1 – Prepare a five-minute synopsis of your research project. Assignment 1 due to eCampus by start of class on 24 January.*

---

**Week 2: 24 January 2018**

In Class: Small Group Research Presentations

Assignment 1 due to eCampus by start of class today: Five-minute synopsis of your research project.

Homework: *Read for Assignment 2 (in-class activity) – “Research and Discovery Across the Curriculum”*

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**URS PROGRAM INSTALLMENT AND PROGRESS REPORT #2 DUE TO ECAMPUS ON MONDAY, 29 JANUARY 2018 AT NOON.**

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**Week 3: 31 January 2018**

In Class: Collaborative Activity

In-class activity today: Assignment 2 (collected at the end of class) – “Research and Discovery across the Curriculum” Questions

Homework: *Assignment 3 – Revise clear and concise sentence samples. Assignment 3 due to eCampus by start of class on 7 February.*

---

**Week 4: 7 February 2018**

In Class: Clear and Concise Writing

Assignment 3 due to eCampus by start of class today: Revised clear and concise sentence samples.

Homework: *Read for in-class activity – “Abstract Examples” and bring a copy of your current abstract to next class.*

---

**Week 5: 14 February 2018**

In Class: Writing Abstracts – bring a copy of your current abstract to class!

In-class today: Review of “Abstract Examples,” in-class rubric, and review of individual abstracts.

Homework: *Assignment 4 – Revisions to your abstract based on class discussion. Assignment 4 due to eCampus by start of class on 21 February.*
Week 6: 21 February 2018
In Class: Presentation Skills
Assignment 4 due to eCampus by start of class today: Submit revised abstract based on class discussion.

Homework: Download oral and poster presentation rubrics for the LAUNCH URS Symposium in preparation for Week 7 homework.

Week 7: 28 February 2018
Attend LAUNCH URS Symposium

No class today

Homework Assignment 5 – Attend URS Symposium and complete oral and poster presentation rubrics. Assignment 5 due to eCampus by start of class on 7 March

URS PROGRAM INSTALLMENT AND PROGRESS REPORT #3 DUE TO ECAMPUS ON MONDAY, 5 MARCH 2018 AT NOON.

Week 8: 7 March 2018
In Class: Academic Publishing
Assignment 5 due to eCampus by start of class today: Submit oral/poster presentation rubrics.

Homework: Continue writing and revising thesis

SPRING BREAK: March 12-16, 2018

Week 9: 21 March 2018
In Class: Bibliographic Resources

Homework: Continue writing and revising thesis

Week 10: 28 March 2018
In Class: Digital Citizenship

Homework Assignment 6 – Prepare a five-minute synopsis of your research success. Assignment 6 due to eCampus by start of class on 4 April.
URS PROGRAM PUBLIC PRESENTATION REPORT DUE TO ECAMPUS ON MONDAY, 2 APRIL 2018 AT NOON.

Week 11: 4 April 2018
In Class: Small Group Presentations
Assignment 6 due to eCampus by start of class today: Five-minute synopsis of your research success.

Homework:  Continue writing and revising thesis

URS PROGRAM FINAL THESIS DUE TO ECAMPUS ON MONDAY, 9 APRIL 2018 AT NOON.

Week 12: 11 April 2018
In Class: Small Group Presentations

Homework:  Bring phones, tablets, or laptops to complete URS Program Exit Survey during the next class.

Week 13: 18 April 2018
In Class: URS Program Exit Survey, Writing Class Evaluation

Week 14: 25 April 2018
No Class

All assignments will be due on the specified day in class. Assignment descriptions can be found online in eCampus (http://ecampus.tamu.edu).
New Core Component Proposal

Date Submitted: 08/30/17 1:39 pm

Viewing: WGST 401-W : Feminist Theory

Last edit: 08/30/17 1:39 pm

Changes proposed by: tdubriwny

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
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<tr>
<td>Tasha Dubriwny</td>
<td><a href="mailto:tdubriwny@tamu.edu">tdubriwny@tamu.edu</a></td>
<td>979-997-2740</td>
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Course Prefix   WGST
Course Number   401
Academic Level  UG
Complete Course Title Feminist Theory
Abbreviated Course Title FEMINIST THEORY
Crosslisted With
Semester Credit Hour(s) 3

Proposal for:
Writing Designation Addition/Edit
Historic annual enrollment for the last three years

Course Syllabus

Syllabus:
UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Writing Designation

Number of Sections per Academic Year 1
Enrollment per Section (Avg.) 20

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)? No. No graduate assistants are involved in this course.

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

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component.

To pass this course you must pass the W [or C] component.

List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.
<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Paper 1</td>
<td>2500</td>
<td>25</td>
<td>No</td>
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<tr>
<td>Theory Paper 2</td>
<td>2500</td>
<td>25</td>
<td>No</td>
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</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.
These assignments are not collaborative.

Describe the formative feedback provided on student writing, especially on major assignments.
For each theory paper, students turn in a full draft. That draft is read by ME and by TWO of their student peers. The student peers provide feedback through 1) a rubric through turn-it-in, and 2) an in class writing workshop in which peers works specifically on argument construction. Students receive in-depth feedback from me through turn-it-in (I evaluate using a rubric but also write substantive remarks as comments for each essay).

Describe how you provide writing instruction.
-I offer three lectures (they are about 30 minutes each) on the process of writing theory papers.
-Other than the Tong book (a summary of feminist theoretical positions), we approach each essay we read in class for both content (in terms of theories offered) and form (how it was written, how the argument was constructed, etc.).

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

Attach Course Syllabus  Dubrwny WGST 401.docx
Reviewer Comments
Instructor: Dr. Tasha Dubriwny  
Office: Bolton, 202C  
Email: tdubriwny@tamu.edu (Email is the best way to reach me. I will attempt to respond to all emails within 24 hours.)  
Office Hours: Wednesday, 12-3

Course Description:  WGST 401 is a feminist theory course that this semester will offer a survey of feminist theories and activism from the 18th century to present. The beginning of the course covers the major theoretical foundations of feminist theory, from liberalism to Marxism and psychoanalysis. For the second half the semester, we will craft a (from our texts) sets of readings that address the major issues facing feminism in different time periods.

**WARNING** To be successful in this class, students will read roughly 50-80 pages/class meeting.

Learning Outcomes: At the end of the semester, students will be able to
1) explain the theoretical traditions of feminism
2) understand shifts in feminist thinking over time
3) evaluate, through written analysis and in-class discussion, theoretical positions taken by feminist scholars and activists
4) construct theoretical positions and arguments, both orally and in writing
5) demonstrate effective theoretical writing skills

Required Texts:


*The Handmaid’s Tale*, by Margaret Atwood.

**All other readings will be available on e-reserve at the library.

This is a writing intensive course. You will not be able to pass the course without successful completion of the writing assignments. Ample feedback and instruction in the process of writing will be provided throughout the semester.

**Concept Quizzes (4, 50 points each = 200 points):** Students will complete four concept quizzes throughout the semester. Students will be asked to identify, define, and/or discuss concepts from the readings. Although the quizzes are cumulative, you can expect each quiz to focus on the readings immediately preceding the quiz.

Concept Quiz Dates: 2/10, 3/10, 4/7, 5/4
Theory Papers (2, 150 points each = 300 points): You will write two theory papers for this class. Each paper will be approximately 5-7 double-spaced pages long (2500-3500 words). Please see the “Theory Paper” assignment at the end of this syllabus for more details, including information about our peer writing workshop. Writing good theory is a challenging process, and thus we will be taking a good bit of time in class to hash out our ideas and perfect our arguments. For each paper draft, you will receive written feedback from me AND workshop the paper in class with two other classmates. I also give three lectures early in the semester about how write a strong theory paper. Important writing-related dates and assignments are highlighted in the course schedule in pink.

Theory Paper Due Dates:
Paper 1: DRAFT 2/8
Paper 1 FINAL 2/24
Paper 2: DRAFT 4/5
Paper 2 FINAL 4/28

Please note: you are required to turn in a full draft. If you do not turn in a draft, you will not be allowed to turn in the final paper. The draft and the peer feedback portion of the assignment (see below) are not optional.

Theory Paper Peer Feedback (4 peer responses, 15 points each = 60 points): Twice during the semester you will be reviewing two peer papers during our in-class workshops. You are responsible for reading the papers prior to class and offering feedback prior to class for each paper based on a rubric that will be available through Turn-It-In. Participating in the in-class workshop will also include filling out a separate feedback form that I will hand out in class. Peer Workshop days are scheduled for 2/15 and 4/14.

Class Leadership Exercise (40 points):
In small groups of 3 to 4 people, students will be presenting on the information for the weeks of class that follow spring break. A full description of this assignment is available on elearning.

Attendance: In order for all of us to get the most out of this class, attendance and participation is required. I expect all of us to be in class, participating (talking!), everyday!

The following penalties refer to “unexcused” absences (or, absences that do not qualify as excused absences). The points will be subtracted from your final grade.
1 absence: 0 points
2 absences: -25 points
3 absences: -50 points
4 absences: -75 points
5 absences: -100 points
...and so forth. Each unexcused absence is an additional 25 points.

Please remember that if your absence is excused, it must follow the guidelines offered in the TAMU student rules: http://student-rules.tamu.edu/rule07. The instructor must be notified of the excuse by the end of the second working day after the absence. Please notify me of all excused absences in writing (even if you discuss it with me in class). (Email is fine.) If you do not notify me on an excused absence, it counts as an UNEXCUSED absence.

Students who are absent for ANY reason are fully responsible for any material they may have missed.
**GRADES**

Grades will be assigned based on the following point totals. I do not curve or “bump up” grades.

- 540 and above: A
- 480 to 539: B
- 420 to 479: C
- 360 to 419: D
- 359 and below: F

This is a writing intensive course. You will not be able to pass the course without successfully completing all of the writing assignments. To pass this course, you must pass the W component.

**Course Policies:**

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

**Communication Skills:** An essential skill when writing theory is effective communication of ideas. Therefore, use of standard English, proper grammar, correct spelling and use of effective communication skills are required for this course. All written and oral presentations will be evaluated for communication skills. All assignments outside of class must be typed (1 inch margins, 12 point font Times New Roman or Calibri, double spaced) unless otherwise directed. Any in-class assignments must be legible. If you have difficulty writing essays because of grammatical or spelling errors, please contact the TAMU writing center (http://writingcenter.tamu.edu/).

**Late Policy:** I ONLY accept late work that is late because of a university excused absence. Unless otherwise noted, all assignments are due at the beginning of class on due date.

If a student misses a day of point-generating activity, he/she may NOT make it up if the absence is unexcused. If the absence is excused, you must make arrangements with me for an alternative assignment within one week of your return to class.

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

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

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

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

This schedule may change. All changes will be announced in class and on ecampus.

Tues 1/18: Introduction to class, review of syllabus

Unit One: Theory & the Second Wave

Thurs 1/20: Feminist Theory & The Second Wave
  • Evans, selection from *Tidal Wave* (BB)
  • Dever, *Skeptical Feminism—Introduction* (BB)

Tues 1/25: Feminist Theory & The Second Wave, continued
  • Hanisch, “The Personal is Political” (BB)

  *Writing Instruction: Writing Theory, First Steps*

Thurs 1/27: Liberalism
  • Tong, Chapter 1: Liberal Feminism (Tong)

Tues 2/1: Liberalism, continued
  • Friedan, selection from *The Feminine Mystique* (BB)
  • Williams, “The Equality Crisis” (TSW)

  *Writing Instruction: Writing Theory, Second Steps*

Thurs 2/3: Radicalism
  • Tong, Chapter 2: Radical Feminism (Tong)
  • Radicalesbians, “The Woman Identified Woman” (TSW)

Tues 2/8: Radicalism, continued
  • Firestone, “The Dialectic of Sex” (TSW)
  • Atkinson, “Radical Feminism” (BB)

  *THEORY PAPER 1 DRAFT DUE TODAY*

Thurs 2/10: CONCEPT QUIZ 1

Tues 2/15: Peer Workshop

Thurs 2/17: Marxism
  • Tong, Chapter 3: Marxist and Socialist Feminism (Tong)
  • Rubin, “The Traffic in Women” (TSW)
  • Hartmann, “The Unhappy Marriage” (TSW)

  *Writing Instruction: Writing Theory, Final Drafts*
Tues 2/22: Psychoanalysis

- Tong, Chapter 4: Psychoanalytic and Gender Feminism (Tong)
- Chodorow, “The Psychodynamics of Family” (TSW)

**Unit 2: Intersectionality & Postmodern Correctives**

Thurs 2/24: Differences

- Combahee River Collective, “A Black Feminist Statement” (TSW)
- Hill Collins, “Defining Black Feminist Thought” (TSW)

**THEORY PAPER 1 FINAL DUE TODAY**

Tues 3/1: Differences, continued

- Childers and hooks, “A Conversation” (BB)
- Anzaldua, “La Conciencia de la Mestiza” (BB)
- Alarcon, “The Theoretical Subject(s) of This Bridge Called my Back” (TSW)

Thurs 3/3: Differences, continued

- Lazreg, “Feminism and Difference” (BB)
- Narayan, “Contesting Cultures” (TSW)

Tues 3/8: What is “Woman,” What is Sex, What is Gender?

- De Beauvoir, “Introduction” (TSW)
- Wittig, “One is Not Born a Woman” (TSW)
- Scott, “The Evidence of Experience” (BB)

Thurs 3/10: CONCEPT QUIZ 2

3/14-3/18: **SPRING BREAK**

Tues 3/22: What is “Woman,” continued

- Alcoff, “Cultural Feminism vs. Post-Structuralism” (TSW)
- Butler, “Contingent Foundations” (BB)

Thurs 3/24: What is “Woman,” continued

- Butler, “Performative Acts” (BB)
- Haraway, “A Manifesto for Cyborgs” (BB)

**Unit 3: “Contemporary” Conflicts & Issues**

Tues 3/29: The “Sex Wars”: Pro/Anti Sex movements

- MacKinnon, “Sexuality,” (TSW)
- Dworkin, “Against the Male Flood” (BB)

Thurs 3/31: The “Sex Wars,” continued
• Walker, “Coming Apart” (BB)
• Duggan, Hunter, and Vance, “False Promises” (BB)
• Freccero, “Notes of a Post Sex-Wars Theorizer” (BB)

Tues 4/5: Global Sex Work
• Chapkis, Live Sex Acts—Chapters 1 & 2 (BB)
• Wonders & Michalowski, “Bodies, Borders” (BB)

THEORY PAPER 2 DRAFT DUE TODAY

Thurs 4/7: CONCEPT QUIZ 3

Tues 4/12: Sexuality
• Butler, “Imitation” (TSW)
• Rich, “Compulsory Heterosexuality” (BB)
• Koedt, “The myth of the vaginal organism” (BB)

Thurs 4/14: PEER WORKSHOP

Tues 4/19: Motherhood and Reproduction
• Chase & Rogers, “Motherhood and Feminism” (BB)
• Rich, excerpts from Of Woman Born (BB)

Thurs 4/21: Motherhood and Reproduction, continued
• Davis, “Outcast Mothers” (BB)
• Cade, “The Pill: Genocide or Liberation” (BB)

Tues 4/26: Fictional wrap-up
• Atwood, The Handmaid's Tale

Thurs 4/28: Fictional wrap-up continued
• Atwood, The Handmaid's Tale

THEORY PAPER 2 FINAL DUE TODAY

MAY 4th: CONCEPT QUIZ 4 (during our final exam time)
Theory Paper Assignment

This semester you will be writing and revising two 5-7 page papers (see the “Communication Skills” section of the syllabus for information about font, spacing, etc.). I will not be assigning topics for the papers, but I am happy to meet with you to talk about your ideas. There are many different ways to “do” feminist theory, and I’d like (but will not require) you to choose a different approach for each paper. Some possibilities: You may want to write a critique of a particular article or articles; you may want to trace a concept or a term through several articles; you may want to apply a theoretical stance to a “real world” political or intellectual problem; you may want to stage a debate between the positions you’ve staked out by various authors; you may want to extend, expand, or fill out an author’s argument; you may want to take up a classroom debate at greater length. I am open to negotiation: you may want to develop a kind of paper I’ve never seen before! Inventiveness is encouraged.

I will grade your theory papers based on the quality of your argument, the care with which you interpret theoretical texts, the ambition of the task you set for yourself, and the quality of your writing (clarity, coherence, precision, elegance). The best papers will be thoughtful, sophisticated, ambitious, focused, nuanced, self-reflexive and attentive to detail. The very best papers will be smart, persuasive, engaged, and will show me that you have worked to articulate a theoretical position of some importance.

Worried about writing a theory paper? Don’t be! You’re going to get plenty of feedback. For each paper, you are required to first turn in a full, completed draft. (NOTE: this is not a short outline, or two pages of hastily put together ideas. Your drafts need to be completed papers written to the best of your ability.) You will then receive written and oral feedback from two of your peers on our PEER WORKSHOP days. I will also be reading the drafts and responding to them with written feedback. Please note: you are required to turn in a full draft. If you do not turn in a draft, you will not be allowed to turn in the final paper. The draft and the peer feedback portions of the assignment are not optional.

Late Policy for Theory Papers: Unless the paper is late due to an EXCUSED absence, late papers will receive zero points.

Helpful Hints:

- Theory papers should showcase your voice and your arguments. We are often used to writing research papers where we rely on the research of others. You should demonstrate knowledge and understanding of the theories you are discussing (quotations can indeed be used), but please make sure that you are highlighting your own voice. I want to hear what you think!
- Yes, I want to hear what you think, but I want to hear it “formally”—this is not the time to rant about an issue or share with me (too much of) your personal history. Keep in mind that “I” should be used rarely. Instead of “I believe that Fausto-Sterling is incorrect” or “I think that Fausto-Sterling is incorrect,” simply write, “Fausto-Sterling is incorrect.”

Theory Paper Due Dates

- Paper 1: DRAFT 2/8
- Paper 1 FINAL 2/24
- Paper 2: DRAFT 4/5
- Paper 2 FINAL 4/28

Turn all papers in through Turn-it-in. For your Peer Workshop days, you will be able to access your peer’s papers to read and review through Turn-it-in. You will also receive my feedback through Turn-it-in.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 08/17/17 3:17 pm

Viewing: HORT 481-C : Seminar

Last edit: 08/17/17 3:17 pm

Changes proposed by: dkerstetter

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Daniel Lineberger</td>
<td><a href="mailto:dan-lineberger@tamu.edu">dan-lineberger@tamu.edu</a></td>
<td>979-450-9872</td>
</tr>
</tbody>
</table>

Course Prefix: HORT  
Course Number: 481

Academic Level: UG

Complete Course Title: Seminar

Abbreviated Course Title: SEMINAR

Crosslisted With:

Semester Credit Hour(s): 2

Proposal for:
- Communication Designation Addition/Edit

Historic annual enrollment for the last three years

Course Syllabus

Syllabus:
- UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Communication Designation
Number of Sections per Academic Year: 2  
Enrollment per Section (Avg.): 25

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)? No

Who will evaluate them?  
If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.  
Instructor grades all assignments.

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component.  
To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing/Speaking Assignment</th>
<th>Word count</th>
<th>Length of Speaking Assignment</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Assessment of Job Readiness Essay</td>
<td>500</td>
<td>0</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Professional Resume</td>
<td>250</td>
<td>0</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Cover Letter for Job Application</td>
<td>400</td>
<td>0</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Trends Impacting My Profession</td>
<td>500</td>
<td>0</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Professional Profile Paper</td>
<td>750</td>
<td>0</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Professional Profile Presentation</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>500</td>
<td>0</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.  
All work is individual work.

Add word count of each graded writing assignment and put total word count here.  
2900

Add length of each graded oral presentation and put total presentation time here.  
5

Add the percentage of final grade based on writing/speaking and put the total percentage here.  
80

Any combination is allowed, as long as the total meets the requirement.

Describe the formative feedback provided on student writing and speaking, especially on major assignments.  
I do not grade drafts and allow resubmission, but I use a structured rubric that includes written comments/corrections/suggestions on the returned writing assignments. I also discuss my comments with the students if questions arise. Since students have the opportunity to drop the lowest score of the five written assignments, they have the opportunity to correct errors for the next assignment (see HORT 481 writing assignment scoring rubric).

Students are required to give an ungraded practice presentation for their professional profile presentation. I provide written feedback on practice presentations using a detailed rubric (see HORT 481 practice presentation rubric). Additionally, I make Camtasia voice-over/Powerpoints and upload the mp4 files for them to download and view. I recommend strongly that they review their presentations and self-evaluate and I gauge whether they have by paying particular attention to issues that I raised in the practice presentation on the grading rubric.

I also evaluate their eportfolio using a detailed rubric (see HORT 481 eportfolio detailed rubric), and assign a provisional grade. I allow students to address the issues I pointed out on the rubric, and if these are corrected in accordance with my recommendations, I adjust their final grade accordingly.

Describe how you provide writing and speaking instruction.  
During the course introduction, I give specific recommendations concerning the content and format for each assignment, and how writing and communications in horticulture differ from other types of formal writing. After essays are graded and returned, I comment on and post on the Website common errors that I detected in the essays and make suggestions about how they can be corrected. I make presentations on creating an effective resume and writing effective cover letters, emails, and other business communications, using materials from the TAMU Career Center and the University Writing Center as resources.

I spend two sessions in the open access computer lab providing instruction (as a group and one-on-one) on the setup, layout, and file management in a Website based on a customized Google sites template. A one page “tip sheet” (see HORT 481 eportfolio tipsheet) is used to supplement the lab instructions on eportfolio preparation. I provide feedback during these sessions and in one-on-one help sessions on individual portfolios. Students also have access to portfolios prepared during the last several year’s classes, and I comment on examples of the positive and negative aspects of these classes during class. I continue to emphasize the concept of reflective writing and its importance in the eportfolio.

One lecture is devoted entirely to instruction about making effective Powerpoint presentations, including use of themes, color schemes, graphics, bullets, transitions, etc. We end this discussion by viewing a humorous video presentation (Death by Powerpoint) that exemplifies how the many capabilities of Powerpoint can be used to make the worst presentation ever! Since presentations are archived via Camtasia, students can review the presentations made during the past year’s classes.

Additional Comments  
Form input above does not allow me to add in the attendance/participation grade element for HORT 481. Course grade will be the sum of the participation grade (10 points), required attendance (10 points), the professional profile presentation (20
points), the scores of the 4 best writing assignments (40 points; the lowest writing assignment score is dropped), and the grade on the portfolio (20 points).

Summary

HORT 481 represents our last chance to infuse a bit of professional awareness into our students. By forcing interaction between our students and members of the profession who hold positions similar to the ones to which they aspire, the students are met with the realization that their days in Aggieland are numbered, and the workplace may be a different place than they have imagined from their coursework. This student-industry interaction culminates in two assignments (the professional profile paper and presentation), each using different approaches to communicate the information the students have learned during the interviews. This communication is a valuable device for the students’ self-awareness, and is also useful information for their peers about the various careers to which they are exposed. The eportfolios created by our graduating seniors have become important elements in our program learning outcome assessment plans. They yield a great deal of information about our students and their capabilities in design, drafting, writing, attention to detail, and sense of professional achievement.

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

Attach Course Syllabus

- HORT 481 Syllabus.pdf
- HORT 481 writing assignment scoring rubric.pdf
- HORT 481 practice presentation rubric.pdf
- HORT 481 eportfolio detailed rubric.pdf
- HORT 481 eportfolio tipsheet.pdf
- HORT 481 eportfolio artifacts.pdf
- HORT 481 eportfolio Googlesites template.pdf

Reviewer Comments
Writing Assignment Scoring Guide

STYLE - 2/10 points

Spelling minor or multiple spelling errors capitalization

Vocabulary little use of terminology technical terms used incorrectly

Grammar subject/verb tense sentence structure other

Punctuation

Other comments:

SUBSTANCE - 6/10 points

Addresses question/topic does not clearly state issue misses point of assignment

Uses facts and data key facts missing states facts incorrectly

Critically analyzes topic little analysis of facts facts misinterpreted states but does not analyze

Cites References (as needed) no references cited inaccurate citation poor choice of references

Other comments:

OTHER FACTORS - 2/10 points

Submitted on time Yes NO

Adherence to layout rules Yes NO
DEPARTMENT OF HORTICULTURAL SCIENCES

HORT 481, Seminar
Fall, 2017
Class Meetings: Friday, 10:20 am – 12:20 pm
Class Location: Horticulture/Forest Science Building, Room 101

Course Description:
HORT 481 is designed to assist the graduating horticulture major to achieve a smooth transition from the self-directed, learning-centered university environment to the business-focused, demanding environment that accompanies employment as a professional horticulturist. Emphasis will be placed on defining the educational, leadership, and personality traits exhibited by successful professionals and developing a plan for presenting one’s own credentials most favorably in the eyes of potential employers. Skills for communicating professionally through a variety of written documents and oral presentations will be practiced.

Prerequisites: A major in horticulture (BA or BS program); senior classification or permission of the instructor

Expected Learning Outcomes:
- Each student will prepare a comprehensive portfolio of such quality that it will enhance his/her employment opportunities.
- Students will determine the elements of a successful career in a chosen job in the broad field of horticulture by gathering information from a variety of sources (Web, professional publications, industry publications) and interviewing successful holders of similar jobs.
- Students will gain experience in organizing, preparing and delivering professional quality presentations on assigned topics related to their career interest.

Instructor Information:
Name: R. Daniel Lineberger
Telephone: 845-5278
EMAIL: dan-lineberger@tamu.edu
Office Hours: Open door policy or by appointment
Office Location: 202 HFSB

Resource Materials: No assigned text. Materials will be distributed and/or downloaded from the course Web site as needed.

Grading Policies:
Writing assignments and oral presentations are either assigned in advance or impromptu. Impromptu assignments are graded with an eye toward speaking and writing improvement and are accompanied by a liberal amount of constructive “criticism.” Assigned activities will be graded more with an eye toward evaluation, giving you the opportunity to highlight what you have learned and how your work has improved.

Your grade will be the sum of your participation grade (10 points), required attendance (10 points), your professional profile presentation (20 points), the scores of your 4 best writing assignments (40 points),
and the grade on your portfolio (20 points). Assignments are graded on a continuum (see below), and on-time completion of assigned work is an important part of your grade.

*Course letter grade scale:  A = 90-100; B = 80-89; C = 70-79; D = 60-69; F < 60.

^HORT 481 is a designated C course (communications intensive) that satisfies one of the University W/C requirements. You must pass both the writing component (score 24 or better on the writing assignments) and the communication component (score 12 or better on both the professional profile presentation and the eportfolio) in order to pass this course.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Class Participation</th>
<th>Written Assignments</th>
<th>Oral Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always contributes to class in meaningful way</td>
<td>Assignments are well written, content-rich, and always submitted on time</td>
<td>Oral presentations are well organized, and delivered with style and precision</td>
</tr>
<tr>
<td></td>
<td>Usually contributes to class</td>
<td>Assignments are mostly error free, written on subject, and submitted on time</td>
<td>Oral presentations are well organized and delivered with few miscues</td>
</tr>
<tr>
<td></td>
<td>Occasionally makes comments in class, but is usually present</td>
<td>Assignments contain spelling and/or grammatical errors and/or not on task, but are submitted on time</td>
<td>Oral presentations address the subject but may contain organizational or delivery flaws</td>
</tr>
<tr>
<td></td>
<td>Rarely makes comments; misses class occasionally</td>
<td>Submitted assignments are not college level writing and are submitted late habitually</td>
<td>Attempts at presentations reflect little thought or preparation</td>
</tr>
<tr>
<td></td>
<td>Misses class often and rarely contributes</td>
<td>Assignments are written poorly and submitted infrequently</td>
<td>Presentations are poorly organized, off target, and poorly delivered</td>
</tr>
</tbody>
</table>

**Course Topical Outline and Assignment Topics:**
Unless otherwise noted, written assignments are one page (single spaced, typed) that are due at the next class meeting.

**Session 1**
Course introduction; editing your profile; expected outcomes  
Assignment: Self Assessment of Job Readiness

**Session 2**
TAMU Career Center services; resume format  
Assignment: Draft of resume  
Optional: post resume into http://aggies-for-hire.tamu.edu/

**Session 3**
Putting the “e” in ePortfolio!  
Class meets in the Open Access Lab, 119X HFSB  
Assignment: ePortfolio Starter Page (*complete in class*)
RECOMMENDED ATTENDANCE  Thursday, September 28th, 11 am – 4 pm. AGLS Career Fair, MSC Bethancourt Ballroom
http://aglifesciences.tamu.edu/students/aceday/

Session 4  Putting the “e” in ePortfolio! – Continued!

Session 5  Professional Communications (memos, cover letters, briefs, email)
Assignment: Cover letter for job application

Session 6  Managing Change
Assignment: Trends Impacting My Profession

Session 7  Beyond PowerPoint – Creating Effective Presentations

Session 8  Practice presentations

Session 9  Practice presentations
Assignment: ePortfolio project due

Session 10  Project presentations
Assignment: Professional Profile Paper due

Session 11  Project presentations

Session 12  Project presentations

Session 14  ePortfolio HELP Session

Major Project – The Professional Profile
How better to examine your readiness and help you to prepare for that “ideal job” than to interview a successful person who already holds a similar position? We are building a database of successful professional horticulturists who are willing to talk to you (and perhaps meet with you) to discuss what their job is really like. The expected outcomes of this project include your gaining a personal contact in the industry/government/education (wherever the job is!), your researching the job requirements regarding education, experience, and personal qualities needed to be successful, and then your using this information for self-evaluation (I’m really ready for this job!) and for structuring your portfolio to maximize your potential for getting the job you want. Your performance on this project will be assessed in two ways:

• Professional profile brief – a two to three page paper examining the job in detail including a description of the educational, experience, and personal qualities required for initial employment and for later advancement, variables which might impact the job in the future, potential for career advancement, and a self-assessment of your preparedness for the job.

• Professional profile presentation – a five minute, illustrated PowerPoint presentation that can be shared with the class.
Writing Resources
University Writing Center
http://writingcenter.tamu.edu/

Common Grammar Errors
Writing and Speaking Guides Index
http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides

Cover Letters
http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Professional-Writing/Cover-Letters

Memos
http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Professional-Writing/Memos

Resumes
http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Professional-Writing/Resumes

Issues of Academic Integrity
This course is taught with the expectation that all students will adhere to the Aggie Honor Code: "Aggies do not lie, cheat, or steal nor do they tolerate those who do." Violations will be dealt with in accordance with the guidelines posted on the TAMU Honor Council Web site at http://aggiehonor.tamu.edu/Rules-and-Procedures. **Plagiarism will not be tolerated.** Be sure to consult the TAMU Honor Council Web site that defines the boundaries of plagiarism. The TAMU Library has an excellent online tutorial concerning plagiarism on their Web site at http://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_3.html.

Attendance
Students are expected to attend all classes, complete assignments on time, and participate fully in class discussions. Absences may be excused and missed assignments completed in accordance with the TAMU student rules on attendance (http://student-rules.tamu.edu/rule07). No loss of grade for 2 or fewer unexcused absences, loss of 5 points on final grade for 3 or 4 unexcused absences, and loss of 10 points of final grade for more than 4 unexcused absences.

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

Presenter:

Evaluation Criteria

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>OK or NEEDS WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization (6 pts)</td>
<td></td>
</tr>
<tr>
<td>Presentation is well organized including an introductory/goal statement, a presentation of ideas, descriptions, and advice gleaned from the interview, and a summary statement about the subject and his/her success in the position.</td>
<td>______</td>
</tr>
</tbody>
</table>

Content (6 pts)

Clear evidence of an effective interview with the subject is presented; an overview of the educational background and job preparation of the subject is presented; the majority of the presentation focuses on the job itself, requirements, day-to-day tasks, potential for advancement, work/life balance, summary comments concerning your interest and preparation for the profession. Uses terms and descriptions appropriate for the profession. | ______ |

Style (6 pts)

Powerpoint template appropriate and professional in appearance; presentation formatted properly; presentation is free from distractions and clutter; font size readable and of suitable contrast; bullets well laid out and not wordy; appropriate amount of content per slide; embedded graphics or multimedia work properly and are of correct resolution; presentation tone professional; presentation style free of distracting mannerisms | ______ |

Adherence to time limits (2 pt) | ______ |

Additional comments:
CREATING YOUR EPORTFOLIO

What is an eportfolio?
An eportfolio is a “micro” Web site that serves as online documentation of your academic background, leadership involvement, and work experience. The purpose of an eportfolio is to allow potential employers convenient access to information that may increase your probability for getting a job or internship offer, and to elevate the amount of the offer. It is a place where you can factually “toot your own horn” by displaying your resume, links to courses which you have taken, significant projects you have completed, awards and other accomplishments, and other aspects of your professional and/or personal life that you feel employers need to know.

What is included?
That’s your call. At a bare minimum, your eportfolio should include a comprehensive resume. This resume should be appropriately formatted for both on-screen display and for printing (a PDF file for printing is preferred). The resume should contain complete contact information (your email, campus and permanent addresses, perhaps your phone number), your academic background (major, anticipated graduation date), your work experience, organizations and activities in which you participated (mention the type of involvement and emphasize leadership positions), honors and awards, and perhaps a goal or objective statement.

Beyond the resume, the eportfolio should include samples of your best work. Examples include:

- papers written for writing intensive classes (ex., HORT 315, HORT 225)
- lab reports, posters, photo galleries or other visual or written documentation of projects
- Powerpoint presentations and/or streaming videos of you delivering presentations
- landscape design projects (not as CAD files, rather as PDF files of your drafting work)
- photos of floral designs completed in your design classes.

In all cases, projects/documents/photos should be annotated with detailed descriptions of the project and a reflection of how these projects contributed to your education and helped you increase your skill level and professionalism.

An annotated list of courses you have taken (not all courses, but those targeted to your career area), other work experiences you have had, links to organizations with which you have been involved and a description of your involvement (particularly leadership positions), and some carefully selected material from your personal life (notice I said carefully selected… not Facebook kind of stuff!) can be effective additions to your portfolio.

How do I construct the eportfolio?
A number of “free” services allow you to host a personal Website, but we have found many reasons to use the Googlesites for the horticulture student eportfolios. It is easy to use, does not stop serving when you graduate, is free of advertising, and can be “morphed” into either a professional or business Website after you graduate. (Note: The Googlesites app accessible from your TAMU-Google email is not recommended because it is tied to your NETID which expires after you graduate.)

Anyone who has a GMAIL account already has access to set up a HORTfolio. If you don’t have a GMAIL account, simply go to http://gmail.google.com and sign up for one. Then use one of these easy steps to get to the TAMU student template:

Use the direct link to the template
https://sites.google.com/site/tamuhortfolio2/

OR, when signed in to GMAIL, navigate to the “more” pulldown, then to the “evenmore” pulldown and when you arrive at the page with all the Google services, go to the Home & Office section and then click on the Sites link. Then from the CREATE site page on Google, search the template gallery for “TAMU HORTfolio” and apply that template to your site and begin editing.

For editing help, see the beginner’s guide at:
https://support.google.com/sites/bin/answer.py?hl=en&answer=153098&topic=23216&rd=1

Remember these important action words: collect; select; reflect; project.

Prepared by Dan Lineberger; revised 7 February 2017
ePortfolio Evaluation Guidelines
HORT 481, Fall 2017
Final Version Due November 17th, 2017

Evaluation Criteria

20 pts max

Required elements (10 pts)

____ Bio/intro
  Brief, well constructed. Focus on your background, education, career goals, special
  skills. Write for your potential boss, not your friends.

____ Resume
  Should include a well laid out Web page version, with a link to a downloadable
  PDF.

____ Coursework
  A quick assessment of the courses that you took that had a major impact on your
  career path; what you learned, how it will help you in your profession. DO NOT
  use the catalog description.

____ Project Samples
  Feature your BEST work. Use well laid out arrays for images. Make sure that
  documents have public permissions. Be sure to view your eportfolio while not
  logged in to Google to insure that all documents are viewable by public. See
  handout from course Website titled “Suggested Artifacts for the Eportfolio.”

____ Contact
  A page that contains information about how a potential employer can contact you.

Use of work samples and reflective comments (6 pts)
  Embedded images, slideshows, links to projects, writing samples, etc. should not be
  used without some explanatory text to describe the context in which the
  project/image fits. What were the assignment guidelines, what course, what skills
  did you master in the process of doing the project, what did you learn, how did it
  make you a better professional? How would having done this project better prepare
  you for employment?

Appearance and Style (4 pts)
  Links all work; pages are well laid out and attractive; overall appearance and
  navigation, freedom from distracting elements, quality of images

Comments:
Items Suitable for Inclusion in Student Portfolios

The purpose of including samples of your work in your portfolio is to give the reader (potential employer) the opportunity to observe “what you’ve done” in various assignments, not just to read about “what you say you can do” as he or she would discover by reading your resume. These “artifacts or work samples” should represent your best work, and they should be presented in a format readily viewed by the reader.

Artifacts should never be presented “naked,” rather they should be presented with accompanying “reflective” text that describes (briefly) the context of the work, the important elements, and how it contributed to your educational objectives.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ARTIFACT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 101, Horticulture Concepts</td>
<td>Resume</td>
<td>PDF file of your resume</td>
</tr>
<tr>
<td>HORT 202, Hort Sciences Lab</td>
<td>Sample lab report</td>
<td>Photos and/or report of one of the labs</td>
</tr>
<tr>
<td>HORT 225, Learning Community</td>
<td>Coping with the Aggie Experience presentation; any essay</td>
<td>Media file of presentation</td>
</tr>
<tr>
<td>HORT 203, Floral Design</td>
<td>Weekly floral designs</td>
<td>Photo gallery of floral designs</td>
</tr>
<tr>
<td>HORT 291/491, Research</td>
<td>Research project</td>
<td>Paper, poster, or presentation of your research project</td>
</tr>
<tr>
<td>HORT 309, Interior Plants</td>
<td>Interiorscape project</td>
<td>PDF file of project; photo gallery</td>
</tr>
<tr>
<td>HORT 315, Hort Systems</td>
<td>Essay</td>
<td>PDF file of your best essays</td>
</tr>
<tr>
<td>HORT 319, Fruit Crops</td>
<td>Orchard management project</td>
<td>PDF file of completed project</td>
</tr>
<tr>
<td>HORT 332, Landscape Graphics</td>
<td>Project</td>
<td>PDF file or photo of best graphics project</td>
</tr>
<tr>
<td>HORT 418, Nut Culture</td>
<td>Review paper in nut culture</td>
<td>PDF of completed paper</td>
</tr>
<tr>
<td>HORT 423, Tropical Horticulture</td>
<td>Required oral presentation</td>
<td>Powerpoint or PDF file of completed presentation</td>
</tr>
<tr>
<td>HORT 425, Land Maint. &amp; Const.</td>
<td>Landscape construction project</td>
<td>Photo gallery of project; sample of bidding &amp; estimating work</td>
</tr>
<tr>
<td>HORT 428, Greenhouse Mgmt</td>
<td>Crop portfolio</td>
<td>PDF file of completed project</td>
</tr>
<tr>
<td>HORT 431, Nursery Mgmt</td>
<td>Special Projects I, II, III</td>
<td>PDF file of completed projects</td>
</tr>
<tr>
<td>HORT 432/442, Residential Landscape Design</td>
<td>Design Project</td>
<td>PDF of CAD project or Photo/PDF of hand rendering</td>
</tr>
<tr>
<td>HORT 451/453, Floral Art</td>
<td>Design project</td>
<td>Photo gallery and description of floral design works</td>
</tr>
<tr>
<td>HORT 481, Seminar</td>
<td>Professional profile paper, flyer, and presentation</td>
<td>PDF files of paper and flyer; Powerpoint file and video of presentation</td>
</tr>
<tr>
<td>HORT 484, Internship</td>
<td>Internship presentation</td>
<td>Powerpoint and/or video of presentation; photo gallery of internship work experience</td>
</tr>
<tr>
<td>HORT 485, Special Problem</td>
<td>Required project submission</td>
<td>Powerpoint, paper, poster, or other documentation of special problem</td>
</tr>
<tr>
<td>HORT 489, International Floriculture</td>
<td>Case study analysis</td>
<td>PDF of case study document</td>
</tr>
</tbody>
</table>

Revised 18 September 2015
ABOUT ME

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Department of Horticultural Sciences

202 Horticulture Forestry Sciences Bldg | 2133 TAMU | College Station, TX 77843

This portfolio was created as a requirement for HORT 481, Senior Seminar, by the student referenced above. The individual is solely responsible for the information contained herein.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/25/17 3:45 pm

Viewing: SPAN 320-W : Introduction to Hispanic Literature

Last changes: 07/25/17 3:45 pm

Changes proposed by: jvillalo

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>José Villalobos</td>
<td><a href="mailto:jvillalo@tamu.edu">jvillalo@tamu.edu</a></td>
<td>979-845-2125</td>
</tr>
</tbody>
</table>

Course Prefix SPAN Course Number 320

Academic Level: UG

Complete Course Title: Introduction to Hispanic Literature

Abbreviated Course Title: INTRO TO HISPANIC LIT

Crosslisted With: 

Semester Credit Hour(s): 3

Proposal for:

Writing Designation Addition/Edit

Historic annual enrollment for the last three years

Course Syllabus

Syllabus:

UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Writing Designation

Number of Sections per Academic Year: 6

Enrollment per Section (Avg.): 20

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?

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

There are no graduate or undergraduate assistants involved with the teaching of SPAN 320.

All syllabi should contain one of the following statements. Select the statement that applies to your course. To pass this course you must pass the W component.

To pass this course you must pass the W [or C] component.

List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.
<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay One (on narrative fiction)</td>
<td>1000</td>
<td>11.75</td>
<td>No</td>
</tr>
<tr>
<td>Essay Two (on poetry)</td>
<td>750</td>
<td>11.5</td>
<td>No</td>
</tr>
<tr>
<td>Essay Three</td>
<td>1000</td>
<td>11.75</td>
<td>No</td>
</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.

Each 3-4 pp. essay will be single-authored. Collaboration, however, does come into play in the required peer review and analysis that each student must perform for a classmate’s composition. Students are given a rubric to base their review.

Describe the formative feedback provided on student writing, especially on major assignments.

When first drafts are due, all students will participate in a peer review process, reading and making written comments on each other’s essays, and filling out the “Guía para comentar un ensayo” (guide for critiquing an essay). At the end of these sessions, I will collect the essays and the guides and do a further reading to offer written comments on the margins as well as at the end of the paper. My comments will be based on grammar, content, style, format, organization, and presentation of ideas. Peer reviews will also focus on these items. First drafts (85% of the total composition grade) will be returned to the students with editorial comments and it is required that these be incorporated into the final draft (15% of the total composition grade). As with all HISP classes, students are encouraged to consult the instructor, the Writing Center, or the Language Support Office in making corrections to the original draft.

Describe how you provide writing instruction.

This is a survey course on Latin American and Spanish American literature and all writing is based on literary analysis. Writing instruction is thus based on the reading and interpretation of literary texts. I will approach writing in various ways, based on concerns encountered previously in 400-level Spanish classes. These concerns will be addressed in specific sessions during the semester:

1. To prepare student for writing about specific genres, discussions will focus on upcoming assignments so that the examples given can be incorporated into students’ papers almost immediately. Part of these discussions may include group brainstorming about topics of analysis (content) and organization of various writing formats (form).

2. Because the textbook in question uses examples from Hispanic Literature, literary analysis is coupled with stylistic analysis to provide an instructional base from which students write their own compositions. Careful reading of each literary selection, followed by class discussion of its content, ideas, language, intent, tone, and issues of interest, helps guide students in the development of their composition themes.

3. I will hold sessions on plagiarism and the MLA style used in literature for formatting essays and bibliographies.

4. Peer reviews will allow students to help each other, but a secondary effect is that this allows students to learn to read critically, not just someone else’s writing, but also their own.

5. Finally, as needed, students will be referred to office hours, the University Writing Center, and the Language Support Office if they require additional assistance.

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

Attach Course Syllabus  SPAN 320-W-recertification 2018.doc
Reviewer Comments  José Villalobos (jvillalo) (07/25/17 3:47 pm): This is a recertification proposal for SPAN 320.
Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Honor Code and Academic Dishonesty
“An Aggie does not lie, cheat or steal, or tolerate those who do.”
Academic integrity is essential to the academic life of this or any university. 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 may 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. If you have any questions about scholastic dishonesty and the consequences of breaches of integrity, you may access the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

A Note on Attendance: Attendance is essential for a student’s success in this class. The attendance policy for Spanish 320 is discussed below and is guided by Student Rule #7 (http://student-rules.tamu.edu/rule07).

This is a Writing course. As a “W”-designated class it is required that students pass the writing portion of the course in order to receive a passing grade for the class.

Professor     José Pablo Villalobos
              Tel.: 845-2140
              Office: Academic Bldg. 202A
              email: jvillalo@tamu.edu

Office Hours
Tuesdays 11:00-12:00,
Wednesdays 10:30-11:30,
and by appointment

Catalog course description and prerequisites
Introduction to Hispanic Literature. (3-0). Credit 3. Survey of literature from the Spanish-speaking world; emphasis on the language and techniques of literary analysis as applied to examples of poetry, narrative fiction, theater and essay. Prerequisite: 3 credits of 300-level Spanish courses or approval of instructor. 3.000 Credit hours
Course objectives
The primary purpose of this course is to offer a panoramic view of literature written in Spanish from its beginnings to recent times. The readings will include poetry, narrative, and drama written by the most representative authors from throughout the Hispanic world. Because this course is designated a “W” course, a secondary objective is to work on your writing skills. This will require numerous take home and in-class assignments designed to help improve student writing.

Learning outcomes
Students who complete this course will:
- Identify and describe periods, movements, significant figures, and literary currents in Spanish and Spanish-American literature
- Acquire a general knowledge of the authors studied in this course
- Employ the appropriate terminology learned in this course to describe and debate literary issues
- Demonstrate a grasp of the various levels of meaning of the texts
- Speak and write critically and analytically about the literature read and discussed in this course
- Demonstrate proficiency in MLA style essay formatting (bibliography, citations, etc.)

Method
This course will be delivered via exposure to specialized language, authors, texts, and both historical and aesthetic contexts. The readings will be addressed through general in-class discussions and in individual and group oral presentations. There will also be three brief essays and two exams. When possible, audiovisual material will be used in the study of authors, themes, or contexts.

Texts
Though we will primarily use a textbook, it will be accompanied by supplementary handouts, a course packet, and internet readings.
- Course packet (p)
- Internet (i)

Participation
It is expected that all students come to class prepared to discuss assigned readings. Participation is assessed by active involvement in the course: asking relevant questions or making relevant comments on the readings and/or class discussions. Participation is therefore fundamentally based on student preparedness. Attendance is also an important part of participation: you cannot participate if you are not in class. While students are allowed three unexcused absences without consequence, every absence beyond the third will amount to a 3% deduction from the total course grade. Only authorized and documented excuses will be accepted without consequence (see http://student-rules.tamu.edu/rule07 for a list of acceptable university excuses).

Compositions
Students will write three formal compositions this semester (3-4 pp. each), each of equal weight, totaling 35% of the final grade. These will each undergo a process which requires editing and revision prior to submitting the final version.
The items these revisions will focus on are content, style, format, organization, and presentation of ideas.

On days when drafts are due (weeks 4, 8, and 13), these must be brought to class as close as possible to being a completed product in terms of content, length, and format. First drafts (worth 85% of the total grade for each composition) will be read and commented by a peer and by the instructor. The feedback received will then be part of the revised final draft (worth the remaining 15% of the total grade per composition).

Though content is the most important part of a composition, it is also important to focus on form. These must be printed, double-spaced, using Times New Roman, font size 12. All typographical errors (including accents!) will affect the grade of these compositions. As in all formal essays, these will require a title, your name, date, course, an introduction, a body, and a conclusion. All compositions must include a works cited page (bibliography) that employs the MLA format. These compositions will be written in Spanish and must represent original work. Compositions submitted one class meeting after the due date will incur a 15% grade reduction, no composition will be accepted for a grade two class meetings after the due date. Please note that because this is a W course, a passing grade in the writing component of the class is required in order to receive a passing grade for the course.

**Plagiarism**
Plagiarism will not be tolerated. According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (http://student-rules.tamu.edu/aggiecode). In this class, you must credit your use of anyone else’s words, graphic images, or ideas using the MLA citation format. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at the link included in this paragraph.

**Exams**
There will be two exams (see calendar for dates). An absence during a designated exam time will not be accepted, save for reasons stipulated as excusable by the university (see http://student-rules.tamu.edu/rule07). In case of an anticipated conflict with the established exam time, please let your instructor know as soon as possible. A notification of absence after the exam will not be accepted.

Each exam will cover all material read for class, even when it is not discussed in class. Class discussions will also figure into the exams (another great reason to come to class!). Each exam will consist of identifications (terms, quotes), brief essay responses, and longer essay questions. As with everything we will do in class (with the exception of this document), the exams will be conducted in Spanish.

**Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Compositions</td>
<td>35%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Final grades will be assigned based on the following scale:

- **A** = 100.0 - 90.00
- **B** = 89.99 - 80.00
- **C** = 79.99 - 70.00
- **D** = 69.99 - 60.00
- **F** = 59.99 - 00.00
SPAN 320 (W): Introduction to Hispanic Literature
Programa: Primavera 2018

Semana I
Para el martes:
- Introducción, detalles administrativos, acentos
- "Introducción a la narrativa" (Aproximaciones 2-19)
- Repasar preguntas (Ap 19-24)
- "Panorama histórico..." (Ap 24-39)

Para el jueves:
- Preparar cuestionario e identificaciones (Ap 39)
- D. Juan Manuel: "Lo que sucedió a un mozo que..." (Ap 41-45)
- Palma: "La camisa de Margarita" (Ap 45-49)
- Pardo Bazán: "Las medias rojas" (Ap 49-52)

Semana II
Para el martes:
- Borges: "El etnógrafo" (Ap 66-68)
- Borges: "El milagro secreto" (Paquete de lecturas)
- Borges: "El sur" (p)

Para el jueves:
- Borges: "Emma Zunz" (p)
- Borges: "Las ruinas circulares" (p)
- *Discusión: Qué es “plagio” y como evitarlo

Semana III
Para el martes:
- Cortázar: "La noche boca arriba" (Ap 59-65)
- Cortázar: "La salud de los enfermos" (p)
- Cortázar: "Casa tomada" (p)
- *Discusión: Cómo citar un cuento o ensayo

Para el jueves:
- Rulfo: "No oyes ladrar los perros" (Ap 68-72)
- Rulfo: "Es que somos muy pobres" (p)
- *Discusión: Cómo redactar una bibliografía (el formato MLA)

Semana IV
Para el martes:
- Poniatowska: "El recado" (Ap 79-82)
- Peri Rossi: "El museo de los esfuerzos inútiles" (Ap 82-87)
- Valenzuela: "Aquí pasan cosas raras" (p)

Para el jueves:
- Unamuno: San Manuel Bueno, martir (Ap 96-120)
- Cuestionario (Ap 120-21)
- *Sesión de redacción: traer borrador del primer ensayo
- Comentar ensayos; llenar y entregar "Guía para comentar un ensayo"
Semana V
Para el martes:
- Unamuno: San Manuel Bueno, martir (Ap 96-120)
- Cuestionario (Ap 120-21)

Para el jueves:
- "Introducción al drama" (Ap 237-251)
- Benavente: El nietecito (Ap 274-80)
- Contestar preguntas de "El drama: guía para el lector" (Ap 273), referente a El nietecito

Semana VI
Para el martes:
- "Panorama histórico..." (Ap 258-271)
- Cuestionario (Ap 271-72)
- Dragún: Historia del hombre que se convirtió en perro (Ap 282-88)
- Carballido: El censo (Ap 289-98)

Para el jueves:
- *Entregar versión final del primer ensayo*
- Gambaro: Antígona furiosa (Ap 299-315)
- Lorca: La casa de Bernarda Alba (Ap 324-36, primer acto)
- Empezar cuestionario (Ap 359)

Semana VII
Para el martes:
- Lorca: La casa de Bernarda Alba (Ap 337-59, segundo y tercer acto)
- Concluir cuestionario (Ap 359)

Para el jueves:
- Garro: Un hogar sólido (p)
- Introducción a Elena Garro y preguntas de análisis (p)
- *Discusión: Cómo citar una obra teatral*

Semana VIII
Para el martes:
- *Sesión de redacción: traer borrador del segundo ensayo*
- Comentar ensayos; llenar y entregar "Guía para comentar un ensayo"
- Repasar para el examen parcial

Para el jueves:
- Examen parcial

Martes y jueves: Spring Break ⊕

Semana IX
Para el martes:
- "Introducción a la poesía" (Ap 124-37)
- Práctica 1-5 (Ap 137-38)
- "El lenguaje literario" (Ap 138-44)
- Práctica "A" (Ap 144)
- "Panorama histórico..." (Ap 147-57)
• Cuestionario (Ap 157-58)
• Romances (Ap 160-62)

Para el jueves:
• Garcilaso de la Vega (Ap 162-64)
  o Soneto I: ______________________________
  o Soneto XXII: ______________________________
• Santa Teresa de Jesús (Ap 165-67)
  o "Vivo sin vivir en mí": ______________________________
• San Juan de la Cruz (Ap 168-70)
  o "Noche oscura": ______________________________

Semana X

Para el martes:
• *Entregar versión final del segundo ensayo*
• Luis de Góngora (Ap 171-73)
  o "Soneto CLXVI": ______________________________
• Francisco de Quevedo (Ap 174-75)
  o "Salmo XVII": ______________________________
• *Discusión: Cómo citar un poema*

Para el jueves:
• Sor Juana Inés de la Cruz (Ap 178-79 e internet)
  o "A una rosa": ______________________________
  o "A su retrato" (i): ______________________________
  o "En perseguirme, Mundo…" (i): ______________________________

Semana XI

Para el martes:
• José de Espronceda (Ap 180-82)
  o "Canción del pirata": ______________________________
• Gertrudis Gómez de Avellaneda (Ap 183-85)
  o "A Él": ______________________________
• José Martí (Ap 188-90)
  o "Dos patrias": ______________________________

Para el jueves:
• Rubén Darío (Ap 195-97)
  o "Canción de otoño en primavera": ______________________________
• Antonio Machado (Ap 200-01)
  o "La saeta": ______________________________
• Juan Ramón Jiménez (Ap 202-03)
  o "Vino, primero, pura": ______________________________

Semana XII

Para el martes:
• Gabriela Mistral (Ap 204-05)
  o "Meciendo": ______________________________
• César Vallejo (Ap 205-07)
  o "El momento más grave de la vida": ______________________________
- Vicente Huidobro (Ap 208-09)
  o "Arte poética": _______________________________

Para el jueves:
- Alfonsina Storni (i)
  o "Tu me quieres blanca": _______________________________
  o "Un lápiz"
- Alejandra Pizarnik (i)
  o "Aquí vivimos": _______________________________
  o "La carencia"
  o "La única herida"

Semana XIII
Para el martes:
- *Sesión de redacción: traer borrador del tercer ensayo
- Comentar ensayos; llenar y entregar "Guía para comentar un ensayo"

Para el jueves:
- Pablo Neruda (Ap 221-22 e internet)
  o "Me gustas cuando callas"
  o "Oda a los calcetines": _______________________________
  o "Walking around": _______________________________
  o "Sube a nacer conmigo hermano":_____________________

Semana XIV
Para el martes:
¡Último día de clases!
- *Entregar versión final del tercer ensayo*
- Comentarios finales y repaso para el examen final

**FINAL EXAM:**
See official exam calendar available on HOWDY for exact date and time.
Guía para comentar un ensayo (Español 320)

I. Primera lectura

**Título:**

Antes de leer el ensayo, ¿qué promete el título?

*Introducción/Primer párrafo:* Según el párrafo, ¿sobre qué tratará el ensayo? Si existe, subrayar la oración que funciona como hipótesis, tesis, o propuesta de lo que se desarrollará en el ensayo.

*Desarrollo/Cuerpo del texto:* ¿Qué tratan cada uno de los párrafos situados entre el primero y el último? ¿Cómo apoyan o sustentan estos párrafos la tesis expuesta en el primero?

*Conclusión/Último párrafo:* ¿Resume y cumple con lo sugerido en el primer párrafo? ¿Replantea la tesis o la propuesta expuesta en el primer párrafo?

II. Análisis

**Título:** ¿El título funciona? ¿Por qué?

**Estilo:** ¿El lenguaje es apropiado para un ensayo académico? ¿Es demasiado coloquial?

**Tesis:** ¿Cuál es la tesis de este ensayo? ¿La tesis desarrollada corresponde con la tesis expuesta en el primer párrafo?

**Organización:**
- ¿El ensayo tiene una *obvia* introducción, cuerpo (en donde se desarrolla la propuesta inicial) y conclusión?
- ¿Se apoya la tesis de una manera lógica y con suficientes pruebas?
- ¿El ensayo fluye de una idea a otra o hace falta trabajar las transiciones entre un párrafos/oraciones/ideas? Favor de señalar dónde hace falta revisar transiciones en el borrador.

**Comprensión:** ¿Hay secciones (oraciones, párrafos) en donde no se entiende? Favor de señalar en el borrador.