Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/23/17 1:13 pm

Viewing: ALED 440-W : Leading Change

Last edit: 10/23/17 1:13 pm
Changes proposed by: gator7tan

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Robert Strong Jr.</td>
<td><a href="mailto:r-strong@tamu.edu">r-strong@tamu.edu</a></td>
<td>979-845-1139</td>
</tr>
</tbody>
</table>

Course Prefix: ALED  
Course Number: 440

Academic Level: UG
Complete Course Title: Leading Change
Abbreviated Course Title: LEADING CHANGE

Crosslisted With:

Semester Credit: 3
Hour(s):

Proposal for:
Writing Designation

<table>
<thead>
<tr>
<th>Writing Designation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Sections per Academic Year: 4</td>
<td></td>
</tr>
<tr>
<td>Enrollment per Section (Avg.): 24</td>
<td></td>
</tr>
<tr>
<td>Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? Yes</td>
<td></td>
</tr>
<tr>
<td>Who will evaluate them? I have four graduate teaching assistants. I will evaluate them on a weekly basis.</td>
<td></td>
</tr>
</tbody>
</table>

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.
I review their evaluation of student writing assignments on a weekly basis.
I met with them to review instructions, rubrics, and assess practice papers.

All syllabi should contain one of the following statements. Select the statement that applies to your course.
To receive W credit for this course, you must pass the W 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>Change Paper</td>
<td>1000</td>
<td>30</td>
<td>No</td>
</tr>
<tr>
<td>Innovation Paper</td>
<td><strong>Writing assignment</strong></td>
<td><strong>Word count</strong></td>
<td><strong>% of final grade</strong></td>
</tr>
<tr>
<td>Add word count of each graded writing assignment</td>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add the percentage of final grade based on writing</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how collaboration is monitored to ensure equal participation.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the formative feedback provided on student writing, especially on major assignments.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  
  Formative feedback is provided on both papers. Students are provided copies of their edited papers to understand what and how to update for their revised submission. Comments are provided on a draft by an instructor or teaching assistants. |
| Describe how you provide writing instruction. | 
  
  Sample papers are provided including a rubric, and instructions. Samples of formatting and citations are provided to students. |

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

| Attach Course Syllabus | ALED 440 Syllabus Fall 2017.pdf |
| Reviewer Comments | Valerie Balester (v-balester) (10/09/17 3:58 pm): Rollback: The formative feedback is unclear. It must be required on at least one assignment—not optional. It should be comments on a draft (including possibly peer review), not on the final paper. Also, the proposal form says the two assignments are 1300 words each, but the syllabus requires 1000 words. The proposal form should match the syllabus. |
Leading Change
ALED 440, sections 700 and 999; Fall 2017
3 Lecture Hours: Writing Intensive Course

Agricultural Leadership, Education, and Communications

COURSE INSTRUCTOR:
Dr. Robert Strong Jr. 231, Agriculture and Life Sciences Building
Associate Professor r-strong@tamu.edu or 979.845.1139

OFFICE HOURS: By appointment – contact me by email and we will schedule an appointment *(I check my email Monday thru Friday from 8am CDT to 5pm CDT)*

TEACHING ASSISTANTS:
Mrs. Bailee Miller (baileejomc@tamu.edu)
Ms. Kyler Newman (kyler_12_newman@tamu.edu)
Ms. Megan Meyers (megan.myers@tamu.edu)
Ms. Megan Stein (meganstein@tamu.edu)

This course has been assigned three credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time (Federal Rule 75 FR 66832; see https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf).

CLASS MEETINGS:
Wednesdays (assignments will be due by 5pm) - Online via http://ecampus.tamu.edu

REQUIRED TEXT:

*Selected readings will be also be provided on the course eCampus website.

COURSE DESCRIPTION:
Analysis of change models and theories and the leadership application on individual, organizational and societal changes. **Prerequisite:** ALED or USAL-LED major; junior or senior classification, **ALED 202**.

LEARNING OUTCOMES:
Upon completion of the course, the student will be able to:
- List and apply principles of planned change
- Identify methods of change in contexts: personal, social, business, political, etc.
- Influence the introduction, adoption, and diffusion of technological strategies
- Describe ways of predicting and minimizing undesirable consequences of change
LEARNING PROCESS:
Our course is designed to provide an opportunity for you to strengthen your understanding of leading change. All of you are accomplished learners; that is what got you to Texas A&M University. It is my goal to challenge you to not only learn and study the information presented, but to synthesize that information in ways to apply it to your own lives for practical use. In order to do so, I hope to develop a partnership where we work to accomplish the objectives mentioned above in an exciting and practical way.

In order to reach our goals, YOU need to:
- Read course readings and notes
- Complete assignments by the assigned due dates
- Take pride in the work you produce

In return, to reach our goals, I will:
- Prepare organized and practical seminar information
- Provide opportunities for discussion and interaction
- Plan fun and unusual learning experiences
- Be available for guidance and visitation

To pass the course you must pass the W (Writing Intensive) portion which are the papers and discussions.

GRADING RUBRIC

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percentage</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Paper</td>
<td>300</td>
<td>30%</td>
<td>900 – 1000 points = A</td>
</tr>
<tr>
<td>Innovation Paper</td>
<td>300</td>
<td>30%</td>
<td>800 - 899 points = B</td>
</tr>
<tr>
<td>Exams</td>
<td>Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 @ 125 Points Each</td>
<td>250</td>
<td>25%</td>
<td>600 - 699 points = D</td>
</tr>
<tr>
<td>Weekly Discussions</td>
<td>Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Posts and Student Responses</td>
<td>150</td>
<td>15%</td>
<td>599 or below = F</td>
</tr>
<tr>
<td>Total Points</td>
<td>1,000</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENTS:
Change Paper (1,000 words minimum – 1,300 words maximum) – 300 points
Your task is to identify a past, current, or future example of personal change (something that you want and/or need to do) and write a concise report describing the significance of that change by answering the following: 1) description of the change; 2) the audience; 3) leadership strategies/change models used or planned to be used to implement the change; 4) your personal reaction/reflection if it was a change in the past, or if it is a future event identify and describe anticipated roadblocks and opportunities. You must cite and reference at least four legitimate sources (i.e. Switch, lecture notes, peer reviewed research publications) for information found within your paper. Not submitting by the original due date results in a 0 for the assignment.

Innovation Paper (1,000 words minimum – 1,300 words maximum) – 300 points
Studying the diffusion of innovations is an important part of understanding change. Your task is to search for an article about an innovation and create report about the innovation related to class content. The innovation CANNOT be an Apple, GoPro, Uber, or Pokémon Go product or anything related to drones. The five characteristics of innovations in the rubric are relative advantage, compatibility, complexity, trialability, and observability. Not submitting by the original due date results in a 0 for the assignment.
This article must have been published in the popular press (Wall Street Journal, Discover magazine, USA Today, Fast Company, Bryan/College Station Eagle, TAMU Battalion, Dallas Morning News, FoxNews.com, Houston Chronicle, etc. You will: 1) briefly explain the innovation; 2) evaluate the innovation using the various aspects of Roger’s Diffusion of Innovations (relative advantage, compatibility, complexity, trialibility, and observability) that we have covered in class and through the summary reading that is posted on eCampus.* You must cite and reference at least four legitimate sources for information found within your paper.

*Further explanation of expectations (written or verbal) will be posted on eCampus. Assignments will be submitted/re-submitted on eCampus.

REVISION POLICY:
Students may opt to revise the two major writing assignments. Revised papers will be re-graded and will count as one-third of the grade on the major assignment. The original paper will count 60%. For example, a student’s original paper received a 75. They revised the paper and got an 85. Their final grade for the assignment will be 79 (75*.60=45; 85*.40=34; 45+34=79). Students do not have to submit a revised paper but are required to submit the original paper to qualify for sending a revised paper. Not submitting by the original due date results in a 0 for the assignment.

LATE ASSIGNMENTS: Assignment deadlines are strictly enforced. Late assignments are NOT accepted without an excused absence (see the student rule handbook for a complete description), students may turn in late work according to the university policy “student rules”.

EXAMS: 250 points total
You will be evaluated on your comprehension of the course texts and class notes. Exams will be conducted online during the dates specified in the course schedule.

ONLINE DISCUSSIONS: 150 points
Each week, I will post a question. You will be required to answer the question and respond to another classmates answer to get the full credit for that week. Make sure you identify the student (use both first and last name) you are referring to in your answer. Your answers should be well thought out and at least a paragraph but no more than two paragraphs. Your spelling and grammar will be evaluated as well.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 9/4-9/8</td>
<td>Tips for Success in a Writing Intensive Course Tipping Point Leadership</td>
<td>Tipping Point Article APA Abbreviated Guide APA Citation Examples APA Tips Weekly Videos</td>
<td>9</td>
</tr>
<tr>
<td>Week 3 9/11-9/15</td>
<td>8 Stages for Creating Change (Kotter) Lewin’s Three-Step Model</td>
<td>Gates: Chapter 4 “Techniques for Implementing Change” Van De Ven &amp; Poole Article</td>
<td>12</td>
</tr>
</tbody>
</table>
| Week 4 9/18-9/22 | Development and Change Continued | Kotter’s 8 Stages  
Lewin’s Freeze Model  
Weekly Videos  
**Discussion #2 due 9/13 by 5:00 pm** |
|---|---|---|
| Week 5 9/25-9/29 | Elements of Diffusion  
Innovation Decision Process  
Characteristics of Innovations | Diffusion of Innovations Summary pp. 1-3  
Diffusion Summary pp. 5-6  
Diffusion Summary pp. 6-7  
Weekly Videos  
**Change Paper due 9/20 by 5:00 pm**  
**Discussion #3 due 9/20 by 5:00 pm** |
| Week 6 10/2-10/6 | Adopter Categories  
Exam 1 | Diffusion Summary pp. 8-9  
Weekly Videos  
**Exam 1 must be completed on 10/5 by 5:00pm**  
**Discussion #5 due 10/4 by 5:00pm** |
| Week 7 10/9-10/13 | Diffusion Networks / Opinion Leaders  
Change Agents | Gates: Chapter 7 “The agent of change: Mirror, mirror on the wall”  
Diffusion Summary pp. 9-11  
Diffusion Summary pp. 11-12  
Weekly Videos  
**Change Paper Revisions due 10/11 by 5:00 pm**  
**Discussion #6 due 10/11 by 5:00pm** |
| Week 8 10/16-10/20 | Innovation in Organizations  
The Innovation Mindset in Action | Gates: Chapter 9 “Reform: The never-ending story”  
Diffusion Summary pp. 12-13  
3M Corporation Article  
Weekly Videos  
**Innovation Paper due 10/18 by 5:00 pm**  
**Discussion #7 due 10/18 by 5:00pm** |
| Week 9 10/23-10/27 | Change has Consequences  
Forced Change | Diffusion Summary pp. 13-14  
Change has Consequences  
Weekly Videos  
**Discussion #8 due 10/25 by 5:00pm** |
| Week 10 10/30-11/3 | Three Surprises About Change | Gates: Chapter 5 “It’s always about people”  
Switch pp. 1-26  
Switch pp. 27-100  
Surprises about Change  
Weekly Videos  
**Discussion 98 due 11/1 by 5:00 pm** |
| Week 11 11/6-11/10 | Directing the Rider  
Personal Change – The Elephant | Switch pp. 101-178  
Directing the Rider  
Weekly Videos  
**Innovation Paper Revisions due 11/9 by 5:00 pm**  
**Discussion #10 due 11/8 by 5:00pm** |
| Week 12 11/13-11/17 | Motivating the Elephant  
Personal Change – The Path | Gates: Chapter 10 “A flaming heart”  
Switch pp. 179-249  
Motivating the Elephant  
Weekly Video  
**Discussion #11 due 11/15 by 5:00 pm** |
TAMU UNIVERSITY WRITING CENTER
The University Writing Center (http://writingcenter.tamu.edu/), located in Evans Library 1.214, is a resource for undergraduate students who want consultation at any stage of the writing process and for faculty who want assistance in teaching writing. They offer help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more. Their service for students features face-to-face and on-line consultations. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about the UWC, visit the web page at uwc.tamu.edu, call 979-458-1455, or stop by their office in Evans Library.

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

This includes PLAIGARIZING anyone else’s work. 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 questions regarding plagiarism, please consult the Texas A&M University Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor and the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

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

ADDITIONAL REFERENCES


Core Curriculum Management

New Core Component Proposal

Date Submitted: 11/07/17 9:51 am

Viewing: ENGL 354-W : Modern Rhetorical Theory

Last edit: 11/08/17 6:05 pm
Changes proposed by: coppedgesarah

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Coppedge</td>
<td><a href="mailto:coppedgesarah@tamu.edu">coppedgesarah@tamu.edu</a></td>
<td>979-845-8357</td>
<td></td>
</tr>
<tr>
<td>Barbara Newsom</td>
<td><a href="mailto:b-newsom@tamu.edu">b-newsom@tamu.edu</a></td>
<td>979-845-9936</td>
<td></td>
</tr>
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Course Prefix: ENGL
Course Number: 354

Academic Level: UG
Complete Course Title: Modern Rhetorical Theory
Abbreviated Course Title: MOD RHETORICAL THEORY

Crosslisted With:

Semester Credit: 3
Hour(s):

Proposal for:
Writing Designation

<table>
<thead>
<tr>
<th>Writing Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Sections per Academic Year</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?</td>
</tr>
</tbody>
</table>

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.

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>Practice Respond, Reflect, Apply Paper</td>
<td>1250</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Respond, Reflect, Apply Paper 1</td>
<td>1250</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td>Respond, Reflect, Apply Paper 2</td>
<td>1250</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td>Respond, Reflect, Apply Paper 3</td>
<td>1250</td>
<td>25</td>
<td>No</td>
</tr>
</tbody>
</table>

In Workflow
1. ENGL Department Head
2. LA 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. 11/07/17 9:55 am Maura Ives (m-ives): Approved for ENGL Department Head
2. 11/07/17 10:15 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 12/04/17 4:07 pm Valerie Balester (v-balester): Approved for W & C Preparer
4. 12/04/17 4:21 pm Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Add word count of each graded writing assignment: 5000
and put total word count here.

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

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

Describe the formative feedback provided on student writing, especially on major assignments.
For the three response papers, before submitting the final version, students are required to submit a draft. The instructor makes comments for revision on these drafts.

Describe how you provide writing instruction.
In-class discussions of paper topics, grammar, citation, academic argumentation, and effective presentation design.

Additional Comments

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

Attach Course Syllabus: ENGL 354 W Syllabus, Revised.pdf

Reviewer Comments

coppedgesarah (11/06/17 10:49 am): Edits to syllabus as per Valerie Balester include addition of statement
"This is a W [writing intensive] course. In order to pass this course, you must pass the W component." In
addition, Feedback and Assignment Points section has been updated to include "For the three papers, before
submitting the final version, students are required to submit a draft. I will read each assignment, mark up a
rubric, and provide a few paragraphs of comments on your assignment, that will allow you to improve before
submitting the final version." A revised copy of this syllabus has been emailed to Valerie Balester.

Valerie Balester (v-balester) (11/07/17 9:42 am): Rollback: I need adjustment to the proposal form to reflect
feedback changes. You can attach the new syllabus at this time as well. It will have to roll back through the
Department head and dean to get back to me.
ENGL 354
Modern Rhetorical Theory

Course Description

This course introduces students to rhetoric in the 20th century. Specifically, we will be exploring two themes that inform the understanding of rhetoric during this period: the discovery of the unconscious and the belief that society is a system for exchanging messages. The unconscious describes a society dominated by primal impulses and subject to violent, erratic behavior. Systems thinking marks society as rational and manageable. The competition between these two ideas structures many of the conversations surrounding persuasion in the 20th century, a century marked by the sudden and pronounced return of the study of rhetoric and persuasion.

Course Overview

Welcome to Modern Rhetorical Theory.

In this class, we will be exploring the development of rhetorical thought in the twentieth century. Specifically, we will be studying the return of rhetoric as a major focus of study. For those of you who have taken 353 (the history course), you already know that with the arrival of the scientific revolution and the emergence of
logic as a tool for investigating the world, rhetoric was seen as unimportant. The twentieth century, however, represents a flowering of rhetorical thought on par with (and perhaps exceeding) the birth of the discipline in Ancient Greece.

Additionally, as a writing intensive course, we will be studying the role of the critic in this conversation and what it means to engage in a scholarly conversation.

Meeting Time/Location

MWF 10:20-11:10, LAAH 301

Prerequisites  Junior or senior classification.

*This a W (Writing Intensive) course. In order to pass this course, you must pass the W component.

Learning Objectives  In this course, students can expect to learn:

- To comprehend the development of rhetoric as an intellectual discipline in the twentieth century.
- To understand the role of new communication and transportation technologies in shaping communication.
- To engage with a scholarly tradition in their own writing.
- To participate and evaluate the writing standards of a scholarly community.

eCampus Site

This course has an eCampus site on which you will turn in all your assignments (assignments.html) and find the readings not linked from the schedule (schedule.html)
Assignments

Assignment Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetorical Term Presentation</td>
<td>Continuous</td>
<td>20%</td>
</tr>
<tr>
<td>Respond, Reflect Apply Papers (3)</td>
<td>See schedule (schedule.html)</td>
<td>75%</td>
</tr>
<tr>
<td>Practice RRA Paper</td>
<td>09/15/2017</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assignment Descriptions

Rhetorical Term Presentation

Once during the semester, you will be required to deliver a presentation on a key term in rhetorical theory. The list of terms can be viewed here (terms.html). During this presentation, you will:

- Define the term
- Discuss its history
- Provide at least two examples of its usage in:
  - Political Speech
  - TV Advertising
  - Popular Culture
  - Nonfiction Writing
  - Journalism
- Discuss contemporary applications of the term
- Ask the class a question for discussion about the term (questions.html)
- Provide a list of five (5) scholarly sources that discuss the term
I have placed *A Handlist of Rhetorical Terms* and *Sourcebook on Rhetoric* on reserve in the Evans Library Annex, on the First Floor, as starting places (they are the standard references in the field). Additionally, Wikipedia may be a useful starting point.

We will do one presentation per class, at the beginning of class. I will circulate a sign-up sheet and you may sign up for topics on a first come, first served basis.

**You must be present on the day of your presentation to get credit for this assignment.**

You will need to provide me with your slides at least an hour before class.

Finally, before the class meeting following your presentation, you will need to post a blog entry to our class blog with the definition of your term and your five sources. This blog will serve as our course reference for rhetorical theory.

**Respond, Reflect, Apply Papers (3)**

The primary assignment for this course is a series of relatively short papers in which you will engage closely with the texts we read. These are designed to help you better understand and to relate to the theoretical texts we will be reading in this class, while also allowing you to show your comprehension of the readings.

You will complete 3 of these papers, each 3-5, double-spaced pages in length, spaced throughout the course of the semester. Formatting for these papers should be 1" margins, 12 point, Times New Roman font.

For each of the papers, you will write three sections:

1. **Respond**: engage directly with some aspect (usually a concept defined) with at least two texts in a substantial fashion. You must demonstrate that you understand the texts and have thought about their importance.

2. **Reflect**: consider the relationship between the texts and a broader understanding of the concept in question, your understanding of language, or your knowledge of culture in general.

3. **Apply**: bring in at least one example, either personal, cultural, or otherwise that helps make these concepts useful for you, personally or academically.
You must complete all three sections for full credit. Keep in mind that these papers are also intended to be short. You must be concise and particular as you engage with each of these three tasks. Additionally, these three tasks must be connected as one cohesive essay.

**Attendance Component**

You do not receive a separate attendance grade in this course; however, you will receive a portion of your grade on each RRA paper based on your attendance in class. If you miss more than one (1) class or are late to (2) during the unit to which your RRA responds, you will lose points for this portion of your RRA grade.

**Possible Topics**

Each paper asks you to think about the relationship between what we have read about language power and broader cultural contexts (include your own life). These sets of questions are intended as a starting point; feel free to digress as much as you want from them in the course of writing your paper.

**Unit 1: The Public**

1. **Public**—Who or what is the public and why is it important to studying rhetoric? How is this concept new or strange or a problem? How do you see your relationship to "the" "public"?
2. **Propaganda**—What is the basis of propaganda? What is it for, who does it serve, and who does it affect? Where and how does propaganda exist today and might it also be a positive concept?
3. **Public & Propaganda**—What is the relationship between the public and propaganda? Does the existence of the public always imply its engineering? How does the changing nature of the public today also change the nature of propaganda?

**Unit 2: Signs of Persuasion**

1. **Signs**—What is a sign? Why would this concept be a strange or new way of approaching linguistic power? Can you think of an example of signs having particular power in your life and how that happened?
2. **Misunderstanding**—How might misunderstanding become a basis for rhetoric? How do we identify misunderstanding and how can we use it
persuasively? Where do you see persuasive misunderstandings in your life?

3. **Time & Place**—When are we doing rhetoric and when are we not? What are the costs and benefits of different understandings of situating rhetoric? When was a time you particularly felt rhetorical?

**Unit 3: Rhetoric in the World**

1. **Who Persuades**—Who is capable of doing rhetoric? What relationship between users of rhetoric and oppression are implied here? Have you ever particularly felt excluded from persuasion and why?

2. **Myth**—Does rhetoric manipulate myth? If rhetoric is mythic, what does that mean about are "civilized" age? Can you think of another myth you see persuasive in society today?

3. **Circuits**—What does it mean for rhetoric to move in a public? If rhetoric circulates, what is it? Where have you seen rhetoric in circulation?

**Practice RRA Paper**

To get you started with the RRA papers, you have a practice RRA paper due in the third week of class. You will receive a completion grade for this assignment (did you turn in a complete assignment or not?); however, I will be providing **detailed** feedback on this first paper to get you familiar with the expectations for the RRA papers that will be graded with a rubric.

As with the RRA, feel free to be guided by any of the sets of questions below:

1. **Desire**—What role does unconscious desire play in decisions? Does the presence of an unconscious mean we have to change how we think about persuasion? What would be an example of the unconscious governing rational decision making?

2. **Modernity**—What do our readings allows us to question about society that the authors claim we did not notice at earlier moments? What do these changes imply for how we think about rhetoric? How are changing technologies changing our understanding of civilization today?

**Course Policies**
These are the policies that govern our class. You are responsible for knowing the information on this page before contacting me regarding policy questions.

Email

I am available to answer email from 9:00am until 5:00pm Monday through Friday. Emails arriving outside of that time will be answered at my earliest convenience, but do not count on a quick answer to emails sent late at night or on the weekends.

Grading

Per university policy, I cannot discuss grades via email. Please visit my office hours if you would like to discuss your grade on an assignment.

Grade Values

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 or less

Feedback and Assignment Points

Before each assignment, I will provide you with a copy of my grading rubric for the assignment to give you a sense of what I will be targeting in each assignment. This sheet will break down each component of your grade and add up to 100 points. For the three papers, before submitting the final version, students are required to submit a draft. I will read each assignment, mark up a rubric, and provide a few paragraphs of comments on your assignment, that will allow you to improve before submitting the final version.

These points will be weighted according to the point breakdown described on the Assignments page (assignments.html), which will determine your overall final grade.
Absence / Tardiness

Students are expected to attend all classes. Failure to do so, as part of a larger pattern of chronic tardiness and lateness, will result in consequences for your final grade.

**Tardiness** is defined as an arrival after the first five minutes of class. This behavior, while sometimes unavoidable, is disruptive. If you are running late, please do your best to enter the classroom quietly and find the first and most easily accessible seat available.

Excused Absences

**Student Rule 7** (http://student-rules.tamu.edu/rule07) covers the cases in which absences will be excused and in which late work will be tolerated. The following conditions will be excused:

- Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)
- Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day. (See Appendix IV.)
- Injury or Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
- Mandatory participation as a student-athlete in NCAA-sanctioned competition.
- In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination
of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

Note About Excused Absences

In the event of a chronic illness or other sudden condition that will result in significant time away from class, please inform me of the situation before you return to class, so that we can work out how to handle the situation before it becomes an issue.

Late Work

Under Student Rule 7.4, I am under "under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence." However, I do accept late work and will take off 5 points for every day late. These points are removed after the paper is graded, such that a paper that would have received an 85% that was 3 days late will receive a 70%.

Additionally, if you are falling behind on a project and feel that you are not going to finish on time, email me 24 hours before the assignment is due to request an extension. In this email, propose how many additional days you will need to finish the assignment. Requests for extension that do not contain this information will not be honored.

Technology

In the 21st century, it is unreasonable to accept "my computer died" as an excuse for late work. If you are working on assignments on a computer, please back up your work offsite. Sites such as Dropbox (https://www.dropbox.com/) and Google Drive (https://drive.google.com/) provide space for storing copies of your work; even a USB drive can be enough. I have recently started using BackBlaze
and found it to be a great and inexpensive online, automated backup. Save multiple times throughout each work session to both your backup and your computer's copy. In this class, I hold you accountable for making sure your technology is working correctly.

**Academic Integrity**

**Aggie Honor Code.** "*An Aggie does not lie, cheat, or steal, or tolerate those who do.*" It is the student's responsibility to know the Aggie Honor Code and to understand what constitutes scholastic dishonesty and to avoid it all costs. Anything (particularly plagiarism and cheating on quizzes or projects) that appears to be a violation of the Aggie Honor Code will be reported to the appropriate authorities. For additional information please visit: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

Also, the following is a helpful resource for describing kinds and severity of plagiarism. Note this graphic is not from A&M, where rules may differ: [http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic_Did-I-Plagiarize1.jpg](http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic_Did-I-Plagiarize1.jpg)

**American with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Course Schedule**
How To Read This Schedule: All readings will be completed before class on the date on which they are assigned. Anything in **bold** is work to be completed before class and brought with you on the day listed. Paper due dates, also in **bold**, indicate that the completed manuscript of your paper must be in the correct dropbox on eCampus before midnight on the day indicated.

Unit 1: The Public

Week 1
What Was Rhetoric?

Mon 08/28
- Course Overview

Wed 08/30
- Course Overview, Take 2

Fri 09/01
- Boethius, “An Overview of the Structure of Rhetoric”

Week 2
Modernism and the Crisis of Democracy

Mon 09/04
- John Poulakos, “Toward a Sophistic Definition of Rhetoric”

Wed 09/06
- Sigmund Freud, from *Civilization and Its Discontents*

Fri 09/08
- Bronislaw Malinowski, from *Myth*
Week 3
Mass Media and "The" "Public"

Mon 09/11
- Walter Lippmann, from Public Opinion
- Presentation on Invention

Wed 09/13
- Walter Lippmann, from The Phantom Public
  - Selection 1 (http://my.ilstu.edu/~jkshapi/Lippmann%)
  - Selection 2 (http://www.uvm.edu/~dguber/POLS234)
- Presentation on Arrangement

Fri 09/15
- Lippmann
- Presentation on Style
- Practice RRA Due

Week 4
Responses to Lippmann

Mon 09/18
- Presentation on Memory

Wed 09/20
- George Herbert Mead, from Mind, Self, and Society
- Presentation on Delivery

Fri 09/22
• Mead & Dewey
• Presentation on Audience

Week 5
Manipulating the Public

Mon 09/25

• Edward Bernays, from Propaganda
  (http://www.historyisaweapon.org/defcon1/bernprop.html)
  ○ Ch. 1-2
• Presentation on Ethos

Wed 09/27

• Kenneth Burke, “The Rhetoric of Hitler’s Battle”
• Presentation on Logos

Fri 09/29

• Burke & Bernays
• Presentation on Pathos

Unit 2: Signs of Persuasion

Week 6
This is all Happening In Language!

Mon 10/02

• Ferdinand de Saussure, “Object of Linguistics” & “Nature of Linguistic Signs” from Course in General Linguistics

Wed 10/04

• Friedrich Nietzsche, “On Truth and Lies in a Nonmoral Sense”
• Presentation on Forensic Rhetoric
- Presentation on Epideictic Rhetoric

Fri 10/06

- Saussure & Nietzsche
- Presentation on Deliberative Rhetoric
- RRA #1 Due

**Week 7**

Rhetoric: The Return, Wk. 1

<table>
<thead>
<tr>
<th>Mon 10/09</th>
<th>Wed 10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A. Richards, from <em>The Philosophy of Rhetoric</em> (Lecture 2)</td>
<td>I.A. Richards, from <em>The Philosophy of Rhetoric</em> (Lecture 3)</td>
</tr>
<tr>
<td>Presentation on Scheme</td>
<td>Presentation on Trope</td>
</tr>
</tbody>
</table>

Fri 10/13

- Richards
- Presentation on Topoi

**Week 8**

Rhetoric: The Return, Wk. 2

<table>
<thead>
<tr>
<th>Mon 10/16</th>
<th>Wed 10/18</th>
</tr>
</thead>
</table>
- Presentation on Decorum
- Presentation on Doxa

Fri 10/20
- Perelman, Olbrechts-Tolteca, & Booth
- Presentation on Enthymeme

Week 9
Rhetoric's Situation

Mon 10/23
- Lloyd F. Bitzer, “The Rhetorical Situation”
- Presentation on Mystification

Wed 10/25
- Martin Luther King, Jr, “Letter from a Birmingham Jail”
  (http://www.africa.upenn.edu/Articles_Gen/Let)
- Presentation on Conspiracy

Fri 10/27
- Bitzer & King
- Presentation on Jeremiad

Week 10
Signs & Power

Mon 10/30
- J.L. Austin, from How To Do Things With Words

Wed 11/01
- Jacques Derrida, “Signature, Event, Context”
Unit 3: Rhetoric in the World

Week 11
The Myth of Woman

Mon 11/06
- Presentation on Epistemic Rhetoric

Wed 11/08
- Betty Friedan, from *The Feminine Mystique* (http://www.nationalhumanitiescenter.org/ows/friedan)
- Presentation on Cybernetics

Fri 11/10
- De Beauvoir and Friedan
- RRA #2 Due

Week 12
### New Theories of Communication

<table>
<thead>
<tr>
<th>Mon 11/13</th>
<th>Wed 11/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presentation on Neo-Aristotelianism</td>
<td>• Presentation on Dramatism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fri 11/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presentation on Public Sphere</td>
</tr>
</tbody>
</table>

### Week 13

**Writing Digits & Thanksgiving Break**

<table>
<thead>
<tr>
<th>Mon 11/20</th>
<th>Wed 11/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vannevar Bush, “As We May Think” (<a href="http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/">http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/</a>)</td>
<td><strong>No Class</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fri 11/24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Class</strong></td>
</tr>
</tbody>
</table>

*Thanksgiving Break*

### Week 14

**Origins of Persuasion**

| Mon 11/27 | Wed 11/29 |
• Richard Doyle, Darwin’s Pharmacy

Fri 12/01
• Kennedy & Doyle

Week 15
Affective Circulations

Mon 12/04

Wed 12/06
• RRA Paper #3 Due 12/12
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/27/17 4:08 pm

Viewing: MARB 408-W : Marine Botany

Last edit: 11/01/17 4:08 pm
Changes proposed by: ballr

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rachel Ball</td>
<td><a href="mailto:ballr@tamug.edu">ballr@tamug.edu</a></td>
<td>409-740-4531</td>
</tr>
</tbody>
</table>

Course Prefix     MARB
Academic Level    UG
Complete Course Title    Marine Botany
Abbreviated Course Title MARINE BOTANY
Crosslisted With    
Semester Credit    4
Hour(s)            
Proposal for: Writing Designation

Writing Designation

<table>
<thead>
<tr>
<th>Number of Sections per Academic Year</th>
<th>Enrollment per Section (Avg.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? Yes
Who will evaluate them? GATs

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.

I will have 2 graduate students as teaching assistants for this course. They will be responsible for grading all lab assignments and reports. I will be responsible for grading the lecture exams. We will have weekly meetings to discuss the previous and upcoming weeks. In these meetings we will discuss the expectations I have of them when grading the lab reports/assignments. We will also have open communication throughout the semester if there are any questions/concerns about the grading of the reports along with any other issues that may arise in the classroom/laboratory.

https://nextcatalog.tamu.edu/courseleaf/approve/
All syllabi should contain one of the following statements. Select the statement that applies to your course.

To receive W credit for this course, you must pass the W 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>Primary Productivity Report</td>
<td>1000</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>Chlorophyl Report</td>
<td>1000</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>Palmer Index Report</td>
<td>1000</td>
<td>1.5</td>
<td>No</td>
</tr>
<tr>
<td>Salt Marsh Report</td>
<td>2500</td>
<td>12</td>
<td>No</td>
</tr>
<tr>
<td>Resource Limitation Assay Report</td>
<td>3500</td>
<td>13</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

There are no collaborative reports. The students do conduct a peer review for Reports #4 and #5. This is a double blind review process.

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

The graduate TA’s will provide detailed edits on the first 3 shorter reports (Report #1-3 in table above). The students have the opportunity to meet with the TAs to ask questions throughout the writing process. The edits on the first 3 reports are designed to guide students and teach the necessary writing skills to successfully complete the 2 larger reports (report #4-5) in the latter half of the semester. For the first draft of the Report #4 the TA will provide edits and comments for the students to revise the first draft and submit a final draft. The students will also conduct a peer reviews of both the Reports #4 and #5. The students will have an opportunity to revise these first drafts and resubmit a final version. The students are required to visit the TAMUG writing lab with a completed first draft of Report #4.

Describe how you provide writing instruction.

The teaching assistants and staff in the writing center are provided rubrics for the reports. The students are also provided a copy of the rubric with a detailed outline of the content desired for each section of the reports. There are also questions provided in the report outlines to assist in the thought process while writing the lab reports. During the first week of labs the TAs walk the students through the writing process and explain the rubric and writing outline. At the end of each lab experiment the TA will go through a list of questions (also contained in the writing outline) to stimulate ideas that the students can use as material for their lab reports. Also during the first week of labs we have staff from the writing center come to do a short presentation for each lab section. This presentation informs the students of the writing resources that are available to them.

Additional Comments

The percentages for the reports have a very large difference because these are the percentages of the total grade (lecture and lab combined). Reports #4 and #5 fulfill the requirements for the writing course and as such must comprise at least 25% of the total grade. The reports #4 and #5 have multiple components including a 1st draft, peer review and final draft submission which all contribute the percentage shown.

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

Attach Course Syllabus
- LECTURE MANUAL_MARB408_2018.docx
- LAB MANUAL_MARB408_2018.docx
- SYLLABUS_Steichen_MARB408_2018 (2).docx

Reviewer Comments
Valerie Balester (v-balester) (10/31/17 4:51 pm): Rollback: Per Meredith Zalesak’s request
MARB 408: MARINE BOTANY
Spring 2018 – Syllabus

Time: TTH 9:35-10:50
Lecture Location: Main 212
Lab Location: CLB 201

Dr. Jamie Steichen
Email: steichej@tamug.edu
Office location: OCSB 2nd floor cubicles (right outside Rm 261)
Office hours: Tues 2 – 3pm; Wed 1 – 3 pm
*Feel free to stop by anytime with questions or make an appointment*

“Tell me and I forget, teach me and I may remember, involve me and I learn.”
— Benjamin Franklin

LECTURE COURSE DESCRIPTION (3 CREDITS; 70% OF FINAL GRADE):
Morphology, systematics, ecology, and biochemistry of the representative algae, fungi, and submarine grasses.

Prerequisites: BIOL 112. Junior or senior classification or approval of instructor.

This course will introduce students to marine plants, particularly those in the coastal waters of the Gulf of Mexico, which is a valuable national and regional resource. The course includes studies into the ecology, community structure and environmental characteristics of marine plants and fungi. The emphasis in the class will be directed towards the identification of common marine plants, their habitat structure, the study of life histories and the environmental factors affecting the ecology of the marine plants (both micro and macroscopic). The course aims to provide students with sufficient knowledge and laboratory experience in all things related to Marine Botany.

LABORATORY COURSE DESCRIPTION (1 CREDIT; 30% OF FINAL GRADE):
Labs aim to teach students field and laboratory techniques for research on the biology and ecology of marine plants. Lab reports, worksheets, peer reviews and quizzes will be used to access your progress through the lab portion of the course but more importantly, to help with your writing experiences. We will expect your reports to increase in sophistication and detail. Late reports will be penalized (-10% a day) if no university approved documentation is provided. To receive W credit for this course, you must pass writing components.

LAB SCHEDULE:
Section 901: Wednesday 8:00-10:50am
Section 903: Thursday 2:20-5:10pm
Section 902: Friday 11:30am-2:20pm
Section 904: Friday 2:45-5:35pm

LEARNING OUTCOMES:
(1) Describe the ecological and environmental properties which effect the growth, physiology and distribution of marine plants,
(2) Differentiate between the divisions of marine phytoplankton and plants,
(3) Evaluate and describe human influences on marine plant environments, and
(4) Place marine plants in the large context of world affairs.
Textbook: Marine Botany course manuals (Lecture: Quigg & Wardle 2018; Lab: Quigg, 2018) These will be posted on e-Campus. In addition, books, websites, etc. will be suggested during lectures.

e-Campus: All lecture/lab material and grades will be posted on e-Campus.

**Grading Breakdown:**

Lecture = 70% of course grade
- 5 Exams = 60% of lecture grade (100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59-0% = F)
- Quizzes = 10% of lecture grade (10-12 quizzes given; 10 will count toward grade)

Laboratory = 30% of total grade
- Reports and worksheets = 85% of lab grade (5 reports of varying length and various worksheets)
- Quizzes = 10% of lab grade
- Participation = 5% of lab grade

**Grading Guidelines**

**In Class Quizzes:** 10% of your final lecture grade. Quizzes will randomly be given at any time during any class covering course material or current affairs pertinent to marine botany studies. Students who miss a quiz due to a documented excused absence only may schedule a makeup; students with undocumented absences will score "0". If you are not present AT THE TIME THEY ARE ADMINISTERED you will not be able to take the quiz.

**Exams:** There will be 5 lecture exams (each contributing to 12% of your total grade). Exams may consist of multiple-choice, fill in the blank, matching, and labeling of pictures and/or short/long answer questions designed to assess your understanding of the material that we will cover during the lectures and material from lecture manual (textbook). All assigned content from the lecture manual and material covered in lecture may be found on the exams. Make-up exams will ONLY be given with a university excused absence. In the unfortunate event you miss an exam, please notify Dr. Steichen as soon as you are able. No electronic devices—such as MP3 players, dictionaries, or translators—may be used during exams.

**Cell Phones Are Not Permitted In Lecture.** Please put into silent mode when entering the classroom. This means no sound or vibration, as this can be distracting to others ESPECIALLY during exams!! If you have a special circumstance please let me know at the beginning of class and an exception may be made. **Zero tolerance policy for those found using a cell phone during an exam.**

No eating will be allowed during class. You may have a beverage in the lecture portion but please be quiet as to not disrupt others.

Be courteous to your peers during the lecture and lab portion of this course. You will be working together and independently and I encourage you to acknowledge that your learning style may be different from others. There will be circumstances where your work will be critiqued by your peers during the lab time as well as during your mandatory visits to the Writing Center (in the library). During these times (and all times) I expect you to be respectful to each other.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture: Content and Exams</th>
<th>Week</th>
<th>Lab: Activity</th>
<th>Lab: Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17-Jan</td>
<td>Introduction/Algal Ecology I</td>
<td>1</td>
<td>#1) Introduction/Scientific Writing</td>
<td>In class discussion on Scientific writing</td>
</tr>
<tr>
<td></td>
<td>19-Jan</td>
<td>Algal Ecology II</td>
<td></td>
<td>#2) Primary Production Experiment (Light/Dark Bottles)</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>24-Jan</td>
<td>Algal Ecology III</td>
<td>2</td>
<td>#3) Chlorophyll a Analysis</td>
<td>Lab #2: Primary Prod. Exp. Report Due via TURNITIN (max 2pg)</td>
</tr>
<tr>
<td></td>
<td>26-Jan</td>
<td>Photosynthesis/Photopigments</td>
<td></td>
<td>Lab #3: Chlorophyll Report Due via TURNITIN (max 2pg)</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>31-Jan</td>
<td>Photosynthesis/Photopigments</td>
<td>3</td>
<td>#4) Boat basin tow/Phyto ID/Palmer Index</td>
<td>Lab #4: Phyto ID/Palmer Index Report Due via TURNITIN (max 2pg)</td>
</tr>
<tr>
<td></td>
<td>2-Feb</td>
<td>Exam I</td>
<td></td>
<td>#5) Resource Limitation Assay (RLA) Part II: Analysis</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>7-Feb</td>
<td>Cyanobacteria</td>
<td>4</td>
<td>#6) Resource Limitation Assay (RLA) Part II: Analysis</td>
<td>Lab #5/6: First Draft of RLA Report Due (max 5pg) <strong>BRING 2 HARD COPIES OF YOUR REPORT AND 2 COPIES OF THE RUBRIC TO LAB FOR PEER REVIEW</strong></td>
</tr>
<tr>
<td></td>
<td>9-Feb</td>
<td>Eukaryotes</td>
<td></td>
<td>#7) Peer Review of RLA Report</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>14-Feb</td>
<td>Chlorophyta</td>
<td>5</td>
<td>#8) Boat Trip</td>
<td>Instructors return their edits of RLA papers to students</td>
</tr>
<tr>
<td></td>
<td>16-Feb</td>
<td>Euglenoids/Chlorarachniophyta</td>
<td></td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>21-Feb</td>
<td>Exam II</td>
<td>6</td>
<td>Lab #10: Data from Quadrats due in lab on a USB or your laptop. Bring laptop and organized data in a spreadsheet to lab ready for analysis</td>
<td>Lab #5-7 FINAL DRAFT OF RLA REPORT DUE (max 5pg) via TURNITIN (due by your scheduled lab time)</td>
</tr>
<tr>
<td></td>
<td>23-Feb</td>
<td>Cryptophytes/Bacillariophyta</td>
<td></td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>28-Feb</td>
<td>Haptophyta/Dinophyta</td>
<td>7</td>
<td>#10) FIELD TRIP: Salt Marsh Part II: Collect Quadrat data Location: Sunset Cove (meet in CLB 201)</td>
<td>Lab #5-7 FINAL DRAFT OF RLA REPORT DUE (max 5pg) via TURNITIN (due by your scheduled lab time)</td>
</tr>
<tr>
<td></td>
<td>2-Mar</td>
<td>Dinophyta</td>
<td></td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>7-Mar</td>
<td>Chrysophyta</td>
<td>8</td>
<td>#11) Salt Marsh Part III: Data analysis (CLB 201)</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td></td>
<td>9-Mar</td>
<td>Exam III</td>
<td></td>
<td>Lab #10: Data from Quadrats due in lab on a USB or your laptop. Bring laptop and organized data in a spreadsheet to lab ready for analysis</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td>9</td>
<td>14-Mar</td>
<td>Spring Break</td>
<td></td>
<td>Lab #5-7 FINAL DRAFT OF RLA REPORT DUE (max 5pg) via TURNITIN (due by your scheduled lab time)</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td></td>
<td>16-Mar</td>
<td></td>
<td></td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td>10</td>
<td>21-Mar</td>
<td>Salt Marshes</td>
<td>9</td>
<td>#9) FIELD TRIP: Salt Marsh Part I: ID Salt Marsh Plants Location: Sunset Cove (meet in CLB 201)</td>
<td>Lab #5-7 FINAL DRAFT OF RLA REPORT DUE (max 5pg) via TURNITIN (due by your scheduled lab time)</td>
</tr>
<tr>
<td></td>
<td>23-Mar</td>
<td>Salt Marshes</td>
<td></td>
<td>Lab #5-7 FINAL DRAFT OF RLA REPORT DUE (max 5pg) via TURNITIN (due by your scheduled lab time)</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td>11</td>
<td>28-Mar</td>
<td>Mangroves</td>
<td>10</td>
<td>#10) FIELD TRIP: Salt Marsh Part II: Collect Quadrat data Location: Sunset Cove (meet in CLB 201)</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td></td>
<td>30-Mar</td>
<td>Microphytobenthos</td>
<td></td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td>12</td>
<td>4-Apr</td>
<td>Seagrasses</td>
<td>11</td>
<td>#11) Salt Marsh Part III: Data analysis (CLB 201)</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td></td>
<td>6-Apr</td>
<td>Exam IV</td>
<td></td>
<td>Lab #10: Data from Quadrats due in lab on a USB or your laptop. Bring laptop and organized data in a spreadsheet to lab ready for analysis</td>
<td>Lab #9: Drawing of zonation and plants identifications from salt marsh DUE (Bring to lab)</td>
</tr>
<tr>
<td>13</td>
<td>11-Apr</td>
<td>Marine Plants</td>
<td>12</td>
<td>Lab #10: Data from Quadrats due in lab on a USB or your laptop. Bring laptop and organized data in a spreadsheet to lab ready for analysis</td>
<td>NO LABS - Reading Day Friday</td>
</tr>
<tr>
<td></td>
<td>13-Apr</td>
<td>Rhodophyta</td>
<td></td>
<td>Lab #10: Data from Quadrats due in lab on a USB or your laptop. Bring laptop and organized data in a spreadsheet to lab ready for analysis</td>
<td>NO LABS</td>
</tr>
<tr>
<td>14</td>
<td>18-Apr</td>
<td>Chlorophyta I</td>
<td>13</td>
<td>#12) Peer Review Salt Marsh Report</td>
<td>Lab #9-12: First Draft Salt Marsh Report Due (max 7pg) <strong>BRING 2 HARD COPIES OF YOUR REPORT AND 2 COPIES OF THE RUBRIC TO LAB FOR PEER REVIEW</strong></td>
</tr>
<tr>
<td></td>
<td>20-Apr</td>
<td>Chlorophyta II</td>
<td></td>
<td>Lab #9-12: First Draft Salt Marsh Report Due (max 7pg) <strong>BRING 2 HARD COPIES OF YOUR REPORT AND 2 COPIES OF THE RUBRIC TO LAB FOR PEER REVIEW</strong></td>
<td>Lab #9-12: Final Draft of Salt Marsh Report Due via TURNITIN (max 7pg)</td>
</tr>
<tr>
<td></td>
<td>25-Apr</td>
<td>Phaeophyta</td>
<td>14</td>
<td>#13) FIELD TRIP: Seaweeds/Herbarium Location: Galveston Jetty (meet in CLB 201)</td>
<td>Lab #9-12: Final Draft of Salt Marsh Report Due via TURNITIN (max 7pg)</td>
</tr>
<tr>
<td></td>
<td>27-Apr</td>
<td>Exam V</td>
<td></td>
<td>Lab #9-12: Final Draft of Salt Marsh Report Due via TURNITIN (max 7pg)</td>
<td>Lab #13: Due in lab - 1D seaweeds collected</td>
</tr>
<tr>
<td>15</td>
<td>2-May</td>
<td>Redefined Friday</td>
<td>15</td>
<td>Lab #9-12: Final Draft of Salt Marsh Report Due via TURNITIN (max 7pg)</td>
<td>NO LABS</td>
</tr>
</tbody>
</table>

**Lecture and Lab schedule is TENTATIVE and subject to change. Lectures will proceed in order listed but the dates may shift. If exam dates or assignment deadlines change I will announce in class and post a new version of this syllabus on e-Campus**
Attendance Policy:
Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Students are expected to attend all lab classes wearing suitable attire.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html.

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

Statement on the Family Educational Rights and Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of persons to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Statement on Course Evaluations
The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at http://pica.tamu.edu, your Howdy portal, or by scanning:

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

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty.

January 03 Wednesday 03, Graduation Application opens for all students planning to graduate in May 2018. January 12 Friday 12, 5 p.m., Last day to register for spring semester classes. Refer to http://finance.tamu.edu/sbs for tuition and fee due dates.

January 15 Monday 15, Martin Luther King, Jr. Day, Faculty and staff holiday.
January 16 Tuesday 16, First day of spring semester classes.
January 22 Monday 22, 5 p.m., Last day for adding/dropping courses for the spring semester.
January 31 Wednesday 31, Spring official census date.
February 16 Friday 16, Last day to apply for all degrees to be awarded in May without a late fee.
March 05 Monday 05, 12 p.m. (noon), Mid-semester grades due.
March 12 - March 16 Monday 12 - Friday 16, Spring Break
March 14 - March 16 Wednesday 14 - Friday 16, Faculty and staff holiday.
March 30 Friday 30, Reading day, no classes. Does not apply to programs offered by the College of Nursing.
April 05 - April 20 Thursday 05 - Friday 20, Preregistration for the 2018 first term, second term, 10-week summer semester and fall semester.
April 17 Tuesday 17, 5 p.m., Last day for all students to drop courses with no penalty (Q-drop).
April 17 Tuesday 17, 5 p.m., Last day to change KINE 198/199 Grade Type for spring 2018.
April 17 Tuesday 17, 5 p.m., Last day to officially withdraw from the University.
April 21 Saturday 21, Muster, Campus ceremony.
April 30 Monday 30, Pursuant to Student Rule 8.3, no regular course examinations (except for laboratory and one-hour courses) shall be given during the 15th week of classes.
May 01 Tuesday 01, Last day of classes for spring semester classes. Pursuant to Student Rule 8.3, no regular course examinations (except for laboratory and one-hour courses) shall be given during the 15th week of classes.
May 01 Tuesday 01, Last day to apply for all degrees to be awarded in May.
May 01 Tuesday 01, Redefined day, students attend their Friday classes. Does not apply to programs offered by the College of Nursing. Pursuant to Student Rule 8.3, no regular course examinations (except for laboratory and one-hour courses) shall be given during the 15th week of classes.
May 02 Wednesday 02, Reading day, no classes.
May 03 Thursday 03, Spring semester final examinations for all students.
May 04 Friday 04, Spring semester final examinations for all students.
May 07 Monday 07, Spring semester final examinations for all students.
May 08 Tuesday 08, Spring semester final examinations for all students.
May 09 Wednesday 09, 6 p.m., Grades due for all degree candidates to the Office of the Registrar. Grades will be available for viewing in Howdy after 10 p.m.
May 10 Thursday 10, Commencement and Commissioning.
May 11 Friday 11, Commencement and Commissioning.
May 11 Friday 11, 5 p.m., Last day for May undergraduate degree candidates to apply for Tuition Rebate in Howdy.
May 12 Saturday 12, Commencement and Commissioning.
May 14 Monday 14, 12 p.m. (noon), Final grades for all students due to the Office of the Registrar. Grades will be available for viewing in Howdy after 5 p.m.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/18/17 12:15 pm

Viewing: NUEN 303-W : Nuclear Detection and Isotope Technology Laboratory

Last edit: 11/29/17 12:00 pm
Changes proposed by: marianno

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Marianno</td>
<td><a href="mailto:marianno@tamu.edu">marianno@tamu.edu</a></td>
<td>9798456093</td>
</tr>
</tbody>
</table>

Course Prefix    NUEN
Academic Level   UG
Complete Course Title: Nuclear Detection and Isotope Technology Laboratory
Abbreviated Course Title: NUEN DET ISO TECH LAB
Crosslisted With: 
Semester Credit: 3
Hour(s): 
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 6
Enrollment per Section (Avg.): 17
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? Yes
Who will evaluate them?
The TA's and I all grade the papers.

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 TAs only grade. I have specific formatting rules that they rad against. I also tell them ahead of each assignment what parts of the reports they should focus on. I also spot check the papers to make sure the graders and grading fairly and consistently.

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To receive W credit for this course, you must pass the W 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>Analysis 1</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Analysis 2</td>
<td>600</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.

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

Explain how collaboration is monitored to ensure equal participation.

NA

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

The lab reports are conducted in two rounds: an initial first draft that is peer-edited in a round-robin review, and a final version.

Describe how you provide writing instruction.

I take one lab period and go over scientific writing technique. This is an hour lecture that gives "good" examples and "bad" examples. Scientific data is presented and a walk-through is given to students on how to explain and analyze the data in written form.

Additional Comments

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

Attach Course Syllabus  NUEN 303 Syllabus.pdf

Reviewer Comments
NUEN 303: Nuclear Detection and Isotope Technology Laboratory
Spring 2017

Instructors
Instructor: Dr. Craig Marianno
Telephone: (979) 845 - 6093
Email: marianno@tamu.edu
Office Hours: W 11:00 – 12:00
Location: AIEN 310

Instructor: Jordan Douglas
Telephone: jodougl@tamu.edu
Office Hours: W 12:00 – 1:00
Location: AIEN 401

Teaching Assistants
Name: Linda Anuar
Email Address: lynnanuar@tamu.edu
Office Hours: TBD
Location: TBD

Name: Athena Sagadevan
Email Address: athenaas92@tamu.edu
Office Hours: TBD
Location: TBD

Class time and Location
This course will consist of 2 lectures delivered on Monday and Wednesday 15:00 – 15:50 in FRAN 102.

There are 4 laboratory sections.

- Monday 16:00 – 19:00 AIEN 112M
- Tuesday 16:00 – 19:00 AIEN 112M
- Wednesday 16:00 – 19:00 AIEN 112M
- Thursday 16:00 – 19:00 AIEN 112M

Course Description
To teach students in nuclear engineering the theory and technology behind detectors, sensors, and source technologies. Interactions of radiation with matter and the behavior of various nuclear radiation detectors will be studied through theory, experiment and field activities. The properties of radionuclides useful to industry and medicine will be considered and evaluated from an engineering point of view. This course is meant to provide the student a foundation of understanding into the radiation detection technologies used in nuclear industry.

Prerequisites:
NUEN 309 Radiological Safety
ECEN 215 Principals of Electrical Engineering

Overall Course Learning Outcomes
At the completion of this class students will know how to use detections systems used for alpha, beta, gamma and neutron measurements. They will understand the advantages and disadvantages of different detection methods. When a student passes this class they will be able to go into a professional setting and operate most radiation detection systems. Students will also understand the challenges associated with detecting different types of radioactive material, including, but not limited to, special nuclear material.
Resource Materials & Course Technology

Required Textbook and Resource Materials (needed for the course):

There is 1 required text for the course:


The instructor’s notes will be the principle source of information for the course. These notes will be supplied to the students in MS PowerPoint format.

Various additional resources may be provided in electronic format.

**eCampus:**

This course will use the TAMU eCampus, powered by Blackboard Learn, as the virtual classroom. Within eCampus, you can find all course-related content (including but not limited to course materials, content, videos, activities, grades, etc.). The recommended browsers for eCampus access are Mozilla Firefox or Google Chrome (Internet Explorer is not recommended). For additional information on support browsers for eCampus, please visit http://tx.ag/eCampusBrowserSupport. To log in to eCampus:

- Go to http://ecampus.tamu.edu
- Click the Login button
- Use your TAMU NetID and password to log in

Once logged into eCampus, you will see a list of all courses for which you are enrolled in for the semester. To navigate to this course, click on the name of the course. If you have any problems logging into the course, please see the technology support section below.

Within eCampus, the course menu is located on the left. The syllabus and course introdutory materials can be found within the “Getting Started” section of the course menu. The course lectures will be accessible under the is presented within modules and can be accessed by click on the names of the modules within the menu. Course due dates are posted within the calendar. If you have any question about navigating the eCampus course website, please contact me. We also recommend that faculty record a short course introduction video which should include highlights from the syllabus and how to navigate eCampus.

**Technology Requirements & Recommendations (Primarily for Distance Education Students):**

**Technology Requirements:**

- Reliable and frequent access to a computer and to the high-speed Internet. If you do not have frequent and reliable access to a computer with Internet connection, please contact the instructor to discuss your situation and determine an appropriate solution.
- To attend virtual office hours, students will need to make sure they have setup Bb Collaborate to run on their computer(s) and mobile devices. Please visit http://blackboard.force.com/publickarticleview?id=kA770000000CbIW to check your system requirements and test your connection.
  - It is required to have a microphone and webcam when using Bb Collaborate. While many students use a built in webcam, it is recommended to have a headset with a microphone, such as a smartphone headset, for the virtual office hours and group collaboration. Technology Recommendations:

**Grading Policies**

The student’s grade will be based on the following criteria:

**This class is designated as a writing intensive course. To receive W credit for this course, you must pass the W component.**

**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.00-100.00</td>
</tr>
<tr>
<td>B</td>
<td>80.00-89.99</td>
</tr>
<tr>
<td>C</td>
<td>70.00-79.99</td>
</tr>
<tr>
<td>D</td>
<td>60.00-69.99</td>
</tr>
<tr>
<td>F</td>
<td>0.00-59.99</td>
</tr>
</tbody>
</table>

**10% - Lab Worksheet/Homework** - These are typed assignments associated with most labs. The assignments will focus on important areas of the experiment. The information for your assignments will come from your lab notebooks.
15% - Lab Report - There will be 2 formal lab reports. These reports will be approximately 10 pages in length (including tables and graphs). These will be concise descriptions of how the lab was completed and the results. Formatting guidelines will be available electronically. Labs will be due in two rounds: an initial first draft and the final draft after a round-robin editorial peer review.

5% - Editor - Each student will be called upon to act as the editor for a classmate’s writing assignments. Each edited document will be returned to the instructor. The editor’s performance will be evaluated on how well they scrutinized the original report. The student should provide grammatical and technical comments.

10% - Notebook - The student will be required to keep a scientific notebook for the class. Rules for notebook maintenance will be provided. The instructor will evaluate the notebook periodically during the semester to verify that laboratory information is being properly recorded and that standard notebook protocols are being met. The end-of-semester review will be weighted higher than the other review(s).

20% - Lab Analysis - Some laboratories will have writing “Analysis” assignments that are associated with the labs. Formatting guidelines will be available electronically. Format guidelines will be followed and Analysis Assignment will be conducted in 2 rounds: an initial first draft and the final draft after a round-robin editorial peer review.

10% - Lab Quiz – There will be a quiz at the start of each lab. It will cover the basic information available on the procedure. This is meant to assure that the students are prepared for the necessary to complete that week’s lab. Please read the materials beforehand and come to lab prepared on your assigned day.

15% - Midterm – 3/8/2017

15% - Final/Lab Practical – TBD

Writing assignment grading.
All writing assignments will be graded using the following metrics:
30% Format – Following all formatting rules. These rules are provided on eCampus.
   - 5% will be taken off for the first time formatting error. For new every formatting error after that 2% will be deducted. You cannot lose points if the same formatting error is repeated.
   - 15% will be deducted from Format if an incomplete draft is turned into a reviewer.
50% Analysis – If data is presented, how well did you explain the results? Did you think about the reasoning behind the result?
   - This is subjective: for each inadequate analysis you can lose anywhere between 5-10%.
20% “Style” – How well is it written? Any misspellings, grammatical errors, poor sentence structure?
   - 2% will be deducted for every noted error

**Remember: Every writing assignment will be peer reviewed. Hopefully, you and your reviewer will catch all your mistakes before it gets graded by me.

Course Topics and Major Assignment Dates:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17 – 1/20</td>
<td>Lecture 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/23 – 1/27</td>
<td>Lecture 2/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronics/Counting Statistics</td>
</tr>
<tr>
<td>3</td>
<td>1/30 – 2/3</td>
<td>Lecture 4/5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gas Filled Detection</td>
</tr>
<tr>
<td>4</td>
<td>2/6 – 2/10</td>
<td>Lecture 6/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gas Filled Detection</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1/17 – 1/20</td>
<td>No Labs</td>
</tr>
<tr>
<td>2</td>
<td>1/23 – 1/27</td>
<td>Lab 1 Electronics</td>
</tr>
<tr>
<td>3</td>
<td>1/30 – 2/3</td>
<td>Lab 2 Gas Detector</td>
</tr>
<tr>
<td>4</td>
<td>2/6 – 2/10</td>
<td>Lab 3 Gas Detector Dead Time</td>
</tr>
<tr>
<td>5</td>
<td>2/13 – 2/17</td>
<td>Lab 4 Alpha Attenuation</td>
</tr>
<tr>
<td>6</td>
<td>2/20 – 2/24</td>
<td>Lab 5 Nal Calibration/ Unknown ID</td>
</tr>
<tr>
<td>7</td>
<td>2/27 – 3/3</td>
<td>Lab 6 Nal Compton</td>
</tr>
<tr>
<td>8</td>
<td>3/6 – 3/10</td>
<td>Lab 7 Source Search</td>
</tr>
</tbody>
</table>

**Laboratory**

<table>
<thead>
<tr>
<th>Labora (Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/17 – 1/20</td>
<td>No Labs</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/23 – 1/27</td>
<td>Lab 1 Electronics</td>
<td>Introduction HW1</td>
</tr>
<tr>
<td>3</td>
<td>1/30 – 2/3</td>
<td>Lab 2 Gas Detector</td>
<td>Results &amp; Discussion</td>
</tr>
<tr>
<td>4</td>
<td>2/6 – 2/10</td>
<td>Lab 3 Gas Detector Dead Time</td>
<td>Materials &amp; Methods/ Edit R&amp;D</td>
</tr>
<tr>
<td>5</td>
<td>2/13 – 2/17</td>
<td>Lab 4 Alpha Attenuation</td>
<td>Analysis</td>
</tr>
<tr>
<td>6</td>
<td>2/20 – 2/24</td>
<td>Lab 5 Nal Calibration/ Unknown ID</td>
<td>Analysis</td>
</tr>
<tr>
<td>7</td>
<td>2/27 – 3/3</td>
<td>Lab 6 Nal Compton</td>
<td>Full Lab</td>
</tr>
<tr>
<td>8</td>
<td>3/6 – 3/10</td>
<td>Lab 7 Source Search</td>
<td>Edits</td>
</tr>
<tr>
<td></td>
<td>Date Range</td>
<td>Assignment Details</td>
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<tr>
<td>9</td>
<td>3/13 – 3/17</td>
<td>SPRING BREAK!!!!!!</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/20 – 3/24</td>
<td>In-lab Presentations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/27 – 3/31</td>
<td>Lab 8 NAI Attenuation Coefficient</td>
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<td></td>
<td></td>
<td>Analysis</td>
<td></td>
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<tr>
<td>12</td>
<td>4/3 – 4/7</td>
<td>Lab 9 HPGE Calibration/Nuclide</td>
<td></td>
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<td></td>
<td></td>
<td>Quantification</td>
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<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/10 – 4/14</td>
<td>Lab 10 HPGE Half-life and Unknown ID</td>
<td></td>
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<td></td>
<td></td>
<td>Full Lab</td>
<td></td>
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<tr>
<td>14</td>
<td>4/17 – 4/21</td>
<td>Lab 11 Neutron Detection</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Analysis/Edits</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/24 – 4/28</td>
<td>Lab 12 Neutron Counting</td>
<td></td>
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<td></td>
<td></td>
<td>Analysis</td>
<td></td>
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<tr>
<td>16</td>
<td>5/1 – 5/2</td>
<td>Lab Practical</td>
<td></td>
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<tr>
<td>17</td>
<td>5/4 – 5/9</td>
<td>FINAL EXAM (5/9 10:30 - 12:30)</td>
<td></td>
</tr>
</tbody>
</table>

*Topic and Assignment Dates Tentative*

**Course Policies**

**Attendance Policy:**
If you have to miss class please let an instructor know as soon as possible. Attendance in lab is mandatory. You must attend the laboratory section you are registered for. There are a limited number of spaces in the lab and you may not be able to make up a lab if you miss it.

**Late Work Policy:**
Homework, lab reports, and other lab assignments will be assigned throughout the semester. Work should be turned in at the beginning of the period on the date it is due, anything after will be considered late. Late work will be deducted 10% per day after the due date.

**Course Copyright Statement:**
The materials used within this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, online handouts, course videos, etc. Because these materials are copyrighted, you do not have the right to copy or distribute these materials, unless permission is expressly granted.

**Incomplete Grade:**
Grades of “INCOMPLETE” will be given only for certifiable medical reasons or in other extraordinary circumstances arranged in advance.

**Communication Expectations:**
The best way to contact the instructors and graduate assistant for this course is via email (see contact information at the top of the syllabus). Students should expect a response from the instructor or graduate assistant no later than 48 hours after an email is sent or voicemail is left.

Homework assignments, quizzes and worksheets will be graded no later than 7 days after the due dates posted within the syllabus. Formal lab reports will be turned in no later than 2 weeks after the final version is submitted. If dates need to be adjusted based on unforeseen circumstances, an announcement will be sent from eCampus.

The email that we will communicate with you will be the one that is listed through Howdy. Therefore, you will need to check this email regularly for any and all class announcements.
Institutional Policies

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.

This course uses Blackboard Learn as its online platform. To know more about its accessibility standards please to their website. http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx.

If you find that course content or software are not accessible, please contact your course instructor or disability services so that appropriate accommodations to the learning environment can be made.

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

"An Aggie does not lie, cheat or steal, or 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. For more information, please visit http://aggiehonor.tamu.edu/

Student Rules:
Each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules. More specific rules, information and procedures may be found in various publications pertaining to each particular service or department. For more information, please visit http://student-rules.tamu.edu/

Statement of Plagiarism:
All materials generated by the instructor for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the instructor expressly grants permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc. which belong to another. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. 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.”

Export Control Statement:
United States export control laws regulate the release of goods and technologies that affect U.S. national security or foreign policy interests. Distance education students and course content MUST comply with these U.S. export control laws. If TAMU indicates that you are attempting to access course content from an IP address associated with a country currently subject to economic and trade sanction, your TAMU NetID account will be terminated and you will be contacted by the TAMU Export Control Office and the Office of Identity Management. For additional information visit, https://vpr.tamu.edu/resources/export-controls/resources.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 11/09/17 10:40 am

Viewing: AGEC 429-W: Agricultural Policy

Last edit: 12/04/17 3:16 pm
Changes proposed by: dchester

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Chester</td>
<td><a href="mailto:dchester@tamu.edu">dchester@tamu.edu</a></td>
<td>979-845-4911</td>
</tr>
</tbody>
</table>

Course Prefix  AGEC  Course Number  429
Academic Level  UG
Complete Course Title  Agricultural Policy
Abbreviated Course Title  AGRICULTURAL POLICY
Crosslisted With
Semester Credit  3
Hour(s)
Proposal for:
Writing Designation Addition/Edit

Writing Designation

Number of Sections per Academic Year 5
Enrollment per Section (Avg.) 51
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? Yes
Who will evaluate them?
Two Graduate Assistants, four undergraduates, 2 staff, 2 faculty

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 graduate student does the initial grading for content of the initial submissions of both the policy papers and the written problem sets. The undergraduate students in the Departmental Writing Center grade the initial submissions of the policy papers and problem sets for English. The instructor reviews the work of the students on all papers. Both the graduate and the undergraduate students provide written lists of major problems in the papers to the instructor which is used by the instructor as instruction on writing. The revised submissions of the papers and problem sets are graded by the graduate assistant and that work is reviewed by 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.

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. Agricultural Policy Interest Group</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2. Agricultural or Food Policy Analysis</td>
<td>1000</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>3. Written Problem Sets</td>
<td>1000</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

N/A

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

Feedback is provided in two forms. Written comments are made by graders and by the instructor to students on both the initial and revised submissions of the policy papers and written problem sets.

Describe how you provide writing instruction.

- A rubric for grading is provided for writing assignments at the beginning of the semester and discussed in detail with students. The rubrics and requirements are discussed in various classes throughout the semester.
- Writing instruction in provided in the syllabus.
- Students are assigned to read and use the “General Writing Guidelines for AGEC Undergraduate Students” which is made available on the class website.
- The lists of common errors in content, format, and writing as found by graders and by the instructor in students’ policy papers and problem sets are discussed in class with students the day the graded initial submissions are handed back to students.
- One portion of several lecture periods is used to discuss key writing items such as plagiarism, works cited and in-text citations, and writing appropriate conclusions

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

Attach Course Syllabus  AGEC 429 Syllabus.pdf

Reviewer Comments

Valerie Balester [v-balester] (11/01/17 9:10 am): Rollback: 1. Instructor to student ratio is too high 2. Formative feedback should be required 3. If word problems are not part of 2nd assignment, list on proposal form to clarify there are 2000 words. For more information see Checklist of W Course Requirements at http://writingcenter.tamu.edu/Faculty/Apply-for-W-or-C-Course-Approval/W-Course-Approval-Process/Checklist-of-W-Course-Requirements


Key: 448
Course Content

Analysis of the causes, nature, and effects of government participation in agriculture; and interrelationship of the American agriculture and agribusiness sector with the political and economic system, public administration, and interest group representation. Prerequisites: AGEC 105, ECON 202 or ECON 203; ENGL 103 or ENGL 104; and junior or senior classification.

Instructor

Dr. Gary W. Williams, Office: 371 AGLS. Phone: 845-5911. E-mail: gwwilliams@tamu.edu. Office Hours: 2:30 pm - 3:30 pm Tuesday and Thursday or by appointment (email or call 845-5911).

Teaching Assistant

Justin Machado, Office: 391 AGLS. E-mail: jemachado@tamu.edu. Office hours: Tuesday 10 am - 11:30 am and Wednesday 2:30 pm - 4:30 pm. For appointments at other times, please send e-mail.

Class Location and Time

HPCT 101 from 3:55 pm to 5:10 pm, Tuesdays and Thursdays.

Required Text:

There is no specifically required text. Required readings come from various sources. See the “Course Outline and Readings” section of the syllabus for the readings that are required and recommended.

Learning Outcomes

This is a junior/senior level course designed to help students develop an ability to analyze important issues relating to U.S. agricultural policy and its effects on domestic and world agribusiness markets using economic principles and concepts learned in previous courses. At the end of the course, students should have the developed the skills and knowledge to:

1. understand the process of developing and implementing U.S. agricultural policy;
2. understand the general instruments of agricultural and trade policy and their market impacts;
3. analyze U.S. farm and trade policy and implications for agricultural markets;
4. analyze U.S. agricultural and resource and environmental policy;
5. analyze U.S. food safety and nutrition policy; and
6. use standard economic tools of analysis to examine issues in agricultural policy.

Course Procedures

1. The course will consist of a combination of lectures and class discussion.
2. Lecture Notes (Class Powerpoints) PLEASE NOTE. THIS IS IMPORTANT.
   We will make extensive use of lecture notes for class lectures which are on our class Internet website for you to print off at your convenience. I will expect that you will print off and bring a copy of the class notes with you to class each day. You can find the class notes on our course website at http://agecon2.tamu.edu/people/faculty/williams-gary/429 or on the eCAMPUS system for AGEC 429. You will need Adobe Acrobat to print the files.
Class Website IMPORTANT!

All the lecture materials, problem sets, syllabus, instructions for writing the required policy papers, and more are all available on our course website at: [http://agecon2.tamu.edu/people/faculty/williams-gary/429](http://agecon2.tamu.edu/people/faculty/williams-gary/429). All that same material can be accessed on eCampus. In addition, the scores for all graded materials will be entered into eCAMPUS as we progress through the semester. You final letter grade will be entered into eCAMPUS at the conclusion of the semester.

Problem Sets, Exams, and Quizzes

You will have 4 problem sets to complete during the semester. These will be uploaded to our class website about a week before they are due. The problem sets MUST be turned in at the beginning of class on their due dates. Late problem sets will not be accepted. You will take 2 exams during the semester and a final exam. Make-up exams will be given only for excused absences. (See section below on Excused Absences and Make-up Policies.) See more below on problem sets.

Quizzes will be given each class day to encourage study and attendance. Quizzes will cover material in the assigned readings for that day and/or in the previous lecture. Each daily quiz is worth a total of 50 points (25 points for being in attendance and 25 points for correct answers to the quiz questions). Your total daily quiz points for the semester are calculated as the average of your daily quiz points earned over all quizzes. There are NO quiz make-ups. If you miss the quiz on a particular class day, you will receive an automatic zero for the quiz that day. For excused absences, quizzes will NOT have to be made up. Rather, the zero for the quiz that day will be dropped before the semester quiz grade average is calculated. (See section on Excused Absences to find out how to get an absence excused.)

Final Exam

The bad news: The final exam will be comprehensive. BUT the good news: You can choose to waive the final exam IF AND ONLY IF you do not miss more than two (2) quizzes beginning with the quiz on Thursday, January 19 (lecture 2) through and including the quiz on Tuesday, April 25 (lecture 26) (see list of lectures and dates on the last page). IMPORTANT: Those who qualify to waive the final exam but choose to take it anyway to try and improve their grade will receive an automatic 50 bonus points added to their score up to a total of 200 points on the final exam to help them reach that goal (see “Grading” below for more information and examples.) Make-up final exams will be given only for excused absences. (See sections below on Excused Absences and Make-up Policies.)

Grading Policy

Your final grade will be based on your performance on exams, problem sets, policy papers, and quizzes which have maximum point values that can be earned for a total of 1,000 points as follows:

<table>
<thead>
<tr>
<th>Maximum Point Value</th>
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</thead>
<tbody>
<tr>
<td>EXAMS (2) 400 (200 points per exam)</td>
</tr>
<tr>
<td>FINAL EXAM 200</td>
</tr>
<tr>
<td>POLICY PAPERS (2) 150 (50 points on the first paper and 100 points on the second)</td>
</tr>
<tr>
<td>PROBLEM SETS (4) 200 (50 points per problem set)</td>
</tr>
<tr>
<td>DAILY QUIZZES (about 25 total) 50 (Average of daily quiz points earned)</td>
</tr>
<tr>
<td>TOTAL Points 1,000</td>
</tr>
</tbody>
</table>

The number of points needed to earn the corresponding grades are listed below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement if taking Final</th>
<th>Requirement if Final is waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 or more points</td>
<td>720-800 points</td>
</tr>
<tr>
<td>B</td>
<td>800-899 points</td>
<td>640-719 points</td>
</tr>
<tr>
<td>C</td>
<td>700-799 points</td>
<td>560-639 points</td>
</tr>
<tr>
<td>D</td>
<td>600-699 points</td>
<td>480-559 points</td>
</tr>
<tr>
<td>F</td>
<td>Less than 600 points</td>
<td>Less than 480 points</td>
</tr>
</tbody>
</table>

**IMPORTANT:** To pass this course, you must pass the writing (W) component which means you must earn at least 90 points on the two policy papers and 60 points on the two written problem sets (total 150 points)
Grading continued

If you take the final exam, the total points available are 1,000. However, if you qualify and choose to waive your final exam (see “Final Exam” above), the total points available will be 800. Those who qualify to waive the final exam but choose to take it anyway to try and improve their grade will receive an automatic 50 bonus points on the exam to help them achieve that goal. Note that the 50 point bonus is the reward for good attendance. Consequently, those who MUST take the exam (because they have missed 2 or more quizzes without excused absences) will not receive the 50 bonus points on the final exam. Here are a couple examples of how the grading will work:

Example 1 - More than 2 quizzes missed without excused absences: Say you earn a total of 328 points on the two exams, a total of 117 points on your two policy papers, a total of 110 points on your four problem sets, and an average daily quiz score of 35 points for a total of 590 points before the final exam. You must take the final exam because you have missed more than 2 quizzes without excused absences. So, to earn a “C” in the course, you must score at least 110 points (55%) on the final to reach the minimum 700 total points for a “C”. You cannot earn a “B” in the course (800 points), however, because you would need a score of 210 on the final which is only worth 200 points.

Example 2 - Two or fewer missed quizzes without excused absences: In this example, assume you earned the exact same number of points before the final as in the first example (590). In this case, however, you qualify to waive the final because you have 2 or fewer missed quizzes without excused absences. If you choose to waive the final, you will receive a “C” as your course grade since all you need for a “C” in this case is 560 points (see second column of points required for grades above). However, if you choose to take the final exam to try and earn a “B”, then you would still need at least 210 points on the final (which is impossible since there are a maximum of 200 points available on the exam) to reach the 800 point minimum for a “B” (see first column in chart above). BUT with the 50 bonus points you receive for good attendance, you will need to earn only 160 of the 200 points on the final exam (80%) to reach the 800 point minimum to earn a “B”.

Attendance and Excused Absences

Attendance is not required but absences must be excused to qualify for making-up missed exams and to qualify for waiving the final exam (see Final Exam section above). See the “Make-up Policy” section to see what can be made up if an absence is excused. The policy on excused absences will follow student rule 7 (see http://student-rules.tamu.edu/rule07). For a planned absence of any length to be excused, the absent student MUST submit for approval the following PRIOR to the absence: (1) proper documentation of a university-approved absence (see Student rule 7 for a list) with planned dates of absence AND (2) a properly filled out “Explanatory Statement for Absence from Class” form (http://shs.tamu.edu/wp-content/uploads/2016/03/Explanatory-Statement-for-Absence-from-Class.pdf). If the absence of any length is due to illness or other unforeseen reason, the absent student MUST submit to the instructor for his approval an “Explanatory Statement for Absence from Class” form on the first class day that the student is able to return to class. In addition, if the unforeseen absence extends for more than one class period, documentation confirming the dates of absence, such as a doctor’s note, MUST be submitted along with the “Explanatory “Statement for Absence from Class.” LATE EXCUSES WILL NOT BE ACCEPTED. NO EXCEPTIONS. So please don’t even try to hand in excused absence documents at the end of the semester in an attempt to qualify for the final exam waiver. For any unplanned extended absence, you are expected to contact the instructor as soon as feasible during the absence.

Make-up Policy

If an absence is excused, make-up opportunities will be provided for exams only. A quiz on an excused absence date will be dropped from the semester quiz grade average. Problem sets and written papers must be completed by the due date. An absence on the due date is not sufficient grounds for failing to hand in required out of class work since that work can always be handed in BEFORE the due date. If
Make-up Policy continued

an illness or injury prevents a student from handing in already completed out of class work, the student must obtain the approval of the instructor to hand in that work for credit. All the required documentation for an excused absence will be required for approval (see preceding section).

Writing Intensive Course - Policy Papers and Problem Sets

This is a university-designated writing intensive (“W”) course. The writing requirement is covered in the assignment of two policy papers and two written problem sets during the semester.

Policy Papers
The two policy papers MUST:
1. Be submitted electronically (as per instructions on our class website) AND in hard copy in class on the designated due date - no exceptions. Failure to meet this requirement will result in an automatic zero on your paper. No partial credit will be given.
2. Include all required elements as given in the rubric for each paper.
3. Be your original work. You may NOT use papers you wrote in AGEC 217 or any other course for this requirement.
4. Include at least the number of words required. Papers that do not meet the minimum word requirement will receive an automatic zero grade.
5. Be doubled spaced and use Times New Roman 12 font.

Papers will be graded for both English (20%) AND content (80%). A rubric (list of required elements) and more details for each paper are provided on our class website.

A minimum of two written assignments will be returned with feedback from the instructor on how students can further improve their writing skills. Revisions on those two writing assignments will be due the following week, providing a chance for students to improve their grades and writing skills. Final grades will then be assigned. Each student will participate in at least one peer review throughout the semester, in which they will read at least one other student’s paper and provide helpful comments for its improvement. Students should use feedback from the instructor and peer reviews to improve the final papers and other writing assignments throughout the semester.

Here are the general guidelines for the policy papers:

Policy Paper #1: Agricultural Policy Interest Group  Due Date: Thursday, February 9

MINIMUM 500 words (not including the works cited) - about 2-3 pages

You must first select an agricultural policy interest group as defined in class and in the text. Then in your paper: (1) introduce and describe the interest group, including a discussion of its history, leadership, and membership and a thesis statement, (2) the group’s policy goals and the methods the group uses to obtain those goals, (3) summarize the key points of your paper and main conclusions regarding the farm policy goals, influence, and work of the group, and (4) works cited. You may NOT use any paper or portion of paper you wrote in AGEC 217 or any other course for this requirement.

The paper should include the following elements:

**Section**  |  **Required Elements**
---|---
1. Introduction  |  (1) Introductory comments, (2) a brief history and description of the interest group, (3) group leadership and membership, (4) thesis statement
2. Farm/Food Policy Goals/Objectives  |  Discussion of the group’s policy goals and the methods the group uses to obtain those goals.
3. Summary and Conclusions  |  Summary of the key points of your paper and main conclusions regarding the farm policy goals, influence, and work of the group.
Policy Paper #2: Agricultural or Food Policy Analysis: Due Date: Thursday, April 20. Minimum 1,000 words (not including the works cited) - about 4-6 pages

Discuss and analyze the market effects of one agricultural or food policy. First, choose an agricultural or food policy like crop insurance, COOL, bioenergy, a food safety policy (like the Food Modernization Act, food labeling or other), an agricultural resource or environmental policy (like water policy, EQIP, CSP, or some EPA rule affecting agriculture), or an agricultural trade policy (like NAFTA, WTO, or a specific import tariff or export subsidy). YOU MAY NOT USE THE SAME TOPIC OR ANY PART OF A PAPER YOU WROTE IN AGEC 217 OR OTHER COURSE FOR THIS REQUIREMENT.

Then, you must include at least the following 5 sections and required elements in your paper:

<table>
<thead>
<tr>
<th>Section</th>
<th>Required Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Policy Discussion</td>
<td>Describe the agricultural or food policy you have chosen with emphasis on explaining its key characteristics and dimensions (for example, the policy goals and objectives, key policy provisions, markets/groups affected, etc.)</td>
</tr>
<tr>
<td>3. Policy Analysis</td>
<td>Draw an analytical graph* and use it to discuss the market effects and who gains and loses from the agricultural or food policy you have chosen.</td>
</tr>
<tr>
<td>4. Conclusions</td>
<td>Summarize the main conclusions of your paper and demonstrate how those conclusions relate to your thesis statement. See <a href="http://writingcenter.unc.edu/handouts/conclusions/">http://writingcenter.unc.edu/handouts/conclusions/</a> for help.</td>
</tr>
</tbody>
</table>

Written Problem Sets:
Two of the four problem sets will require you to analyze a policy problem and submit a written report of your analysis. Each of those two problem sets will require a minimum of 500 words each. The written problem sets will not have to be submitted electronically but all the other requirements for the two policy papers will apply to the written problem sets. As with the policy papers, you will have opportunities to revise and re-submit the two written problem sets.

Important Dates to Remember (Put these on your Calendar!)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19 (Thursday)</td>
<td>First daily quiz day (first day counted for qualifying to waive final exam)</td>
</tr>
<tr>
<td>February 9 (Thursday)</td>
<td>Policy Paper #1 Due</td>
</tr>
<tr>
<td>February 14 (Tuesday)</td>
<td>Problem Set #1 Due</td>
</tr>
<tr>
<td>March 7 (Tuesday)</td>
<td>Problem Set #2 Due</td>
</tr>
<tr>
<td>March 8 (Wednesday)</td>
<td>OPTIONAL Exam #1 Review (HPCT 101, 7:15 pm - 9:15 pm)</td>
</tr>
<tr>
<td>March 9 (Thursday)</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>March 13-17</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>April 6 (Thursday)</td>
<td>Problem Set #3 Due</td>
</tr>
<tr>
<td>April 13 (Thursday)</td>
<td>Problem Set #4 Due</td>
</tr>
<tr>
<td>April 20 (Thursday)</td>
<td>Policy Paper #2 Due</td>
</tr>
<tr>
<td>April 25 (Tuesday)</td>
<td>Last daily quiz day (last day counted for qualifying to waive final exam)</td>
</tr>
<tr>
<td>April 26 (Wednesday)</td>
<td>OPTIONAL Exam #2 Review (HPCT 101, 7:15 pm - 9:15 pm)</td>
</tr>
<tr>
<td>April 27 (Thursday)</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>May 2 (Tuesday)</td>
<td>OPTIONAL Final Exam Review (HPCT 101, 7:15 pm - 9:15 pm)</td>
</tr>
<tr>
<td>May 8 (Monday)</td>
<td>FINAL EXAM (1:00 pm - 3:00 pm)</td>
</tr>
</tbody>
</table>
Plagiarism and Other Forms of Academic Misconduct

“An Aggie does not lie, cheat or steal or tolerate those who do.” (For more information go to: http://aggiehonor.tamu.edu). A major violation of the Aggie Honor Code is plagiarism which is failing to credit sources used in your work in an attempt to pass off someone else’s work as your own. This includes attempting to receive credit for work performed by someone else such as papers obtained in whole or in part from individuals or other sources. You are guilty of plagiarism if you copy someone else’s work and turn it in under your name even if that person gives you permission to do so. Failing to provide proper citations of material taken from other sources or even being careless or sloppy in documenting the sources used in your work constitutes plagiarism. Plagiarism is considered to be academic misconduct for which the usual penalty is to give the offender an “F*” for the course. Under the Aggie Honor System rules, a student who is assessed a grade of “F*” shall have it documented on his/her transcript with the notation “FAILURE DUE TO ACADEMIC DISHONESTY”. You are responsible for understanding what plagiarism is and how to avoid it, including the appropriate and ethical use and citation of sources. Your policy papers will be checked electronically for plagiarism using various software packages. If you have any questions regarding plagiarism or other forms of cheating and academic misconduct, please refer to section 20 of the Aggie Honor System Rules at http://aggiehonor.tamu.edu/Rules-And-Procedures.

Fair warning: Cheating and other forms of academic misconduct are not tolerated. We use plagiarism-checking software to identify potential cases of plagiarism. If you are caught in the act, you will automatically receive a zero on the work in question, and an “F*” for the course. I will also submit an Honor Code Violation Report to the Honor Council. Ignorance of the rules does not exclude any Texas A&M University student from the requirements or the processes of the Honor System. To avoid point deductions, the following Honor Pledge must be stated and signed by the student on all course work, assignments, examinations, and papers in this course:

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

______________________________ ______________
Student’s Signature Date

______________________________ ______________
Student’s Printed Name UIN

Use of Calculators and Electronic Devices

The use of all programmable calculators is prohibited during examinations and quizzes. Only simple calculators (e.g., addition, subtraction, multiplication, division, etc., but no programmable features) may be used. All cell phones, smart phones, tablets, and other personal electronic devices must be turned off and stored away during class and particularly during exams and quizzes. Laptop computers may be used for taking notes only during class. NO PHOTOS OF MATERIALS PRESENTED IN CLASS ARE ALLOWED. Unauthorized use of any such devices during an examination or quiz is considered cheating and will result in a grade of zero on the examination or quiz, assigning of a grade of “F” in the course, and/or subsequent reporting of the incident to the Aggie Honor System Office.

Americans with Disabilities Act (ADA) Policy Statement

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

All readings are available on our class website as PDF files. Many of the readings are from Agricultural and Food Policy by Knutson, Penn, Flinchbaugh, and Outlaw (KPFO), Food Policy in the United States by Wilde, and Agricultural Policy in the United States by Novak, Pease, and Sanders (Novak). All readings are password protected. The password will be given to you in class. Some of the readings are listed as Optional and are intended for additional background on the corresponding topics. Other readings may be assigned during the semester.

I. Introduction, Policy Process, and Participants (Lectures 2 through 9)
   A. The Process and Participants (Lectures 2-6)
      KPFO, Chapter 2 and Chapter 3
      Wilde, Chapter 1
      “The Making of a Farm Bill” by S. Mercier
      Notes for Lectures 2 - 6
      Optional: Novak Chapters 1 and 3
   B. Consumer and Producer Behavior (Lectures 7-9)
      Novak, Chapter 2
      Notes for Lectures 7 - 9

II. Economic Analysis of Agricultural Policy (Lectures 10-15)
   A. General Instruments of Agricultural Policy (Lectures 10-13)
      KPFO, Chapter 7
      Wilde, Chapter 2
      Notes for Lectures 10-13
   B. Using Elasticities for Policy Analysis (Lectures 14 and 15)
      Notes for Lectures 14 and 15

III. U.S. Farm and Agricultural Trade Policy (Lectures 16-24)
   A. Analysis of Farm Bill Programs (Lectures 16-21)
      Novak, Chapter 8, pp 134-138 and Chapters 9 and 11
      Zulauf and Orden, “80 Years of Farm Bills,” Choices 4th Qtr, 2016
      USDA, “2014 Farm Bill Highlights”
      Notes for Lectures 16-21
      Optional: Novak, Chapters 6, 7, 8 (pp. 121-134)
   B. Agricultural Trade Policy (Lectures 22 - 24)
      Wilde, Chapter 4
      KPFO, Chapter 6
      Notes for Lectures 22 - 24

V. Food and Agricultural Resource and Environmental Policy (Lectures 25-26)
   A. U.S. Food Safety, Assistance, and Nutrition Policy (Lecture 25)
      KPFO, Chapter 10 and Chapter 11
      Optional: Wilde, Chapters 7, 8, 9, 10, 11
   B. U.S. Agricultural Resource and Environmental Policy (Lecture 26)
      KPFO Chapter 8 and Chapter 9
      Notes for Lecture 26
      Optional: Wilde, Chapter 3
# LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Classes</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Overview and Writing Assignments</td>
<td>Tues, Jan 17</td>
</tr>
<tr>
<td>2. What is Agricultural Policy?</td>
<td>Thurs, Jan 19</td>
</tr>
<tr>
<td>3. The Agricultural Policy Process</td>
<td>Tues, Jan 24</td>
</tr>
<tr>
<td>4. Participants in the Agricultural Policy Process I</td>
<td>Thurs, Jan 26</td>
</tr>
<tr>
<td>5. Participants in the Agricultural Policy Process II</td>
<td>Tues, Jan 31</td>
</tr>
<tr>
<td>6. Guest Speaker - “The Texas Farm Bureau and Farm Policy”</td>
<td>Thurs, Feb 2</td>
</tr>
<tr>
<td>Mr. Billy Howe, Associate Director, Government Affairs, Texas Farm Bureau</td>
<td></td>
</tr>
<tr>
<td>7. Consumer and Producer Behavior I</td>
<td>Tues, Feb 7</td>
</tr>
<tr>
<td>8. Consumer and Producer Behavior II</td>
<td>Thurs, Feb 9</td>
</tr>
<tr>
<td><strong>Policy Paper #1 Due</strong></td>
<td></td>
</tr>
<tr>
<td>9. Consumer and Producer Behavior III</td>
<td>Tues, Feb 14</td>
</tr>
<tr>
<td><strong>Problem Set #1 Due</strong></td>
<td></td>
</tr>
<tr>
<td>10. General Policy Instruments I</td>
<td>Thurs, Feb 16</td>
</tr>
<tr>
<td>11. General Policy Instruments II</td>
<td>Tues, Feb 21</td>
</tr>
<tr>
<td>12. General Policy Instruments III</td>
<td>Thurs, Feb 23</td>
</tr>
<tr>
<td>13. General Policy Instruments IV</td>
<td>Tues, Feb 28</td>
</tr>
<tr>
<td>14. Using Elasticities for Policy Analysis I</td>
<td>Thurs, Mar 2</td>
</tr>
<tr>
<td>15. Using Elasticities for Policy Analysis II</td>
<td>Tues, Mar 7</td>
</tr>
<tr>
<td><strong>Problem Set #2 Due</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exam #1 (Lectures 2-15 &amp; Problem Sets 1 and 2)</strong></td>
<td>Thurs, March 9</td>
</tr>
<tr>
<td><strong>SPRING BREAK</strong></td>
<td>March 13 - 17</td>
</tr>
<tr>
<td>16. Analysis of Farm Bill Programs I</td>
<td>Tues, March 21</td>
</tr>
<tr>
<td>17. Analysis of Farm Bill Programs II</td>
<td>Thurs, March 23</td>
</tr>
<tr>
<td>18. Analysis of Farm Bill Programs III</td>
<td>Tues, March 28</td>
</tr>
<tr>
<td>19. Analysis of 2014 Farm Bill I</td>
<td>Thurs, March 30</td>
</tr>
<tr>
<td>20. Analysis of 2014 Farm Bill II</td>
<td>Tues, Apr 4</td>
</tr>
<tr>
<td>21. Analysis of 2014 Farm Bill Program III</td>
<td>Thurs, April 6</td>
</tr>
<tr>
<td><strong>Problem Set #3 Due</strong></td>
<td></td>
</tr>
<tr>
<td>22. Agricultural Trade Policy Analysis I</td>
<td>Tues, April 11</td>
</tr>
<tr>
<td>23. Agricultural Trade Policy Analysis II</td>
<td>Thurs, April 13</td>
</tr>
<tr>
<td><strong>Problem Set #4 Due</strong></td>
<td></td>
</tr>
<tr>
<td>24. U.S. Agricultural Trade Policy</td>
<td>Tues, April 18</td>
</tr>
<tr>
<td>25. U.S. Food Safety, Assistance, and Nutrition Policy</td>
<td>Thurs, April 20</td>
</tr>
<tr>
<td><strong>Policy Paper #2 Due</strong></td>
<td></td>
</tr>
<tr>
<td>26. U.S. Agricultural Resource and Environmental Policy</td>
<td>Tues, April 25</td>
</tr>
<tr>
<td><strong>EXAM #2 (Lectures 16-26 &amp; Problem Sets 3 and 4)</strong></td>
<td>Thurs, Apr 27</td>
</tr>
<tr>
<td>OPTIONAL Final Exam Review (HPCT 101, 7:15-9:15 pm)</td>
<td>Tues, May 3</td>
</tr>
<tr>
<td><strong>FINAL EXAM (COMPREHENSIVE)</strong></td>
<td>MONDAY, MAY 8, 1:00 pm - 3:00 pm</td>
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</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 11/13/17 11:04 am

Viewing: ECON 491-W : Research

Last edit: 11/30/17 2:47 pm
Changes proposed by: Kfelpel

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurt Felpel</td>
<td><a href="mailto:kfelpel@tamu.edu">kfelpel@tamu.edu</a></td>
<td>979-845-9953</td>
</tr>
</tbody>
</table>

Course Prefix  ECON  Course Number  491

Academic Level  UG

Complete Course Title  Research

Abbreviated Course Title  RESEARCH

Crosslisted With

Semester Credit  D-4

Hour(s)

Proposal for:

Writing Designation

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

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

Yes

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.

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>Draft of Literature Review</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Draft of Data Discussion</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Draft of Empirical Methods</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Draft of Thesis</td>
<td>1000</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Final Thesis</td>
<td>2000</td>
<td>70</td>
<td>No</td>
</tr>
<tr>
<td>Add word count of each graded writing assignment and put total word count here.</td>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add the percentage of final grade based on writing and put the total percentage here.</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how collaboration is monitored to ensure equal participation.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the formative feedback provided on student writing, especially on major assignments.</td>
<td>By agreement with Faculty Research Advisor. At least three workshops will be organized by the Course Coordinator (or designee). Attendance is mandatory at these workshops. At minimum, Faculty Research Advisors will meet with students after each draft submission listed on the schedule to provide feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how you provide writing instruction.</td>
<td>Participate in workshops organized by the course coordinator focus on the fundamentals of economic research, writing skills, and presentation skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Comments</td>
<td>This is a writing recertification request for ECON 491 (certification runs out in January of 2018)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| Attach Course Syllabus | ECON 491 Syllabus v1.pdf |
| Reviewer Comments | Valerie Balester [v-balester] (11/08/17 5:11 pm): Rollback: 1. Course is 0-4 credits, so percentage has to be at least 70%. 2. Drafts are counted in word count and percentage—even if they are graded. So the total is only 50% and 2000 words (the 200 words meets the criteria). 3. In a 491 we re- |
| | Valerie Balester [v-balester] (11/08/17 5:30 pm): Rollback: 1. Course is 0-4 credits, so percentage has to be at least 70%. 2. Drafts are counted in word count and percentage—even if they are graded. They cannot count toward the % of grade based on writing or the word count. So the total is only 50% and 2000 words (the 2000 words meets the criteria). 3. For 491’s we require some way that you can show that every faculty member teaching it will get a copy of the syllabus that outlines expectations for commenting on drafts. 4. For 493’s we require that instruction occur at a department level, not at the individual faculty member level. So the proposal says: Describe how you provide writing instruction. Students receive individual instruction on structure and style with an emphasis on communicating ideas in a clear manner. Subsequently, the peer reviews drafts, discusses their strengths, and considers how they could be improved upon. After students have written a rough draft of their papers, I facilitate peer-to-peer feedback with graduate students as well as providing feedback from the faculty. Who instructs them? And are you the person who does that? If so, I think that sentence goes into the formative feedback section to show that you ensure formative feedback is given. But that does not fulfill the instruction requirement. I need specifics—are there required workshops? Class meetings? How is it done? |
Economics 491: Research

Course Coordinator: Dr. Jonathan Meer  
3094 Allen Building  
jmeer@tamu.edu

Subject Matter: Research conducted under the direction of a faculty member in the Department of Economics. Students will work closely with a Faculty Research Advisor to write a thesis that expands on builds upon advanced knowledge in economics and econometrics. Each Faculty Research Advisor will use this syllabus as a guide.

Learning Outcomes: Upon successful completion of this course, students will be able to  
1. Apply the core concepts of economic theory to real questions posed by consumers, producers, governments, and other organizations.  
2. Collect and synthesize economic data and use empirical methods to test hypotheses interpret economic data.  
3. Articulate economic analysis in oral, written, and graphical formats.

Meeting Time: By agreement with Faculty Research Advisor. At least three workshops will be organized by the Course Coordinator (or designee). Attendance is mandatory at these workshops. At minimum, Faculty Research Advisors will meet with students after each draft submission listed on the schedule to provide feedback.

Requirements:  
1. This course can only be taken by ECON majors who have completed a minimum of 12 hours of ECON coursework, including ECON 323.  
2. Students must submit an application as determined by the course coordinator.  
3. This course must be taken for a grade.  
4. Participate in workshops organized by the course coordinator on the fundamentals of economic research, writing skills, and presentation skills.  
5. Participate in graduate student mentor/peer review of your thesis, to be arranged by your faculty advisor.  
6. All draft and revision deadlines outlined below or assigned by the faculty advisor must be met.  
7. Submit your work to undergraduate research conferences and publications, as determined by your faculty advisor.  
8. This course may be taken a maximum of three times for credit.  
9. To pass this course you must pass the W component.

Honor Code: An Aggie does not lie, cheat or steal, or tolerate those who do. Violations of the honor code will result in a grade of 0 on that exam and a referral to the Honor System Office.  
See http://aggiehonor.tamu.edu/ for more information.

ADA: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services at White Creek complex on West Campus, or call 845-1637. For additional information, see http://disability.tamu.edu.
Grading: Grades will be determined by the Course Coordinator and Faculty Research Advisor as follows:
1. Draft of literature review and plan for analysis: 5%
2. Draft of data discussion section: 5%
3. Draft of empirical methods section: 5%
4. Draft of thesis: 15%
5. Final thesis: 70%

SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meet with Faculty Research Advisor</td>
</tr>
<tr>
<td>2</td>
<td>Finalize research topic</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Submit draft of literature review and plan for analysis</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Submit draft of data discussion section</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Submit draft of empirical methods and preliminary data analysis</td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>First draft of thesis due. Meet with Faculty Research Advisor for comments.</td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Final manuscript due by 5:00pm on Friday</td>
</tr>
</tbody>
</table>
New Core Component Proposal

Date Submitted: 10/19/17 4:17 pm

Viewing: POLS 413-W: American Foreign Policy

Last edit: 12/04/17 4:05 pm

Changes proposed by: jrobertson

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Robertson</td>
<td><a href="mailto:jrobertson@tamu.edu">jrobertson@tamu.edu</a></td>
<td>979-845-2511</td>
</tr>
</tbody>
</table>

Course Prefix: POLS  
Academic Level: UG  
Complete Course Title: American Foreign Policy  
Abbreviated Course Title: AMERICAN FOREIGN POLICY  

Crosslisted With:  
Semester Credit: 3

Proposal for: Writing Designation

<table>
<thead>
<tr>
<th>Writing Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Sections per Academic Year</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Are the graded writing assignments 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.

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.

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>Paper Proposal</td>
<td>250</td>
<td>3.5</td>
<td>No</td>
</tr>
<tr>
<td>Literature Review</td>
<td>1000</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td>Research design</td>
<td>500</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td>Preliminary Data Analysis</td>
<td>1000</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td>Revised Final Paper</td>
<td>3750</td>
<td>10.5</td>
<td>No</td>
</tr>
</tbody>
</table>
Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  POLS 413 Syllabus.pdf

Reviewer Comments
Political Science 413-900W American Foreign Policy  
Fall 2017

This course is designed to familiarize the student with American Foreign Policy with an emphasis on National Security. The course examines the role of power and domestic politics to explain US national security beginning with the Cold war. The first part of the class focuses on the role of power and the structure of the international system. The second part of the course examines the connections between US democratic politics and national security. The third part of the course then utilizes these two perspectives to look at major events over the past 60 years.

Readings
All of the readings, except for the Gaddis Book *STRATEGIES of CONTAINMENT*, for this class are articles. I expect you to read everything listed on the syllabus for a particular date before class. Hence there is no reading due during the first week of class. The reading load is not too heavy but some readings take more time than others, and some days have more assigned readings than others. Make sure you leave yourself plenty of time, and look ahead for heavy reading days. This is especially important during the first half of class. The readings should be available through JSTOR or the University Library if you are logged in. I will also post the readings on the elearning page as soon as it is available. If you cannot find a reading, email me right away so that I can forward it to you.

Specific Learning Objectives POLS 413

1) To define, understand, and use concepts and terms relevant to the study of US National Security and Foreign Policy in general. SBS EEO 1.

2) To produce original data to support social scientific research on an aspect of US foreign policy. SBS EEO 1.

3) To recognize and formulate testable hypotheses relevant to the study of US National Security. SBS EEO 4.

4) To understand the evolution and current role of the U.S. in the world. SBS EEO 7.

5) To recognize and apply reasonable criteria for the acceptability of historical evidence and social research in relation to a current issue in US Foreign Policy SBS EEO 9.

Students With Disabilities.
This statement must be included on your syllabus:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disabilities Services in Room B118 of Cain Hall, or call 845-1637. (PLEASE NOTE – IF YOUR CURRENT SYLLABUS SAYS KOLDUS PLEASE CHANGE IT – THEY MOVED SEVERAL YEARS AGO).

Faculty must comply with reasonable requests for disability accommodations. Should you have questions about whether a request is reasonable you may address them to me or to the appropriate office in the Department of Student Life. Failure to make disability accommodations can provide grounds for a grievance of a very serious nature. Trust me, you do not want to be involved in one of these.

Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty

The following statements are recommended inclusions for all syllabi:

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

All syllabi are required to state the Aggie Honor Code:

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

Additionally, students should be made aware that academic dishonesty involves acts other than plagiarism. The following statement is recommended:

“As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Grading
Grading consists of 1 exam, 1 quiz based on student research presentations, two papers and a research paper. The relative weights are as follows:

2 In class exams - (20% each)
1 Take Home exam 25%
1 Research Paper – 35% (W component)

TO PASS THIS COURSE YOU MUST PASS THE W COMPONENT.

A more detailed rubric for the paper is at the end of the syllabus.

Grading Issues
You be graded solely on your academic performance. This includes clarity of thought, knowledge of the material, composition, spelling, and grammar. Students who believe to have received an incorrect grade should formally appeal it to me. The appeal will consist of a single typed page that identifies the problem and presents a reasoned argument that the grade fits the appeal criteria.

If you miss a midterm exam due to a university-excused absence and have an authorized letter explaining your absence, you will have the choice between two options:
(1) You may take a make-up examination within 30 days of the original exam (Make up dates will be determined schedule) OR
(2) You may have your next exam pro-rated to compensate for the exam that you missed.

I am more than happy to answer questions in office hours, or just chat. Office hours are there for your use -- take advantage of them! If you have another class during my regular office hours, I will schedule a different time with you. I will answer as many questions as possible in class, so please ask! I would rather have class discussion than just lecture. Some of the ideas presented in class are controversial, especially since the international system is going through an upheaval, and so discussion can be very important.

I hope that debate and discussion will be important parts of this class, as they are part of critically evaluating arguments and perspectives in international relations. I expect you to talk to each other, not just to me. Participation by everyone is strongly encouraged, and will make class run much better. HOWEVER, the point of discussion is to use criticism and contrasting opinions to sharpen each other's arguments and bring out hidden assumptions, NOT to destroy each other's ideas or make yourself look better than someone else. NO disparaging remarks or personal insults will be tolerated in class. Neither will talking, doing crossword puzzles, reading newspapers, or doing other homework.
The Research Paper: To pass this course you must pass the W component.
A large component of the class, given it is a W course, is the research paper. Students will be required to do an original piece of research testing a hypothesis that they develop related to foreign policy. This is an iterative process. Step one is to develop an hypothesis. Step two is to write a review of the prior literature related to your hypothesis and summarize the findings. Step three is the creating a research design. Step four is testing of the hypothesis and the writing of the results of your test. The final step is to put the pieces together as a coherent paper. Each students will turn in their assignment and receive feedback based both on the quality of content and the quality of writing. Students will get partial credit for turning the assignment in when due and the remaining credit upon competition of the rewritten draft of that section.

This is an iterative paper where you will turn sections into me recive partial credit and then the remaining credit based on the revised section. You may still receive feedback on your revised draft which should be incorporated into the final version. All revised drafts are due one week after I have returned them to you.

By Monday Jan 30th, you need to hand into me, at the beginning of class, a one page proposal on your paper topic. It should state your main question, your theoretical approach to answering it, and an overview of why you are interested in the question. Please realize that this is a research paper, so you will have to do some reading ahead/independent research for a topic. The topic proposal is worth 10% of the paper grade with 5% based on the initial draft and 5% based on the re-written portion.

A draft of the literature review and outline of the research design is Wednesday March 1 at the beginning of class. This should be complete with citations and references. I will comment on this paper and return it to you for revisions and suggestions about the research. This is worth 20%. 10% on the initial draft and 10% on the rewritten portion.

The research design is due March 20th. This is where you lay out how you will test your hypothesis. What data are you using, how you operationalize concepts. 20%. 10% on the initial draft and 10% on the rewritten portion

Preliminary data analysis is due April 3rd. This should be the analytic section which tests the hypothesis and comes to a conclusion about whether it is correct or not. You by now should have identified the necessary variables and have them in a data set that you can analyze. This is worth 20% points. 10% on the initial draft and 10% on the rewritten portion

The Final Paper is Due May 6th and is worth 30%
The final portion is based on how well you integrate the various parts of the paper into a coherent paper as well as make further revisions suggested after you have turned in the rewritten portions of your assignments.

**Papers will lose 10% of the points for that portion of the assignment per day if they are late. Late is defined as any time after class on the due date and after 4:00 pm on the Due Day.**

**TO PASS THIS COURSE YOU MUST PASS THE W COMPONENT.**

**OUTLINE OF PAPER EXPECTATIONS**

**Thesis/Hypothesis/Research Question:** The thesis of the paper (often posited as a research question or a hypothesis) should be clear, concise, and indicate the specific purpose of the paper.

**Structure:** The paper should be understandable and well organized. Transitions between parts of the paper should be smooth and effective, with properly written paragraphs (topic sentences, transitions between paragraphs).

**Literature Review:** Literature Review should be drawn from quality research sources (as specified by the assignment), and should be used effectively to show what prior work has found and what are the missing holes in prior research. Irrelevant or unnecessary information should not be included. Prior Research should be properly cited, organized properly, and integrated within paragraphs to buttress all points.

**Analysis:** Analysis of the data should follow a clear and well defined method of analysis. Evidence is clearly related to paragraph topic sentences, analysis is fresh and interesting, posing new and creative ways to think about the material. The analysis should first discuss how the data is related to the key concepts the student is testing. It should then discuss the chosen method of analysis and why it is appropriate. It should then discuss what the results of the analysis say and whether it provided confirming or disconfirming evidence of the hypothesis.

**Logic and argumentation:** Ideas in the paper should flow logically; the argument should be identifiable, reasonable and sound, and well supported by the literature and analysis. The author should consider counter arguments and alternate interpretations of the results, and deal with them effectively. The author should show an understanding of the limits of her or his own argument. The author should connect the argument clearly to the thesis/hypothesis/research question.

**Mechanics:** Sentence structure, grammar, and diction should be excellent, with the correct use of punctuation and citation style, and minimal to no spelling errors.
Michael T. Koch
Office Hours TTR 9:00-10:00am and by appointment
Phone 458-0686
Email: mtkoch@tamu.edu
Course outline (note: all dates are subject to change):

Week 1:
Class Introduction: What is National Security

Week 2
Defining the National Security Environment


Week 3


Week 4
Tools Continued plus Power!


Week 5
Finish Power and the System
Exam 1

Week 6
Domestic Politics- Public Opinion

Michael T. Koch  
Office Hours TTR 9:00-10:00am and by appointment  
Phone 458-0686  
Email: mtkoch@tamu.edu


**Week 7**

**Elections and the Media**  


**Week 8**

**Casualties and Politics and Exam 2**  


Michael T. Koch  
Office Hours TTR 9:00-10:00am and by appointment  
Phone 458-0686  
Email: mtkoch@tamu.edu

**Week 9 Power or Politics – The Cold War**  


Begin Reading Gaddis.

**Week 11 Third World Interventions – Guatemala and Vietnam**  


Patterson Passing the Torch - Vietnam case Study

Research Lab time

**Week 12 No Class**

**Week 13 Hand out take home exam (Due December 4th)**  
Research Lab

**Week 14**  
Research lab

Research Paper Due December 8th
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/09/17 5:08 pm

Viewing: CSCE 482-C : Senior Capstone Design

Last edit: 10/17/17 11:18 am
Changes proposed by: schaefer

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Proposal for:
Communication Designation

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

Who will evaluate them?
GATs will help evaluate the writing and speaking as well as the professor. Each section will have one GAT assigned to it.

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.

The faculty member for the section supervises and monitors the work of the GAT assigned to the course.

All syllabi should contain one of the following statements. Select the statement that applies to your course.
To receive C credit for this course, you must pass the C component.
List all graded writing and speaking assignments along with the approximate word count or length of time speaking 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.

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<td>Notebook</td>
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<tr>
<td>Technical Survey</td>
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<td>Presentation</td>
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<td>5</td>
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<td>No</td>
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</table>

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

Add length of each graded speaking assignment and put total presentation time here.

Add the percentage of final grade based on writing/speaking and put the total percentage here. Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

Students perform a peer review of the effort of their teammates. The work is also supervised by the instructor/GAT.

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

Students will submit drafts of their technical surveys for feedback from the instructor or TA and revise their submissions to improve their writing. For the individual presentations, students will submit slides for review and feedback from the instructor or TA prior to their presentation. Students will modify their slides based on that feedback prior to their actual presentation.

Describe how you provide writing and speaking instruction.

The lecture content of the class has lecture on both writing and oral presentations. The schedule indicates writing-centric lectures on Engineering design and Requirements specification. There is also an entire lecture on oral presentations.

Additional Comments

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

Attach Course Syllabus | 482 syllabus C.docx
Reviewer Comments | Prasad Enjeti (enjeti) (10/17/17 8:52 am): Rollback: for edits per Scott Schaefer request.
Texas A&M University  
Department of Computer Science and Engineering  

CSCE 482: Senior Capstone Design  
Spring 2017  

Section 503: TR 12:45PM-1:10PM HRBB 229 (Lecture)  
TR 1:15PM-3:45PM HRBB 229 (Lab)  

Instructor: Ricardo Gutierrez-Osuna, rgutier at tamu dot edu, 506A HRRB, 845-2942  
TA: Avinash Parnandi, parnandi at tamu dot edu, 506 HRRB  
URL: http://courses.cse.tamu.edu/rgutier/csce482_s17/  

Catalog Description  
Engineering design; working as a design-team member, conceptual design methodology, design evaluations, total project planning and management techniques, design optimization, systems manufacturing costs considerations; emphasis placed upon student's activities as design professionals. Prerequisites: CSCE 315 and senior classification.  

Textbook and references  
Required  

Recommended  

Supplemental  
- Technical material from the literature, manufacturer’s datasheets and user manuals.  

Detailed Course Description  
CSCE 482 is a project-oriented course aimed at developing system integration skills. Students work in groups of 3-4 people to complete a significant software design project. Every project requires complete implementation, documentation and demonstration of a software system. The focus is not only on the final product but also on design methodology, management process and teamwork.  

Each team is required to manage its own efforts to complete its project in a timely manner. Group members are required to keep individual lab notebooks recording their efforts and their personal impressions of the project. Students are graded based on both the quality of the group product and their individual contributions.
Every team is required to schedule a weekly meeting with the course instructor and the TAs, preferably during the official class or lab hours. These meetings must be attended by every group member. Since the projects will be student managed, the exact nature and style of these meetings is at the group’s discretion. **However, every member of the group is expected to participate.**

At the end of the semester, each group will make a public presentation describing and demonstrating their work. These presentations are open to the university community.

**Course objectives**

To prepare students for engineering practice with a major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints that include most of the following considerations: economic; environmental; sustainability; manufacturability; ethical; health and safety; social; and political.

**Expected outcomes**

It is expected that successful participation in the course will allow the student to demonstrate:

- an ability to apply knowledge of mathematics, science, and engineering (3.a)
- an ability to design and conduct experiments, as well as to analyze and interpret data (3.b)
- an ability to design a system, component, or process to meet desired needs (3.c)
- an ability to function on multi-disciplinary teams (3.d)
- an ability to identify, formulate, and solve engineering problems (3.e)
- an understanding of professional and ethical responsibility (3.f)
- an ability to communicate effectively (3.g)
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice (3.k)

**Grading Policy**

The final grade you will receive in the class will be based on points accumulated during the semester. Thus, both continued progress (the process) and the quality of your product (and other deliverables) will determine your grade. Although the majority of your grade (65%) is based on the performance of your team, individual performance will also be gauged.

1. **Project Proposal (15%)**: These points will be based on the originality, quality and feasibility of the proposed work, the analysis of alternative solutions, the consideration of economic and societal aspects, and the project management approach, as reflected on your written proposal (75%) and oral presentation (25%). A template for the proposal report and a presentation rubric are available on the course webpage.

2. **Weekly Progress (10%)**: This grade will be based on your team’s ability to maintain the project on schedule. Each team submits a weekly report, which should be incremental and should specifically address the following:

    a. Agenda for the weekly meeting with the instructor and the TA

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1 Written documents must comply with the exact formatting of the template (fonts, sizes, spacing, etc.); documents that do not meet the formatting requirements of the template will be returned without review and will accrue a 10-point penalty per day. This requirement applies to the project proposal, CDR and final report.
b. Team’s accomplishments during this period. Accomplishments need to be measurable, e.g. “did more research on such and such” is not an accomplishment, it is an activity (and a loosely defined one).

c. Team’s goals for the following week (individual tasks are entered on basecamp)

d. Minutes from the previous meeting

Weekly progress reports are due at 8AM on the day of the weekly meeting. Reports are limited to one page and should be submitted according to the template provided in the course website. The team leader will be responsible for submitting these reports and leading the discussion during the weekly meeting. One of the team members, acting as a scribe, will be responsible for generating the meeting minutes throughout the semester.

3. Critical Design Review (10%): The CDR is a mid-semester evaluation of your project. The CDR grade will be based on the quality of your design (75%) – as reflected on your oral/poster presentation and written report, and on the degree to which you have a complete design (25%). A template for the CDR report and a presentation rubric are available on the course webpage.

4. Final Communication (10%): This grade will be based on the quality of the final presentation (25%), as well as the contents and professional finish of the documentation (75%). Final reports should have a discussion of constraints that the team had to satisfy (e.g., cost, time, technology limitations) and of relevant industry standards used (e.g., coding, interfaces, safety). A template for the final report and a presentation rubric are available on the course webpage.

5. Project Grade (10%): A final grade will be assigned to your project based on the completion of all the objectives stated in the proposal, as well as on a live demonstration in front of the class. The complexity of your project and the size of your team will be factored in.

Due date: Project demonstrations will take place the last day of class of the week prior to final presentations. This earlier deadline ensures that teams have time to (i) thoroughly test and validate their systems after the demo, and (ii) prepare the final presentation.

6. Team work (5%): It is very important to understand that accomplishing the technical objectives of the project is not sufficient. These accomplishments should not come at the expense of destroying relationships among team members. Thus, a grade will be assigned based on the ability of the group to function as a team. Is there evidence that the group engaged in team building activities? Were contributions to the project evenly distributed? Were members equally engaged in discussions during meetings? Was there an effective division of responsibilities?

Note: the work should be done primarily in the lab and as a group, regardless of whether you can perform your task assignments individually elsewhere. Being physically present in the same room encourages collaboration and equal distribution of workload. A regular work schedule should be included in the proposal, showing the times when the team will meet in the lab to work on the project (in addition to meeting times).

7. Individual Performance (40%): Points in this category are awarded based on assessments of your personal contribution to the team efforts: (Note: All percentages are of the final course grade and add up to 40%.)

a. Notebook (10%): You are required to maintain an individual design notebook to
collect any information relevant for the project, including ideas, references, designs, and discussions. Your notebook will be graded based on:

(1) the evidence of engineering design (e.g., sketches, block diagrams, schematics, pseudo-code, experimental results, formal derivations),

(2) the regularity of your entries during the semester, and

(3) the organization of your notebook

We will use the Evernote software tool to maintain the notebooks. For an entry (a note in Evernote parlance) to be considered valid, it must have tags and comments added to it; notes without tags and/or comments will be ignored.

b. **Technical survey (10%)**: You are required to write a survey on a particular technical/scientific topic that is critical to the project and to your technical duties on the team. The survey should cover both background material (e.g., fundamentals, theory, history) as well as related work (i.e., other people working on similar problems). The survey should be 1,250 words or longer, and should include a list of references from credible sources (e.g., peer-reviewed articles, patents, textbooks, technical reports), as opposed to blogs, posts in social media, or other self-authored sites. Students will submit drafts for feedback and revise their submissions to improve their writing.

c. **Participation (5%)**: The instructor and TAs will evaluate your attendance to meetings, participation in the discussions, and contributions to the team.

d. **Presentation (5%)**: Each student will also be evaluated individually on various oral presentations throughout the semester with the total amount of individual speaking being at least 5 minutes. Students will submit slides for review and feedback prior to their presentation. Students will modify their slides based on that feedback prior to their actual presentation.

e. **Peer Review (10%)**: Your performance will be evaluated by each of your team members throughout the semester. Written peer reviews should be submitted to the TA no later than 8AM of the due date. Late submissions will NOT be accepted. Each student is also required to pass a teamwork quiz with a score of 75 or higher (see tentative schedule); failure to do so will result in a 5% penalty on the final grade.

**NOTE**: Grades will not be assigned until all project deliverables have been turned in (see below), all borrowed items (e.g., keys, books, equipment) have been returned to their proper location or their owner, and the workstations in the lab have been thoroughly cleaned up. All team members are required to be present at the time of the final delivery. To receive C credit for this course, you must pass the writing and public speaking components.

**Final deliverables**

1) **Bound** hardcopy of the final documentation

2) **CDROM** including the following (please organize into folders, e.g., Docs, Source, Hardware, Media, References, Freeware, etc.)
   a) Designs: code, schematics, data, data sheets, freeware software tools, etc.
   b) Reports: proposal, CDR, weekly reports, final report, and ALL presentations
   c) Audiovisual media: close-up pictures of your system and a high-quality movie demo
of the system working, for posterity (see gallery in the course webpage for movie samples)

d) Individual notebooks (in digital form)

3) Final prototype, as well as any spare parts and supplies

4) Software install, to be demonstrated on several machines

5) Peer reviews

Purchases and Reimbursements

Please ensure that purchase order (PO) forms submitted to the department are accurate. Submitting a PO with incomplete specifications or backordered items increases the workload for our accounting staff and causes unnecessary delays to your team. Submitting an incomplete PO will result in the team being prevented from submitting additional POs; from that point on, all additional purchases will have to be made by team members themselves and will be reimbursed at the end of the semester.

Please verify that items are in stock before submitting a PO, and provide alternative vendors if an item is likely to go out of stock (e.g., if the vendor only has a few units left). If you suspect that a critical item may become backordered, it may be better if you purchase it directly since POs may take several days to go through.

Finally, please do not submit POs for small purchases (less than $50); for small orders, it is better you make the purchase upfront and then submit a reimbursement to the department.

Reimbursement requests are due at the time of final deliverables. To minimize overhead on our accounting staff, we will only reimburse up to five purchase orders (of your choice); this policy also encourages teams to plan their purchases in advance. Overnight or express delivery will not be reimbursed, unless approved in advance by the instructor. Reimbursement of sales taxes is not allowed by the university; please make sure to bring tax-exempt forms with you whenever you make local purchases (or purchases within the state).

Document preparation

All major documents (proposal, CDR, and final documentation) should be submitted in a professional format (e.g., spiral-binding), and should contain a title page, an outline, as well as clear section and subsection headings, etc. Please use the templates available in the course website. Please run a spell check before submitting.

Attendance Policy

Not attending weekly meetings harms the other members of your group and makes it much more difficult for the instructor to assess your contributions to the group effort. Therefore, attendance, punctuality and active participation in the weekly meetings are required. Failure to attend a meeting or late arrivals (more than 10 minutes late) will be reflected in your individual grade. Emergencies, however, do happen. Lateness or absence can be excused if there is a valid reason. Illness, job interviews out of town, death in the family, inclement weather or accidents for commuters, etc., are valid reasons. Oversleeping, a term paper due, an exam to cram for, etc., are not valid reasons. Ultimately, the instructor reserves the right to determine what constitutes a “valid reason” on a case-by-case basis. If you know you are going to be late or miss a class, please let the instructor and your teammates know, so that they may plan for your absence and make the best use of their time.
Scholastic Dishonesty

Please review Section 20 of the TAMU Student Rules (http://student-rules.tamu.edu) for a list of examples of scholastic dishonesty. In particular, be aware of the issues of plagiarism and fabrication of information. The use of existing software implementations or hardware designs should be discussed with the instructor prior to being incorporated into the project. Proper credit must be given to the original source of concepts, designs, software, technical documents, scientific literature, etc.

ADA 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.
## Course schedule and milestones

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<th>Date</th>
<th>Lectures</th>
<th>Events</th>
<th>Materials due</th>
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<td>L0: Class introduction</td>
<td>Entrance survey</td>
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<td>L1: Engineering design</td>
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*Tentative date (subject to modification)
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/09/17 5:12 pm

Viewing: CSCE 483-C : Computer Systems Design

Last edit: 10/17/17 11:19 am
Changes proposed by: schaefer

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<tr>
<td></td>
<td>Scott Schaefer</td>
<td><a href="mailto:schaefer@cs.tamu.edu">schaefer@cs.tamu.edu</a></td>
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Course Prefix       CSCE  
Course Number       483  
Academic Level      UG  
Complete Course Title Computer Systems Design  
Abbreviated Course Title COMPUTER SYS DESIGN  

Crosslisted With

Semester Credit 3
Hour(s)

Proposal for:
Communication Designation

<table>
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<tr>
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<td>Number of Sections per Academic Year</td>
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Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?

Who will evaluate them?

GATs will help evaluate the writing and speaking as well as the professor. Each section will have one GAT assigned to it.

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.

The faculty member for the section supervises and monitors the work of the GAT assigned to the course.

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To receive C+ credit for this course, you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking 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>
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<td>Presentation</td>
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</table>

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

Add length of each graded speaking assignment and put total presentation time here.

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

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

Explain how collaboration is monitored to ensure equal participation.

Students perform a peer review of the effort of their teammates. The work is also supervised by the instructor/GAT.

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

Students will submit drafts of their technical surveys for feedback from the instructor or TA and revise their submissions to improve their writing. For the individual presentations, students will submit slides for review and feedback from the instructor or TA prior to their presentation. Students will modify their slides based on that feedback prior to their actual presentation.

Describe how you provide writing and speaking instruction.

The lecture content of the class has lecture on both writing and oral presentations. The schedule indicates writing-centric lectures on Engineering design and Requirements specification. There is also an entire lecture on oral presentations.

Additional Comments

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

Attach Course Syllabus: 483 syllabus C.docx

Reviewer Comments: Prasad Enjeti (enjeti) (10/17/17 8:53 am): Rollback: for edits per Scott Schaefer request
Instructor: Ricardo Gutierrez-Osuna, rgutier at tamu dot edu, 506A HRRB, 845-2942
TA: Avinash Parnandi, parnandi at tamu dot edu, 506 HRRB
URL: http://courses.cse.tamu.edu/rgutier/csce483_s17/

Catalog Description
Engineering design; working as a design-team member, conceptual design methodology, design evaluations, total project planning and management techniques, design optimization, systems manufacturing costs considerations; emphasis placed upon student’s activities as design professionals. Prerequisites: CSCE 315 and 462 and senior classification.

Textbook and references
Required

Recommended

Supplemental
- Technical material from the literature, manufacturer’s datasheets and user manuals.

Detailed Course Description
CSCE 483 is a project-oriented course aimed at developing system integration skills. Students work in groups of 3-4 people to complete a significant software design project. Every project requires complete implementation, documentation and demonstration of a software system. The focus is not only on the final product but also on design methodology, management process and teamwork.

Each team is required to manage its own efforts to complete its project in a timely manner. Group members are required to keep individual lab notebooks recording their efforts and their personal impressions of the project. Students are graded based on both the quality of the group product and their individual contributions.
Every team is required to schedule a weekly meeting with the course instructor and the TAs, preferably during the official class or lab hours. These meetings must be attended by every group member. Since the projects will be student managed, the exact nature and style of these meetings is at the group’s discretion. **However, every member of the group is expected to participate.**

At the end of the semester, each group will make a public presentation describing and demonstrating their work. These presentations are open to the university community.

**Course objectives**

To prepare students for engineering practice with a major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints that include most of the following considerations: economic; environmental; sustainability; manufacturability; ethical; health and safety; social; and political.

**Expected outcomes**

It is expected that successful participation in the course will allow the student to demonstrate:

- an ability to apply knowledge of mathematics, science, and engineering (3.a)
- an ability to design and conduct experiments, as well as to analyze and interpret data (3.b)
- an ability to design a system, component, or process to meet desired needs (3.c)
- an ability to function on multi-disciplinary teams (3.d)
- an ability to identify, formulate, and solve engineering problems (3.e)
- an understanding of professional and ethical responsibility (3.f)
- an ability to communicate effectively (3.g)
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice (3.k)

**Grading Policy**

The final grade you will receive in the class will be based on points accumulated during the semester. Thus, both continued progress (the process) and the quality of your product (and other deliverables) will determine your grade. Although the majority of your grade (65%) is based on the performance of your team, individual performance will also be gauged.

1. **Project Proposal (15%)**: These points will be based on the originality, quality and feasibility of the proposed work, the analysis of alternative solutions, the consideration of economic and societal aspects, and the project management approach, as reflected on your written proposal (75%) and oral presentation (25%). *A template for the proposal report and a presentation rubric are available on the course webpage.*

2. **Weekly Progress (10%)**: This grade will be based on your team’s ability to maintain the project on schedule. Each team submits a weekly report, which should be incremental and should specifically address the following:

   a. **Agenda** for the weekly meeting with the instructor and the TA

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1. Written documents must comply with the exact formatting of the template (fonts, sizes, spacing, etc.); documents that do not meet the formatting requirements of the template will be returned without review and will accrue a 10-point penalty per day. This requirement applies to the project proposal, CDR and final report.
b. Team’s accomplishments during this period. Accomplishments need to be measurable, e.g. “did more research on such and such” is not an accomplishment, it is an activity (and a loosely defined one).

c. Team’s goals for the following week (individual tasks are entered on basecamp)

d. Minutes from the previous meeting

Weekly progress reports are due at 8AM on the day of the weekly meeting. Reports are limited to one page and should be submitted according to the template provided in the course website. The team leader will be responsible for submitting these reports and leading the discussion during the weekly meeting. One of the team members, acting as a scribe, will be responsible for generating the meeting minutes throughout the semester.

3. Critical Design Review (10%): The CDR is a mid-semester evaluation of your project. The CDR grade will be based on the quality of your design (75%) – as reflected on your oral/poster presentation and written report, and on the degree to which you have a complete design (25%). A template for the CDR report and a presentation rubric are available on the course webpage.

4. Final Communication (10%): This grade will be based on the quality of the final presentation (25%), as well as the contents and professional finish of the documentation (75%). Final reports should have a discussion of constraints that the team had to satisfy (e.g., cost, time, technology limitations) and of relevant industry standards used (e.g., coding, interfaces, safety). A template for the final report and a presentation rubric are available on the course webpage.

5. Project Grade (10%): A final grade will be assigned to your project based on the completion of all the objectives stated in the proposal, as well as on a live demonstration in front of the class. The complexity of your project and the size of your team will be factored in.

    Due date: Project demonstrations will take place the last day of class of the week prior to final presentations. This earlier deadline ensures that teams have time to (i) thoroughly test and validate their systems after the demo, and (ii) prepare the final presentation.

6. Team work (5%): It is very important to understand that accomplishing the technical objectives of the project is not sufficient. These accomplishments should not come at the expense of destroying relationships among team members. Thus, a grade will be assigned based on the ability of the group to function as a team. Is there evidence that the group engaged in team building activities? Were contributions to the project evenly distributed? Were members equally engaged in discussions during meetings? Was there an effective division of responsibilities?

    Note: the work should be done primarily in the lab and as a group, regardless of whether you can perform your task assignments individually elsewhere. Being physically present in the same room encourages collaboration and equal distribution of workload. A regular work schedule should be included in the proposal, showing the times when the team will meet in the lab to work on the project (in addition to meeting times).

7. Individual Performance (40%): Points in this category are awarded based on assessments of your personal contribution to the team efforts: (Note: All percentages are of the final course grade and add up to 40%.)

    a. Notebook (10%): You are required to maintain an individual design notebook to
collect any information relevant for the project, including ideas, references, designs, and discussions. Your notebook will be graded based on:

1. the evidence of engineering design (e.g., sketches, block diagrams, schematics, pseudo-code, experimental results, formal derivations),

2. the regularity of your entries during the semester, and

3. the organization of your notebook

We will use the Evernote software tool to maintain the notebooks. For an entry (a note in Evernote parlance) to be considered valid, it must have tags and comments added to it; notes without tags and/or comments will be ignored.

b. Technical survey (10%) You are required to write a survey on a particular technical/scientific topic that is critical to the project and to your technical duties on the team. The survey should cover both background material (e.g., fundamentals, theory, history) as well as related work (i.e., other people working on similar problems). The survey should be 1,250 words or longer, and should include a list of references from credible sources (e.g., peer-reviewed articles, patents, textbooks, technical reports), as opposed to blogs, posts in social media, or other self-authored sites. Students will submit drafts for feedback and revise their submissions to improve their writing.

c. Participation (5%): The instructor and TAs will evaluate your attendance to meetings, participation in the discussions, and contributions to the team.

d. Presentation (5%): Each student will also be evaluated individually on various oral presentations throughout the semester with the total amount of individual speaking being at least 5 minutes. Students will submit slides for review and feedback prior to their presentation. Students will modify their slides based on that feedback prior to their actual presentation.

e. Peer Review (10%): Your performance will be evaluated by each of your team members throughout the semester. Written peer reviews should be submitted to the TA no later than 8AM of the due date. Late submissions will NOT be accepted. Each student is also required to pass a teamwork quiz with a score of 75 or higher (see tentative schedule); failure to do so will result in a 5% penalty on the final grade.

NOTE: Grades will not be assigned until all project deliverables have been turned in (see below), all borrowed items (e.g., keys, books, equipment) have been returned to their proper location or their owner, and the workstations in the lab have been thoroughly cleaned up. All team members are required to be present at the time of the final delivery. To receive C credit for this course, you must pass the writing and public speaking components.

Final deliverables
1) Bound hardcopy of the final documentation
2) CDROM including the following (please organize into folders, e.g., Docs, Source, Hardware, Media, References, Freeware, etc.)
   a) Designs: code, schematics, data, data sheets, freeware software tools, etc.
   b) Reports: proposal, CDR, weekly reports, final report, and ALL presentations
   c) Audiovisual media: close-up pictures of your system and a high-quality movie demo
of the system working, for posterity (see gallery in the course webpage for movie samples)
d) Individual notebooks (in digital form)
3) Final prototype, as well as any spare parts and supplies
4) Software install, to be demonstrated on several machines
5) Peer reviews

Purchases and Reimbursements
Please ensure that purchase order (PO) forms submitted to the department are accurate. Submitting a PO with incomplete specifications or backordered items increases the workload for our accounting staff and causes unnecessary delays to your team. Submitting an incomplete PO will result in the team being prevented from submitting additional POs; from that point on, all additional purchases will have to be made by team members themselves and will be reimbursed at the end of the semester.

Please verify that items are in stock before submitting a PO, and provide alternative vendors if an item is likely to go out of stock (e.g., if the vendor only has a few units left). If you suspect that a critical item may become backordered, it may be better if you purchase it directly since POs may take several days to go through.

Finally, please do not submit POs for small purchases (less than $50); for small orders, it is better you make the purchase upfront and then submit a reimbursement to the department.

Reimbursement requests are due at the time of final deliverables. To minimize overhead on our accounting staff, we will only reimburse up to five purchase orders (of your choice); this policy also encourages teams to plan their purchases in advance. Overnight or express delivery will not be reimbursed, unless approved in advance by the instructor. Reimbursement of sales taxes is not allowed by the university; please make sure to bring tax-exempt forms with you whenever you make local purchases (or purchases within the state).

Document preparation
All major documents (proposal, CDR, and final documentation) should be submitted in a professional format (e.g., spiral-binding), and should contain a title page, an outline, as well as clear section and subsection headings, etc. Please use the templates available in the course website. Please run a spell check before submitting.

Attendance Policy
Not attending weekly meetings harms the other members of your group and makes it much more difficult for the instructor to assess your contributions to the group effort. Therefore, attendance, punctuality and active participation in the weekly meetings are required. Failure to attend a meeting or late arrivals (more than 10 minutes late) will be reflected in your individual grade. Emergencies, however, do happen. Lateness or absence can be excused if there is a valid reason. Illness, job interviews out of town, death in the family, inclement weather or accidents for commuters, etc., are valid reasons. Oversleeping, a term paper due, an exam to cram for, etc., are not valid reasons. Ultimately, the instructor reserves the right to determine what constitutes a “valid reason” on a case-by-case basis. If you know you are going to be late or miss a class, please let the instructor and your teammates know, so that they may plan for your absence and make the best use of their time.
Scholastic Dishonesty

Please review Section 20 of the TAMU Student Rules (http://student-rules.tamu.edu) for a list of examples of scholastic dishonesty. In particular, be aware of the issues of plagiarism and fabrication of information. The use of existing software implementations or hardware designs should be discussed with the instructor prior to being incorporated into the project. Proper credit must be given to the original source of concepts, designs, software, technical documents, scientific literature, etc.

ADA 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.
## Course schedule and milestones

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*Tentative date (subject to modification)