Memorandum

March 9, 2018

To: Executive Committee
   Faculty Senate

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

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

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

Courses submitted for W certification:

GEOG 380 Workshop in Environmental Studies
PHIL 415 American Philosophy

Courses submitted for W recertification:

ANTH 415 Anthropological Writing
FREN 300 Written Communication in the French Speaking World
HLTH 481 Seminar in Allied Health
MASE 407 Capstone Design II

Courses submitted for C recertification:

FIVS 435 Case Studies in Problem Solving
IDIS 330 Sales Engineering

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Julie Loisel, Department of Geography
    David Cairns, Head, Department of Geography
    Christian Brannstrom, AOC Dean, College of Geosciences
DATE: March 5, 2018
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: GEOG 380

We recommend that GEOG 380 Workshop in Environmental Studies be certified as a writing (W) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 65
2. Course content appropriate to the major
3. Total number of words: 7500
4. Instructor to student ratio for one section: 1:25

This course can be taken for 2-6 credits; the W course requirements must meet the requirements for a 2-credit course regardless of how many credits the student receives. Students write a literature review with an annotated bibliography, an abstract, a final paper, and reflections on the course. They complete two peer reviews of abstracts, which are also graded. Their final paper draft is reviewed by the instructor. Each writing assignment is discussed in class with examples provided, and instruction is given on library research and plagiarism. Five classes are devoted to writing instruction on various topics such as how to write literature reviews, abstracts, peer reviews, and scientific writing.
GEOG380(W) – Workshop in Environmental Studies  
Section 500, Spring 2017

This course will be held in room OM206 from January 17 to May 02, 2017.

This course is a Writing Intensive (W).  
To receive W credit for this course, you must pass the W component.

(1) **Schedule**

Tuesdays & Thursdays 9:35-10:50am
Final exam: n/a

(2) **Instructor**

Dr. Julie Loisel, Assistant Professor, Department of Geography, TAMU

*Email:* julieloisel@tamu.edu  
Send me your questions and comments via email and I will respond to you within 3 business days (usually much faster than that). In-person meetings are by appointment only.

(3) **Course overview**

The goal of this course is to provide each student with the opportunity to apply their knowledge to work on real scientific research. This semester, the class project consists of estimating peatland carbon stocks in southern Patagonia and developing a methodology to make this stock available on the voluntary carbon market.

(4) **Required textbook**

None. Reading materials will be provided in class and on e-campus.

(5) **Course components**

When applicable, weekly course material will be posted on e-campus at least one week ahead of time. This includes lectures to watch (if any), materials to read, and information pertaining to course assignments. *Whenever a lecture is posted online, you are expected to watch it and take notes prior to coming to class!* This way, you'll be ready to ask questions, if any, about the lecture content and participate in our discussions and activities.

You will also receive a weekly email detailing our weekly activities and reminding you of important dates.
(6) **Learning outcomes and competencies**

General learning outcomes: (1) apply and understand the fundamental concepts of Earth system science and Geography; (2) explain and rationalize how to find, and assess, scientifically credible information; (3) communicate about Earth in a meaningful way, both in written and oral forms, (4) demonstrate the appropriate use of the scientific method (repeatable observations, testable hypotheses, multiple analytical tools, and data interpretation) to explore, describe, and learn about Earth’s geosystems, and (5) solve problems through teamwork and data sharing.

Specific learning outcomes: (6) map peatland ecosystems and develop a Geographic Information System (GIS); (7) perform a literature review and synthesize results; (8) write a methodology pertaining to peatland soil carbon, and (9) describe geographic patterns through maps, graphs, abstracts, and reports.

Writing Intensive outcomes: (10) write with proficiency upon graduation. Proficiency requires a solid knowledge of rhetorical precepts such as audience awareness and ability to suit the occasion or type of document being produced. A proficient communicator argues well, thinks critically, and solves problems. A proficient communicator can analyze, evaluate, synthesize information from various sources, document and cite properly, and organize text logically. Skill with grammar, mechanics, format, and usage is required; (11) master the forms of writing most commonly associated with and essential to their major field of study. Proficient communications skills cannot be learned once, in the isolation of a single, First-Year English or speech course, but must be practiced over time, for many different audiences, in different situations, and in different genres. Because writing conventions and ways of communicating vary somewhat from discipline to discipline, novice communicators need the guidance of experienced writers in the disciplinary communities they aspire to join, and (12) understand that proficient writing requires practice and an investment of time and energy. Experienced writers produce multiple drafts, proofread and edit, and participate in reviews and critiques of their work. Good prose and fluent speaking requires the investment of time and effort.

(7) **University policies**

**Aggie Code of Honor:**

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

http://aggiehonor.tamu.edu/

**Academic Integrity:** Texas A&M has an Academic Integrity policy to which both students and faculty must comply. Details about the Aggie Honor Policy can be found at http://aggiehonor.tamu.edu/. The materials used in this course are copyrighted. These materials include, but are not limited to, videos, syllabi, quizzes, exams, lab problems, homework assignments, 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. **Plagiarism** is when you
pass off someone else’s work (language or ideas) as your own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. For more information, see “Scholastic Dishonesty” under the Texas A&M University Student Rules: [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

**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 email me. In addition, contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Evaluation and Feedback on assignments and exams**

**Grading:** Exam and course grades are not negotiable. Your grade reflects your performance in this course. The grading scale follows the Texas A&M University grading system:

- **A = Excellent**  90-100%
- **B = Good**  80–89%
- **C = Satisfactory**  70–79%
- **D = Passing**  60–69%
- **F = Failing**  00-59%

**Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Project: Literature review and annotated bibliography (2500 words)</td>
<td>10%</td>
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<tr>
<td>Project: Abstract (500 words) and Paper outline</td>
<td>10%</td>
</tr>
<tr>
<td>Project: Peer-review of abstracts (2 x 250 words)</td>
<td>10%</td>
</tr>
<tr>
<td>Project: Final paper (3500 words)</td>
<td>25%</td>
</tr>
<tr>
<td>Project: Class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation to discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection on course (500 words)</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Feedback:** You can expect feedback and grades on assignments and exams within about one week of the submission deadline of those said assignments and exams. Grades and feedbacks will be uploaded on e-campus and made available to you.

**Writing intensive feedback:** Your abstract will be reviewed by your peers (double blind review)) and the instructor. Following reception of comments, you will be expected to turn in a finalized version of the abstract within 10 days. Your final paper will solely be reviewed by the instructor; a similar 10 days to revise and resubmit will apply.
(9) **Grading policy**

Students seeking an **excused absence for an exam** must notify me in writing at least one week ahead of time. In cases where advance notification is not feasible, you must provide notification as soon as possible, and by the end of the second working day after the absence at the latest. If the absence is considered excused by the university ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)), you will be able to make up the missed exam. At my discretion, the make-up exam might be in a different format than the original exam.

Students who submit **late assignments** will be penalized at a rate of 10% per day. For each assignment submitted through e-campus, **students are to save proof of submission**; this will ensure a fair grading of their assignment, should technological issues arise.

(10) **Getting started**

Here's how to navigate to e-campus and access our course:

1. Go to [www.howdy.tamu.edu](http://www.howdy.tamu.edu)
2. Click on the beige button “Log In with your NetID to get started”
3. Enter your NetID as well as your password, and click on the red button “Log In”
4. Click on the e-campus icon towards the top of your screen

**If you prefer, you could also directly go to [www.ecampus.tamu.edu](http://www.ecampus.tamu.edu) to log in.**

5. Click on “17 SPRING GEOG380-500: ENV WORKSHOP”.
6. You have now entered our virtual classroom.

Using the menu (shown below), you have access to:

- class **Information** (including the syllabus)
- class **Content** (weekly course material)
- the **Discussion** board
- your **Grades**
- etc.

If you have any further question regarding e-campus, please contact the help desk: [http://eCampus.tamu.edu](http://eCampus.tamu.edu)
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION TO OUR CLASS PROJECT</strong></td>
<td></td>
</tr>
<tr>
<td>T 01/17</td>
<td>Course Introduction and Class project description</td>
</tr>
<tr>
<td>R 01/19</td>
<td>The role of wetlands in the global carbon cycle</td>
</tr>
<tr>
<td>M 01/23</td>
<td><strong>LAST DAY FOR ADDING/DROPPING A CLASS (until 5pm)</strong></td>
</tr>
<tr>
<td>T 01/24</td>
<td>Topic 1: Current soil carbon stocks and potential losses due to climate and land-use change</td>
</tr>
<tr>
<td>R 01/26</td>
<td>Topic 2: COP, Kyoto Protocol, Paris Agreement</td>
</tr>
<tr>
<td>T 01/31</td>
<td>Topic 3: Emission offsets, REDD, and the 4 per 1000 initiative</td>
</tr>
<tr>
<td>R 02/02</td>
<td>Topic 4: Verified Carbon Standards and their application to soils</td>
</tr>
<tr>
<td>T 02/07</td>
<td>Topic 5: Mapping ecosystems and their services</td>
</tr>
<tr>
<td>R 02/09</td>
<td><strong>EXAM 1</strong> (15%)</td>
</tr>
</tbody>
</table>

| **LITERATURE REVIEW, ABSTRACT, AND PAPER OUTLINE** |
| T 02/14 | Writing intensive 1: Producing a successful literature review and annotated bibliography |
| R 02/16 | Writing intensive 2: Writing a compelling abstract and a practical outline |
| T 02/21 | Work on literature review, annotated bibliography, and abstract/outline |
| R 02/23 | Work on literature review, annotated bibliography, and abstract/outline |
| T 02/28 | Work on literature review, annotated bibliography, and abstract/outline |
| R 03/02 | Work on literature review, annotated bibliography, and abstract/outline |
| S 03/05 | Literature review/Annotated bibliography due (10%) |
| S 03/05 | **DRAFT of abstract + outline due (5%)** |
| T 03/07 | Writing intensive 3: Providing insightful reviews to your peers |
| R 03/09 | **Peer-review due (10%)** |
| T 03/14 | NO CLASS - SPRING BREAK |
| R 03/16 | NO CLASS - SPRING BREAK |
| S 03/19 | **Abstract/outline due (5%)** |

<p>| <strong>PROJECT DEVELOPMENT: MAIN PHASE</strong> |
| T 03/21 | Writing intensive 4: Scientific writing I |
| R 03/23 | Work on project |
| T 03/28 | Writing intensive 5: Scientific writing II |
| R 03/30 | Work on project |
| T 04/04 | Writing intensive 5: Scientific writing III |
| R 04/06 | Work on project |
| T 04/11 | Work on project |
| R 04/13 | Work on project |
| T 04/18 | Work on project |
| T 04/18 | <strong>LAST DAY FOR Q-DROP (until 5pm)</strong> |
| F 04/19 | <strong>DRAFT of final report due (10%)</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 04/20</td>
<td>Work on project</td>
</tr>
<tr>
<td>T 04/25</td>
<td><strong>Final presentations</strong> (5%)</td>
</tr>
<tr>
<td>R 04/27</td>
<td><strong>Final presentations</strong> (continued)</td>
</tr>
<tr>
<td>S 04/30</td>
<td><strong>Final report due</strong> (20%)</td>
</tr>
<tr>
<td>S 05/02</td>
<td><strong>Reflection on course due</strong> (10%)</td>
</tr>
</tbody>
</table>

(12) **Notes**
TO: Faculty Senate Executive Committee

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

CC: Linda Radzik and Gregory Pappas, Department of Philosophy & Humanities
    Theodore George, Head, Department of Philosophy & Humanities
    Steven Oberhelma, AOC Dean, Liberal Arts

DATE: March 5, 2018

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: PHIL 415

We recommend that PHIL 415 American Philosophy be certified as a writing (W) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60
2. Course content appropriate to the major
3. Total number of words: 2400
4. Instructor to student ratio for one section: 1:25

This course assigns two critical reflections of 200 words each and two 1000-word essays. Students receive peer review of the critical reflections as well as instructor feedback on the drafts. Instruction occurs via modeling and discussion of philosophical argument within readings, with occasional lecture on specific writing topics such as summarizing a debate.
Phil 415/900: American Philosophy
Writing Intensive
Fall 20XX, 2:20 pm-3:35 pm
YMCA 115

Dr. Gregory F. Pappas
Office- YMCA 413
Office Hours- 11:00-12:30 TTH & by appt.
E-mail: g-pappas@tamu.edu

Course Description: This course is an introduction to Classical American Philosophy, with a focus on Pragmatism. The emphasis will be on Pragmatism as a shared philosophical vision, with assumptions about how to do philosophy and commitments that are of contemporary significance.

Prerequisite: Junior or Senior classification or permission of the instructor.

The learning objectives are to enable students to: (1) articulate this tradition as it is historically shaped by major events that call for philosophical reflection and illustrate the ways in which the resulting philosophies are relevant to lived experience, (2) identify the ways American philosophers have a distinctive way of approaching philosophical issues, and expressed-defend American values, (3) interpret and critically evaluate the most important philosophical works of American philosophers both in discussion and in writing, (3) to articulate an informed personal judgment to the works of American philosophers both in discussion and in writing.

Evaluation:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>25%</td>
<td>Essay #1</td>
</tr>
<tr>
<td>25%</td>
<td>Essay #2</td>
</tr>
<tr>
<td>10%</td>
<td>Participation (attendance + in-class and cyberspace discussion)</td>
</tr>
<tr>
<td>10%</td>
<td>One class Report</td>
</tr>
<tr>
<td>10%</td>
<td>2 Critical Reflections</td>
</tr>
<tr>
<td>20%</td>
<td>Quizzes</td>
</tr>
</tbody>
</table>

Grading policy: A= 90-100, B= 80-89, C=70-79, D= 60-69, F=Below 60

As in all Writing-Intensive courses, you must pass the writing components of this course in order to pass the course.

Attendance Policy: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Students are expected to attend class and to complete all assignments. If you are unable to attend class, you are responsible for providing me with satisfactory evidence to substantiate the reason for absence, in
writing (by e-mail is acceptable) and where possible, in advance of the absence. Legitimate reasons for excused absences can be found online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Quizzes:** You can expect at least **one quiz per week** (starting the week of **Sept 8**), first 5 to 10 min of class; 3 pts each. The question for the quiz will be a basic comprehension question about the required reading for that day.

**Essay #1 and #2:**
Each essay will be written (at home) based on answering one of two comprehensive questions that I will give to you a week before the essay is due. Each essay should be 4-5 pages in length. Essay #1 is due **Oct 11** (and Essay #2 is due **Dec 8**).

**2 Critical Reflections (CR):** This is an exercise where you need to do a little bit more than identifying positions and arguments. You are required to think critically, i.e., raise new arguments or questions. Critical Reactions are short essays (try to keep them no longer than one or two paragraphs) by means of an internet list group for the class (see below details).

**Important Rules:**

1) You are required to post your CR’s to the discussion section of the site for the class before you print a final draft of the assignment and give a copy to me. This may give you the opportunity to get some feedback or criticism from others in class. Nothing will be graded until you give me a hard copy.

2) You are required to submit a final draft of your first CR (a hard copy to me) no later than **Oct 6**. The deadline for the second one is **Dec 1**. (Advice: Do not wait until the last minute. Post your CR’s the same week that a particular text is being discussed in class. If you wait too long it will be more difficult for you to think about the thesis or topic.)

3) Each CR is worth 10 points.

**Reports:**
This is a class report about one of the assigned readings for that day. Let me know ASAP if there is one particular text or date you are interested in, otherwise I will assign randomly by the end of the first week of class. You need to come to class prepare to share with us what you thought about a particular text (i.e. what you understood, what you did not understand, and what you found either good or questionable).

**Participation:** includes attendance, contributions to in-class, and cyberspace discussion.
Attendance will be taken every class period. Attendance is expected and, as you will soon see, necessary in order for you to do well in this class, as much of the exam material will come from my lectures only. Excessive absences (more than 4) will result in the lowering of your final grade up to one full letter grade for each absence over four. Please turn off your phones when you come to class. If you use technology to distract yourself while in the classroom, the consequences are likely not to be good.

**Required Texts:** *Pragmatism and Classical American Philosophy* (Oxford University Press, 2000) ed. by John J. Stuhr (S)
Outline of the Course:

Readings in [ ] are not required but they can supplement your knowledge of the subject matter for that day and you are welcome to do a Critical Reflection of them.


Sept 1  Chapter 3: Evolution and American Indian Philosophy (AP)  Chapter 4: Feminist Resistance: Anna Julia Cooper, Jane Addams, and Charlotte Perkins Gilman (AP).

Sept 6  Chapter 6: Labor, Empire and the Social Gospel: Washington Gladden, Walter Rauschenbusch, and Jane Addams (AP)  Modern (traditional) View of Experience and Thought (lecture)

Sept 8  Chapter 7: A New Name for an Old Way of Thinking: William James (AP)  Chapter 8: Making Ideas Clear: Charles Sanders Peirce (AP)  "Some Consequences of Four incapacities" Charles Peirce pp.54-56 (S)

Sept 13  Philosophy of Experience (Meta-philosophy and Metaphysics)  "The Postulate of Immediate Empiricism" John Dewey (S)  "A World of Pure Experience" William James pp.181-184 (S)  [Biographical introductions to Peirce, James, Mead and Dewey. (S)
http://www.biography.com/people/william-james-9352726

[“Does Consciousness Exists? William James
http://psychclassics.yorku.ca/James/consciousness.htm]

Sept 15 "Experience and Philosophic Method" Dewey (S)
Douglas Browning “Ortega and Dewey on the starting point” (pdf will be provided)
[“Dewey’s Denotative-Empirical Method” Tom Alexander (pdf will be provided)]

Sept 20 "The Need for a Recovery of Philosophy" Dewey (S)
"Existence as Precarious and Stable" Dewey (S)

Sept 22 “The Present as the Locus of Reality” George Herbert Mead (S)

Sept 27 Thinking, Belief, and Experience (Epistemology)
“Context and Thought" Dewey (course reserve)
“The Fixation of Belief" Peirce (S)
"The Pattern of Inquiry” Dewey (S)

Sept 29 “What Pragmatism Mean” William James (S)
"The Will to Believe” William James (S)

Oct 4 Ethics, Aesthetics and Education
The Dilemma of Determinism” James (S)
“The Moral Philosopher and the Moral Life”
http://www.philosophy.uncc.edu/mleldrid/American/mp&ml.htm

Oct 6 FINAL DRAFT OF CR 1 DUE
"Reconstruction in Moral Conceptions" and “Reconstruction as Affecting Social Philosophy” Dewey
http://archive.org/stream/reconstructionin00deweuoft/reconstructionin00deweuoft_djvu.txt

"Three Independent Factors in Morals" Dewey (course reserve)

Oct 11 ESSAY 1 DUE
“On a Certain Blindness in Human Beings” William James
http://des.emory.edu/mfp/jcertain.html

http://www.uky.edu/~eushe2/Pajares/jsignificant.html

[“Between Being and Emptiness” Tom Alexander (course reserve)]

Oct 13 "The Live Creature and Aesthetic Experience" Dewey (S)
“Criticism and Perception” Dewey (course reserves)
(Are video games, cooking art?  
http://www.nytimes.com/2009/08/02/magazine/02cooking-t.html)

Oct 18  
**Experience and Education**  Dewey  
http://ruby.fgcu.edu/courses/ndemers/colloquium/experienceducationdewey.pdf  

[Education as Growth” Dewey (S)  
“My Pedagogic Creed” Dewey  
http://www.infed.org/archives/e-texts/e-dew-pc.htm]

Oct 20  
John Dewey [videorecording]: his life and work / with Larry Hickman; Davidson Films, Inc. 2001 Students are allowed to write a Critical Reaction of the film. Attendance will be taken.

Oct 25  
continuation of **Experience and Education** Dewey

Oct 27  
**Socio-Political Philosophy**  
Chapter 11: Democracy and Social Ethics: John Dewey (AP)  
Chapter 16: Cultural Pluralism: Horace Kallen and Alain Locke (AP)  

“The moral equivalent of war” William James  
http://www.constitution.org/wj/meow.htm

Nov 1  
“Play, the Game, and the Generalized Other”(S)  
“The “I” and the “Me’”  Mead (S)  

“Provincialism” Josiah Royce (S) (Chapter 9 on Royce (AP))  
"The Lost Individuals“ Dewey (S)

Nov 3  
Jane Addams,  Introduction to **Democracy and Social Ethics**,  http://www.gutenberg.org/files/15487/15487-h/15487-h.htm  
Jane Addams pp.625-643 (S)  

(http://www.youtube.com/watch?v=Tw4GZeAB1Nl&feature=related  
http://www.youtube.com/watch?v=5R6GajHiJyk&feature=related  
http://www.youtube.com/watch?v=2VOw6v-S5O4&feature=related  
http://www.youtube.com/watch?v=AfqbPW3MDVk)

[Marilyn Fischer, “Addams on Cultural Pluralism, European Immigrants, and African Americans” (35-58)  
http://muse.jhu.edu/journals/the_pluralist/toc/plu.8.3.html]
Nov 8  Continuation on Jane Addams

Nov 10  Essays about Dewey’s view of democracy by Westbrook and Bernstein (Cambridge Companion) (course reserve)
“Search for the Great Community” Dewey (S)

Nov 15  Chapter 13: Race Riots and the Color Line: W. E. B. Du Bois (AP)

“The Souls of White Folk”
http://www.gutenberg.org/files/15210/15210-h/15210-h.htm#Chapter_II

[Frederick Douglas http://www.historyplace.com/speeches/douglass.htm]

Nov 17  Alain Locke  p. 667-685 (S)

Alain Locke “Pluralism and Intellectual Democracy”

Alain Locke "Values and Imperatives"

"Cultural Relativism and Ideological Peace”.

Nov 22  Chapter 22: Economics and Technology: Lewis Mumford, C. Wright Mills, and John Kenneth Galbraith (AP)
Chapter 24: Civil Rights: Howard Thurman, James Baldwin, and Martin Luther King, Jr. (AP)
Chapter 25: Black Power: Malcolm X, James Cone, Audre Lorde, Bell Hooks, Angela Davis, and Cornel West. (AP)

Nov 29  Chapter 26: Latin America Philosophy (AP)
Chapter 27: Red Power: Indigenous Philosophy (AP)

Dec 1  FINAL DRAFT OF CR 2 DUE

Guest lecture (Erin McKenna and Scott Pratt)

Dec 6  Chapter 30: Recovering and Sustaining the American Tradition (AP)
Chapter 31: American Philosophy Revitalized
Chapter 32: The Spirit if American Philosophy in a New Century.

Dec 8  ESSAY 2 DUE
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

Academic Integrity Statement:
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
For rules concerning academic dishonesty, see that section under “Academic Rules” at http://student-rules.tamu.edu/. Please note that both cheating and helping another student cheat both constitute academic dishonesty.

Religious Holidays
If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor and alternative arrangements will be made.
TO: Faculty Senate Executive Committee

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

CC: Cynthia Werner, Head, Department of Anthropology
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: March 5, 2018

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ANTH 415

We recommend that ANTH 415 Anthropological Writing be certified as a writing (W) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 85
2. Course content appropriate to the major
3. Total number of words: 5875
4. Instructor to student ratio for one section: 1:20

Since original certification, the course has not changed significantly. ANTH 415 requires that students write five reflections, a response to a research article, a news article, and a research proposal. They also write a cover letter or personal statement, although that may not be tied to the discipline. For formative feedback, the news article and research proposal are peer reviewed in class. Written instructor feedback on a draft is also provided for the research proposal. For instruction, course readings are either specifically related to the topic of writing in anthropology or are given to students as representative examples of strong writing. Appropriate handouts (including rubrics) are distributed in order to provide clear direction for assignments and to provide strong examples.
Anthropological Writing – ANTH 415
Tuesday / Thursday 3:55 – 5:10 pm.
Anthropology RM 237

Instructor: Katie Bailey, Ph.D. Candidate
Office: 310B
Office Hours: T/Th 1:30 – 3:30 or by appointment

katie_9808@tamu.edu

Course Description: This course focuses on practicing and improving critical reading and writing skills through study and discussion of various genres of anthropological literature and guided writing assignments. To pass this course, you must pass the W component.

Learning Objectives:
• Critically evaluate a text, argument, or idea.
• Effectively communicate through writing to various targeted audiences.
• To argue for a particular position or stance.
• Produce text that is both readable and useful

Text: Readings will be posted in accordance with the class period on the class eCampus page.

Attendance:
Formal attendance will not be taken during this course; however, it is critical to your overall success in the course that you come to class. You may only make up assignments with a university approved excuse (see: http://student-rules.tamu.edu/rule07 ). If you miss an assignment or exam you must contact me within two days of the missed assignment to schedule a make-up. Late work will be accepted, but you must turn in something on the set due date to show me you have started and are working on the assignment. After that you will be deducted five percentage points for each late day. I encourage you to make use of office hours and ask questions. I am more than happy to help you with your writing before an assignment is due.

Assignments and Grading:
The goal of this semester is to create a portfolio that can help you both on the job market or with applying to graduate school. Items to be included in this portfolio include: cover letter, personal statement, news article, grant application (NSF GRFP), research article responses, and participation reflections. The NSF will be handed in to me twice, a first draft and final draft. I will give you feedback on the first draft and then you are expected to make improvements for your second draft. The course uses in-class peer review for some assignments (Cover Letter/Personal Statement, News Article, and NSF Proposal). Students are expected to bring complete drafts of their papers to class. Students work in groups of four to provide review comments to their peers. The course also uses instructor feedback on draft for one of the assignments (NSF Proposal).

Participation Reflections (20 points each):
Throughout the semester you will be required to write five reflections that will serve as a way to show you were engaged in a particular discussion. The goal of these assignments is to make sure you are writing frequently. Writing only improves with practice. Each of these should be between 225 – 250 words.

Personal Statement or Cover Letter (75 points):
Choose either one of the following based on your plans after graduation. A personal statement is typically a one page (single-spaced), 500 word document that is written to describe yourself when applying to graduate school. The goal of this is highlight your strengths and accomplishments and explain why you would be a good fit to the department you are applying to and the potential advisor you would be working with. This will also highlight what your research interests are and how attending that program will help you be successful. A cover letter is generally written when you are applying for a job. They are usually one page in length (single-spaced) and serve as a way to introduce yourself and what skills you have that make you successful at that job.
The cover letter differentiates from a personal statement because it is less concerned with your academic history and more concerned about your ability to contribute to a job.

Research Article Responses (25 points each):
You will be required to write three article responses throughout the semester. The goal of these assignments is for you to demonstrate your ability to synthesize ideas from an author, evaluate their thought process through to their conclusions, and illustrate what the strengths and weaknesses of that article are from a scientific perspective. I will provide a body of literature for you to choose from on eCampus. 500 – 750 words.

News Article (100 points):
This news article will be a 1.5 – 2-page (single-spaced) or 750 word paper that digests a particular research article from scientific jargon to popular science that the public can understand. It is your job as anthropologists to make anthropology understandable to a wider audience.

NSF GRFP (150 points):
The National Science Foundation Graduate Research Fellowship Program is a grant application that supports 3 years of academic study towards research based masters and PhD degrees. It can be applied for as an undergraduate senior or as a first or second year graduate student. We will discuss the criteria for this application more thoroughly in class. This will be approximately 2000 words. More information can be found here: https://www.nsf.gov/pubs/2016/nsf16588/nsf16588.htm#elig

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Participation Reflections (5 @ 20 points each) = 100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Statement or Cover Letter = 75 points</td>
<td>15%</td>
</tr>
<tr>
<td>Research Article Responses (3 @ 25 points each) = 75 points</td>
<td>15%</td>
</tr>
<tr>
<td>News Article = 100 points</td>
<td>20%</td>
</tr>
<tr>
<td>NSF GRFP = 150 points</td>
<td>30%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>450 – 500</td>
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<tr>
<td>400 – 449</td>
<td>B</td>
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<td>350 – 399</td>
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<td>300 – 349</td>
<td>D</td>
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<tr>
<td>0 – 299</td>
<td>F</td>
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The Americans with Disabilities Act (ADA):
The Americans with Disabilities act is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities are 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 979-845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Additionally, this course will expose you to different cultures and you are expected to be respectful and tolerant to ideas, behaviors, customs, and people whom you may be unfamiliar with. Evidence of cheating or plagiarism on any assignment will result in a failing grade. Instances of cheating will also be referred to the Office of the Aggie Honor System. http://aggiehonor.tamu.edu/.

Diversity Statement:
Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/). Please let me know your preferred pronouns.

Readings
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Course Introduction, Course Mechanics, Expectations, Entrance Survey. Introduction to Personal Statements.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/23</td>
<td>Critical reading, how to start writing, thought organization</td>
<td>Sokal (1996)</td>
</tr>
<tr>
<td></td>
<td>1/25</td>
<td>Peer Review of PS or CL</td>
<td>PS or CL Due</td>
</tr>
<tr>
<td>3</td>
<td>1/30</td>
<td>Citation Manager Presentation by Stephen Bales and John Fullerton – Library Annex Room 601</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/1</td>
<td>Collecting data to make writing easier – methods, IRB, IACUC</td>
<td>PR1 Due</td>
</tr>
<tr>
<td>4</td>
<td>2/6</td>
<td>Deductive vs. Inductive approaches</td>
<td>PR2 Due</td>
</tr>
<tr>
<td></td>
<td>2/8</td>
<td>Research Articles, the publication process</td>
<td>Pampush (2015)</td>
</tr>
<tr>
<td>5</td>
<td>2/13</td>
<td>Article Discussion</td>
<td>Gould and Lewontin (1979)</td>
</tr>
<tr>
<td></td>
<td>2/15</td>
<td>Research questions, hypotheses, thesis statements</td>
<td>RAR1 Due</td>
</tr>
<tr>
<td>6</td>
<td>2/20</td>
<td>Interviewing</td>
<td>Briggs et al. (2007)</td>
</tr>
<tr>
<td></td>
<td>2/22</td>
<td>Introduction to ethnographies, participant observation</td>
<td>Werner (2009)</td>
</tr>
<tr>
<td>7</td>
<td>2/27</td>
<td>Peer Revie of News Article</td>
<td>NA Due</td>
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<tr>
<td></td>
<td>3/1</td>
<td>Introduction to Grant Applications</td>
<td></td>
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<tr>
<td>8</td>
<td>3/6</td>
<td>NSF Panel</td>
<td>RAR2 Due</td>
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<tr>
<td></td>
<td>3/8</td>
<td>Work on NSF Draft 1</td>
<td>PR3</td>
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<tr>
<td>9</td>
<td>3/13</td>
<td>No Class – Spring Break</td>
<td></td>
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<td></td>
<td>3/15</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>3/20</td>
<td>Work on NSF Draft 1 – ask questions!</td>
<td>GP Draft 1 Due</td>
</tr>
<tr>
<td></td>
<td>3/22</td>
<td>Stages of editing</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/27</td>
<td>Writing for popular texts</td>
<td>Bryant (2012)</td>
</tr>
<tr>
<td></td>
<td>3/29</td>
<td>Writing for popular texts cont.</td>
<td>PR4</td>
</tr>
<tr>
<td>12</td>
<td>4/3</td>
<td>Writing results and discussions</td>
<td>Bailey et al. (2017)</td>
</tr>
<tr>
<td></td>
<td>4/5</td>
<td>Technical reports</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/10</td>
<td>Peer Review of NSF</td>
<td>GP Draft 2 Due</td>
</tr>
<tr>
<td></td>
<td>4/12</td>
<td>No class – work on final draft of NSF</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/17</td>
<td>Writing about controversial topics</td>
<td>Dozier (2017)</td>
</tr>
<tr>
<td></td>
<td>4/19</td>
<td>Writing about controversial topics cont.</td>
<td>RAR3</td>
</tr>
<tr>
<td></td>
<td>4/26</td>
<td>Concluding thoughts</td>
<td>Final Draft of GP Due</td>
</tr>
<tr>
<td>16</td>
<td>5/7</td>
<td>Final Exam Time</td>
<td>PR5 1:00 – 3:00 pm.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Ruth Larson, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: March 5, 2018

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FREN 300

We recommend that FREN 300 Written Communication in the French-Speaking World be certified as a writing (W) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45
2. Course content appropriate to the major
3. Total number of words: 2200
4. Instructor to student ratio for one section: 1:25

Since original certification, the course has not changed significantly. Students in FREN 300 write six in-class compositions; each of the first four in-class compositions is graded and returned before the next one is due. In addition, the last two receive written instructor comment on drafts that are revised before the final due date. They also complete a final writing project. The textbook is an advanced French grammar book. Instruction also occurs with lecture, grammar quizzes, and writing workshops during which students have access to instructor help.
French 300-900
Written Communication in the French-Speaking World

Instructor: Professor Ruth Larson
Office: Academic 104A (in the INTS office)
Office Hours: Tuesday 3:35-5:20 (and by appointment)
E-mail: larson@tamu.edu

Prerequisite: French 202 or placement test.

Instructional Materials
Required materials:
- Une fois pour toutes (2nd edition)
- A French dictionary
- All information presented and all materials distributed in class (take notes!)

Suggested materials:
- English Grammar for Students of French

Course Description
In this advanced grammar and composition course assignments will be read in French and class discussions will be conducted predominantly in French. The course is designed for students who wish to develop and improve their writing skills in French. The course emphasizes the practice and understanding of grammatical constructions in French. The professor may use English when she feels it will help all students to understand the material. All assignments and quizzes are written in French. Additional instructional materials (i.e. handouts) may be distributed during class and are considered required information for quizzes and tests.

Learning Outcomes
Upon successful completion of this course, students will be able to
- Apply newly-learned or reviewed grammatical rules to answer specific grammar questions on quizzes.
- Identify grammatical structures and use them appropriately in written work.
- Compose coherent texts in French with few grammatical errors on a variety of topics. Compositions may be creative fiction and/or prose essays.

Homework
The emphasis in this course is on improving writing skills in French. Your daily homework is to read the pages assigned each day carefully and thoroughly and to come to class prepared to ask questions about anything which you have not understood in the textbook.

In-class Writing Assignments
There are 6 in-class “writing workshops” during which students will practice writing in French by completing short (2 page) composition assignments. These 6 assignments (Compositions) are worth 30% of the grade. Students may ask for help from the instructor or from classmates in writing these assignments. Topics for each assignment will be announced in class. Students will keep a writing portfolio that will contain each writing assignment. Students will consult previous assignments prior to each composition as a reminder of grammar and writing skills that need practice. The portfolio will be handed in at the end of each writing workshop. Compositions V and VI will be returned to students for revision before a grade is assigned.

Written assignments are assigned letter grades with the following percentage equivalents:
- A+ = 100%, A = 95%, A- = 91%
- B+ = 89%, B = 85%, B- = 81%
- C+ = 79%, C = 75%, C- = 71%
- D+ = 69%, D = 65%, D- = 61%
- F = 0% (failure to hand in an assignment)
Quizzes
There will be eight quizzes during the semester worth 15% of the final grade. Quiz dates are indicated on the syllabus.

Test
There will be a mid-term writing test worth 40%. The material (chapters, grammar points) tested on the mid-term will be announced in class.

Final Project
The Final Project is a composition of 4 pages in French on a topic chosen by the student. Students should consult their writing portfolios to help them determine a subject which interests them and/or in which they have demonstrated improvement. For example, students might choose to demonstrate their command of verb tenses by describing an event from their past; students who wish to develop expertise with the use of a technical vocabulary might compose a “report” on their area of interest; students interested in literature or film may choose to write a cultural analysis. Students may meet with the instructor to determine a good subject for the Final Project.

Absences and Make-up Policy
Quizzes which are missed due to an authorized absence can be made up and should be administered within a week of the student’s return to class. Students who miss a scheduled activity must contact the professor within 24 hours and indicate their intention to arrange a make-up. Except in cases of prolonged absence, in-class writing assignments will be made up at the end of the semester. The professor will offer make-up opportunities only for authorized absences. Attendance is essential to complete the course successfully. University Rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

To pass this course you must pass the W component.

Grading
The final course grade will be calculated according to the following percentages:

- In-class written assignments: 30%
- Quizzes: 15%
- Mid-term writing test: 40%
- Final writing project: 15%

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

Programme de Travail

<table>
<thead>
<tr>
<th>Class Activities</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 août Introduction ; Présentation Leçon 1</td>
<td>Une fois : Lisez pp 1-19; Faites les exercises</td>
</tr>
<tr>
<td>5 sept. Discussion et Composition I</td>
<td>Une fois : Lisez pp 20-28; Faites les exercises</td>
</tr>
<tr>
<td>7 sept. Quiz A ; discussion Leçon 2</td>
<td>Une fois: Lisez pp 29-37; Faites les exercises</td>
</tr>
</tbody>
</table>
12 sept. Discussion et Composition II
Une fois: Révisez Leçon 2; Faites les exercices

14 sept. Quiz B ; Présentation Leçon 3
Une fois: Lisez pp 38-52; Faites les exercices

19 sept. Discussion et Composition III
Une fois: Révisez Leçon 3; Faites les exercices

21 sept. Quiz C; Présentation Leçon 4
Une fois: Lisez pp 53-64; Faites les exercices

26 sept. Discussion Leçon 4
Une fois: Révisez Leçon 4; Faites les exercices

28 sept. Quiz D; Présentation Leçon 5
Une fois: Lisez pp 65-73; Faites les exercices

3 octobre Discussion Leçon 5
Une fois: Lisez pp 73-77; Faites les exercices

5 oct. Quiz E ; Révision
Une fois: Révisez Leçons 1-5

10 oct. Mid-term writing test (covers Leçons 1-5)
Une fois: Lisez pp 78-87; Faites les exercices

12 oct. Discussion Leçon 6
Une fois: Lisez pp 98-108; Faites les exercices

17 oct. Discussion Leçon 8
Une fois: Révisez Leçon 8; Faites les exercices

19 oct. Quiz F; Présentation Leçon 7
Une fois: Lisez pp 88-97; Faites les exercices

24 oct. Discussion Leçon 7 et Composition IV
Une fois: Lisez pp 109-113; Faites les exercices

26 oct. Discussion Leçon 9
Une fois: Lisez pp 113-117; Faites les exercices

31 oct Discussion Leçon 9 ; Composition V
Une fois: Révisez Leçon 9; Faites les exercices

2 novembre. Quiz G; Présentation Leçon 10
Une fois: Lisez pp 118-125; Faites les exercices

7 nov. Discussion Leçon 10
Une fois: Lisez pp 125-129; Faites les exercices

9 nov Discuss. Leçon 10 ; Rendez Comp. V révision
Une fois: Lisez pp 130-134; Faites les exercices

14 nov. Composition VI
Une fois: Révisez Leçon 10; Faites les exercices

16 nov. Discussion Leçon 10; Quiz H
Une fois: Lisez pp 135-139; Faites les exercices

21 nov. Discussion Leçon 11
Une fois: Lisez pp 139-146; Faites les exercices

23 nov. THANKSGIVING BREAK
Une fois: Lisez pp 146-151; Faites les exercices

28 nov. Discuss. Leçon 11 ; Rendez Comp VI révision
Une fois: Lisez pp 152-158 ; Faites les exercices

30 nov. Discussion Leçon 12
Une fois: Lisez pp 159-162 ; Faites les exercices

5 décembre Discussion Leçon 12

The Final Project is due Wednesday, December13.

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“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie
TO: Faculty Senate Executive Committee

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

CC: Rhonda Rahn, Department of Health & Kinesiology
    Melinda Sheffield-Moore, Department of Health & Kinesiology
    Richard Kreider, Head, Department of Health & Kinesiology
    Christopher Cherry, AOC Dean, College of Education and Human Development

DATE: March 5, 2018

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HLTH 481

We recommend that HLTH 481 Seminar in Allied Health be certified as a Writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:20

This is a one-credit course. Since original certification, the course has not changed significantly. Students in this class must write a philosophy of the profession paper, a proposal for a scholarly research paper, the research paper as proposed, and a patient education paper. Formative feedback occurs with peer review of a draft of the research paper. In addition, students can re-submit their philosophy of the profession paper, their research paper, or their patient education paper after receiving comments from the instructor. Writing instruction include lecture about writing topics such as APA style and paragraphing, an exercise in writing thesis statements.
HLTH 481:910: SEMINAR IN ALLIED HEALTH
W 9:10AM – 10:00AM; SCTS 216

Instructor Information
Name Rhonda N. Rahn, PhD, CHES
Telephone number (979) 845-3861
Email rrahn@tamu.edu
Office hours M: 9:00AM-11:00AM; T: 1:00PM-3:00PM; by appointment
Office location 318A Blocker

Course Description and Prerequisites
This course is an intensive writing seminar preparing students for admission to allied health professional school and careers. Students will research selected allied health fields/interests and discuss the transition from the college environment to a professional school/career environment, with an emphasis on professional development.

Prerequisites: Junior or Senior classification; admission to the professional phase.

Learning Outcomes
By the end of the course, students will be able to:
1. Create a professional philosophy statement.
2. Create and critique health profession resumes.
3. Develop a cover letter for a job application.
4. Demonstrate professional interviewing skills.
5. Develop skills in critiquing the work of others.
6. Demonstrate professional writing and research capabilities.
7. Identify leading journals and sources in their respective allied health field.
8. Demonstrate and exhibit an understanding of professional behavior.

Required Textbooks and/or Resource Material

Class website
There is a class website accessible at http://ecampus.tamu.edu. Click on “Log In” and use your Netid to login. Students should refer to this website often as any changes in due dates or class assignments will be listed on this website. It also contains complete assignment instructions and resources for the class. If you cannot login to this site, let me know ASAP.

Grading Policies
Students will complete the following assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy Paper (W)</td>
<td>40 pts</td>
</tr>
<tr>
<td>Topic Proposal (W)</td>
<td>30 pts</td>
</tr>
</tbody>
</table>
Because this course satisfies the W-course requirement of core curriculum, students must pass the writing assignments (W) to pass this class. This means that you must complete every writing assignment highlighted above; failure to complete any of the writing assignments will result in failing the course.

**Grading scale**
265-375 (>70%) – Pass
<264 (<70%) – Fail

**Assignments**
All assignments are due at the beginning of each class period on the date assigned. You must be present in class to turn in your assignments. Assignments will not be accepted via email, only through hard copy or on eCampus/Turnitin when required.

**Late Work**
Late assignments can only be made up by providing the instructor with a written, documented, University-excused absence that is turned in no later than one week following the original due date. All unexcused late work will be penalized 10 points for each day it is late up to 10 days when it will no longer be accepted.

**Attendance Policy**
“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07."

Attendance is the first aspect leading to successful completion of this class and provides the means to receive optimal benefit for your time and money. Attendance is mandatory and will be taken every day that the class meets. For each unexcused absence, **10 points will be deducted from the student's final grade per absence.** Please note: excused absences, as defined in Rule 7 of the Texas A&M University Student Rules, will not result in any point deduction; however, written documentation will be required to receive an excused absence.

**Office Hours**
If you are struggling with something in this course, ask for help! I realize that my office hours do not always coincide with student schedules. I will do my utmost to make myself available to you outside of these hours; however, you must ask and make an appointment. During office hours, please bring specific questions that you are struggling with. I will not proof read your entire assignment; therefore, you must come to our meetings prepared.

Expectations during office hour meetings:
1. Come prepared with specific questions you are struggling with from course content, textbook readings, assignment instructions, etc.
2. Bring all necessary handouts/materials with you to the meeting.
3. Respect the start and end times by arriving 3-5 minutes early of the scheduled meeting
4. We can communicate via telephone or e-mail if last minute cancellation is needed.

Communication
If you send me an email, please construct a professional email with a salutation, closing, and signature (i.e. name). Use appropriate sentence structure, capitalization, and punctuation.

I will make every effort to respond to e-mails within 24 hours. Please note that I do not normally respond to emails sent after 5 pm or on the weekends until the next business day.

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

Copyright and Plagiarism
Academic dishonesty (i.e. cheating or plagiarism) will not be tolerated in this course. Refer to the TAMU Student Rules and Regulations, #20-Scholastic Dishonesty. In section I.20.1.3 of the Texas A&M University Student Rules, plagiarism is defined as, “Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” 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 individual. To avoid plagiarism, always cite your sources.

University Writing Center
You are highly encouraged to utilize the resources available to you as an A&M student. The Writing Center provides feedback in person at the library, online, or via video conferencing. The Evan’s Library requires an appointment while the West campus library is available for walk-in’s. For more information, please refer to the University Writing Center’s homepage: http://writingcenter.tamu.edu/WriteCenterHome

“Your first pass is not your best effort”

Aggie Code of Honor

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

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.” All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the
Honor Council website at
http://student-rules.tamu.edu/aggiecode

Ask for clarification from me prior to participating in any activity that might be questionable for completion of coursework for this class. All work to be completed for this class is to be individual work except where noted otherwise. **Any incident of academic dishonesty will result in a letter grade of F in this course.**

**Classroom Expectations**
This class is about preparing you for life after college. Even if you have plans to attend professional or graduate school, you will eventually be searching for a job. The skills you learn in this class can be applied to both seeking admission to professional/graduate school and searching for a job. The best way to view this class is as if it is your job.

This class is a writing intensive class and as such, the majority of your grade will be based on your **writing.** This class is also about **professionalism:** presenting your-self professionally in your communication (both oral and written), appearance, and behaviors. Consequently, you are expected to act professionally in this class; this means that you are expected to turn assignments in on time and professionally prepared. While you will not be expected to dress professionally every day, there will be designated “professional dress” days.

You will also be required to sign an “**Expectations for Professional Behavior**” form to participate in this class; failure to comply with items on the Expectations for Professional Behavior form will result in a deduction of participation points.

**Class Rules**
It is imperative that all students behave in a considerate, respectful, and civil manner toward their classmates, instructors, and guests throughout the entirety of this course. A classroom environment with these characteristics fosters mutual respect and collaborative learning among students, which is what we all want! As such, students are expected to:

- Arrive on time and prepared for every class session
- Not be disruptive or disrespectful during class (talking during lectures, sleeping, browsing the internet, using electronics, making inappropriate comments, etc.)
- Turn all phones and other electronics on silent during class
- Treat guests with the utmost respect

**Peer Review of Writing**
One aspect of improving writing is to give and receive feedback. Students will participate in peer review of their writing for several of the writing activities in this class. Thoughtful feedback expressed in a tactful manner is a hallmark of good peer review.

1. Students will be assigned a paper to review during class.
2. Failure to bring a paper for peer review or participating in reviewing another student’s paper will result in a 10% deduction from their final grade for that assignment.
3. Students who are absent that day will still be required to participate in the peer review and should upload their paper. It is their responsibility to complete the peer review by the deadline.
Course Topics, Calendar of Activities, Major Assignment Dates

This class schedule is tentative. While all attempts will be made to follow this schedule, I reserve the right to make adjustments as needed that would benefit the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Reading Assignment</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Class Guidelines and Expectations</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 24</td>
<td>Writing Process / Writing a Philosophy</td>
<td>Classroom</td>
<td>APA Chap 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>Library Use – Arwen from MSL</td>
<td>Computer Lab</td>
<td></td>
<td>Philosophy Paper due</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Practice Writing- Thesis Statements</td>
<td>Classroom</td>
<td></td>
<td>Proposal due / Philosophy Paper revision due</td>
</tr>
<tr>
<td>Feb 14</td>
<td>APA Activity / Paraphrasing Activity / Outlining the paper</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 21</td>
<td>Peer Review Activity</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 28</td>
<td>Resume Writing / Cover Letters</td>
<td>Classroom</td>
<td>APA Chap 6 &amp; 7</td>
<td>Outline due</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Networking / Peer Review of Resumes</td>
<td>Classroom</td>
<td></td>
<td>Resume / Cover letter draft due</td>
</tr>
<tr>
<td>Mar 14</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td>Job Search / Interviewing</td>
<td>Classroom</td>
<td></td>
<td>Resume / Cover letter due</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Peer review of Paper</td>
<td>Classroom</td>
<td></td>
<td>Paper draft due</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Communicating Professionally / Being a Professional</td>
<td>Classroom</td>
<td></td>
<td>Paper due</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Mock interviews</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 18</td>
<td>Mock interviews</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 25</td>
<td>Mock interviews Course wrap up</td>
<td>Classroom</td>
<td></td>
<td>Patient Ed Paper due</td>
</tr>
</tbody>
</table>
Class assignments are outlined below. Please refer to the instructions handed out in class and posted on the class website for more complete information.

**Writing Intensive Assignments**

Personal Philosophy (min 300/max 400 words)
Students will write a personal philosophy statement of chosen health-related field.

Topic Proposal (min 200/max 300 words)
Students will write a proposal to identify the topic for their final paper. The topic can be on a current health related topic or a current issue in one of the six allied health areas: nursing, occupational therapy, optometry, pharmacy, physician assistant or physical therapy. This topic proposal must be supported by at least five scholarly sources in a reference list.

Expanded Outline
Students will complete an expanded outline for the paper.

Scholarly Discussion of Contemporary Issue (min. 1500/max 2000 words)
Students will complete a scholarly discussion of the contemporary issue in one of the six allied health areas. Prior to turning in the paper, students will complete a proposal and an expanded outline of their paper.

*A rough draft of your research paper will be due in class the week before the final due date. Failure to produce a rough draft for the peer-review session will result in a 10% deduction from your final grade on the assignment. Bottom line: complete the draft and be prepared to receive feedback/constructive criticism.

Patient Education Paper (min 250/max 500 words)
Students will complete a patient education paper based on the topic chosen for the scholarly paper. This paper is to be written from the perspective of the career you are choosing to pursue, one of the six areas in allied health: nursing, occupational therapy, optometry, pharmacy, physician assistant, or physical therapy. If you are not pursuing one of those fields you may write it from the perspective of a health educator. If you are pursuing a field other than one of the six allied health fields listed (such as dentistry), consult your instructor.

**Resume and Cover Letter**
Students will find a current job posting for which they will be qualified upon graduation. They will then create a resume and cover letter as if applying for the job.

**Mock Interview**
Students will participate in mock interviews by observing and critiquing interviews of their peers. Some students will be able to participate in interviews. All students will critique the interview.

**Participation**
Students have much to gain from this class by participating each day that the class meets. This involves contributing to the discussion, completing in-class activities, and acting in a professional manner (as
outlined in the Expectations for Professional Behavior document). Therefore, students must be in attendance in order to participate.

Students are expected to be prepared for each class, participate in the discussions, read appropriate material prior to class and actively engage in in-class activities. Failure to do so will negatively affect your participation grade. Mere attendance does not constitute participation.
TO: Faculty Senate Executive Committee

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

CC: Matthew Greer, Department of Maritime Administration
    Joan Mileski, Head, Department of Maritime Administration
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: March 5, 2018

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MASE 407

We recommend that MASE 407 Capstone Design II be certified as a writing (W) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 9,900 individual
4. Instructor to student ratio for one section: 1:20

Since original certification, the course has not changed significantly. Student teams are required to submit weekly progress reports (12 total), with each student contributing at least 3. Teams also submit a mid-semester report, to which each student contributes a section of about 10 pages. The final report, a collaborative effort, brings together drafts written by each student (to which they contribute about 25 pages each). Formative feedback is given on the progress reports, which is shared by group members; there is written instructor feedback on a drafts for the final paper. Instruction is given on the content and style of the progress reports, and students can write at least one report that is not graded for practice. Each weekly report is discussed in detail with the student team, so all students in the team learn from every report. The content, layout, and style of the draft and the final reports (as well as the mid-semester reports) are explained to the students as they begin work on the document. The instructor emphasizes throughout the course that the “product” that engineers are paid to produce is delivered in the form of technical writing and technical presentations.
Course Syllabus

MASE 407 – Capstone Design II

Course Information
MASE Design II – MASE 407
Spring 2018

Course Instructor
Matt Greer | Senior Lecturer | Ocean Engineering
Office: Bldg. 3027 (PMEC), Rm. 117 | Hours: by appointment
Phone: 409-740-4555 | E-mail: mngreer@tamu.edu

Teaching Assistant
Ju Gao | Graduate Student | Ocean Engineering
Office: Bldg. 3027 (PMEC), Rm. 118 | Hours: by appointment
Phone: 979-676-0839 | E-mail: gaoju@tamu.edu

Class Schedule
Monday: 10:00 AM – 11:50 AM in PMEC 144

The Monday class sessions will be devoted to technical and project management presentations, coordination of team project plans and stewardship and special topics and guest lectures. The course requires weekly meetings between the instructor and each team. Times for these weekly meetings are to be arranged by mutual agreement.

Lab Schedule
Friday: 1:00 PM – 4:50 PM in PMEC 144

The “Special Projects” room (PMEC 142) is equipped with computers, printers and videoconferencing capabilities and is reserved for the exclusive use of this class.

Office Hours
Office hours will be adjusted based on the schedule established for the weekly team progress meetings.

Monday: 1:00 PM – 5:00 PM
Tuesday: 1:00 PM – 5:00 PM
Thursday: 1:00 PM – 5:00 PM

Course Description
This course is the second part of a two-course sequence. Over the course of the semester, students will complete engineering design for ocean-related projects defined in the fall semester course (MASE 406). The work will be carried out as a team and will incorporate the application of learned engineering design skills and tools as well as project management, reporting and stewardship. This is a writing-intensive (W) course including written progress and interim technical reports and a comprehensive draft and final report. To pass this course you must pass the W component. The course will culminate in a presentation of the project to faculty and industry invitees.

Each project is to include a comprehensive engineering analysis in each of the following areas: 1) met-ocean characterization, 2) hydrostatics and hydrodynamics, 3)
Course Syllabus

The course is intended to help students transition from the role of a student to that of a practicing engineer. As such, students are expected to demonstrate a level of professionalism expected of junior engineers.

Teams and Teamwork

Learning and practicing effective teamwork is a key objective of the course. Students will progress their work in a team setting.

Weekly meetings with the Course Instructor are for individual teams to report on plan progress, project schedule, issues and next steps. The meetings will transition over the semester from an emphasis on providing technical and project management guidance and support to the teams to a project status reporting format, with the students acting as an engineering team reporting to a senior project manager or client.

Throughout the semester, meeting interim and final deadlines is a key requirement, consistent with industry expectations for professional engineers. Students are expected to attend scheduled meetings and give their presentations on time. Oral presentations are expected to be well-organized and professional. Reports are to be well-written.

Learning Outcomes

The primary goal of the course is to provide students with the experience of executing a realistic and relatively comprehensive design project which requires use of much of the engineering knowledge they have acquired throughout their engineering education. To meet this objective, students will also be introduced to additional engineering and project management methods and considerations relevant to engineering design. (Letters correspond to EC-2000 Criteria 3, below)

- Assemble a realistic and relatively comprehensive ocean engineering design project [a, c, f, h, i, j]
- Demonstrate teamwork in a multidisciplinary ocean engineering design team [a, c, d, e, f, g, h, k]
- Rearrange students’ engineering knowledge through practical engineering applications [c]
- Prepare a detailed engineering project report and presentation [d, g, k]
- Prepare and update project engineering plans, schedules and progress reports [e, g, k]
- Develop engineering project economics [a, d, e, h, k]
- Analyze project environmental impacts [b, f, g, h]

EC-2000 (Criteria 3)

Engineering programs must demonstrate that their graduates have:

- An ability to apply knowledge of mathematics, science, and engineering;
Course Syllabus

- An ability to design and conduct experiments as well as to analyze and interpret data
- An ability to design a system, component, or process to meet desired needs
- An ability to function on multidisciplinary teams
- An ability to identify, formulate, and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global/societal context
- A recognition of the need for and an ability to engage in lifelong learning
- A knowledge of contemporary issues
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Prerequisites
MASE 406 (Capstone I). Enrollment in OCSE major degree sequence.

Computer Usage
Development of computer literacy is a key element of this course. Students are expected to utilize appropriate tools for each aspect of their design project. This will involve self-teaching of commercially available computer programs. As appropriate, seminars may be scheduled to assist in learning and applying industry tools.

Textbook and Resources
Recommended: "Project Management for Engineering, Business and Technology" (Fourth Edition) by Nicholas. New, used and eBook options are available at the bookstore. Online and pdf options are available through ScienceDirect.

Grading
Course grading will reflect performance of the team and performance of the individual. Interim and final deadlines are of primary importance. Not all members of a team will necessarily get the same course grade, based on individual contribution to the team and the quality of individual work products. Particularly poor or exceptionally good individual performance can lower or raise the group score.

Each of the major course tasks (weekly progress, mid-term report and presentation, final presentation draft and final reports) are scored using the following weighting:

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Meetings and Reports</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Semester Report/Deliverables</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Semester Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Draft Final Report</td>
<td>15%</td>
</tr>
<tr>
<td>Final Report</td>
<td>25%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The grading scale is defined as:
- 90 – 100% A
- 80 – 89% B
- 70 – 79% C
- 60 – 69% D
- < 60% F
# Course Syllabus

## Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday</td>
<td>15-Jan</td>
<td>No Classes (classes start January 16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>19-Jan</td>
<td>Kickoff Meeting and Team Lab Session</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monday</td>
<td>22-Jan</td>
<td>Deliverables for Deep Dive / Mid-Semester Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>26-Jan</td>
<td>Team Lab Session</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>29-Jan</td>
<td>Developing and Evaluating Initial Designs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>2-Feb</td>
<td>Environmental Criteria &amp; Team Lab Session</td>
<td>Guest Lecture</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>6-Feb</td>
<td>Team Dynamics and Self-Evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>9-Feb</td>
<td>Team Lab Session</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>12-Feb</td>
<td>Mooring System and Foundations Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>16-Feb</td>
<td>Orcaflex Software Training Session I</td>
<td>Guest Lecture</td>
</tr>
<tr>
<td>6</td>
<td>Monday</td>
<td>19-Feb</td>
<td>Professional Presentation and Communication Skills</td>
<td>Guest Lecture</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>23-Feb</td>
<td>Orcaflex Software Training Session I</td>
<td>Guest Lecture</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>26-Feb</td>
<td>Deep Dive / Mid-Semester Deliverables Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>2-Mar</td>
<td>Deep Dive / Mid-Semester Presentations</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>5-Mar</td>
<td>Deep Dive Review and Lessons-Learned</td>
<td>Grades Due</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>9-Mar</td>
<td>Team Lab Session</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Monday</td>
<td>12-Mar</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>16-Mar</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>19-Mar</td>
<td>Preliminary Environmental Impact and Management Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>23-Mar</td>
<td>Team Lab Session</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>26-Mar</td>
<td>Cost Estimate Development and Economic Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>30-Mar</td>
<td>Reading Day – No Classes</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Monday</td>
<td>2-Apr</td>
<td>Example Final Reports and Poster Guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>6-Apr</td>
<td>Team Lab Session</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Monday</td>
<td>9-Apr</td>
<td>Guidelines for Final Presentations and Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>13-Apr</td>
<td>Team Lab Session</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>16-Apr</td>
<td>Offshore Incidents and Lessons-Learned</td>
<td>Guest Lecture</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>20-Apr</td>
<td>Team Lab Session; Draft Final Reports Due</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>23-Apr</td>
<td>Review draft presentations during weekly reviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>27-Apr</td>
<td>Final Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>30-Apr</td>
<td>Final Reports Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>2-May</td>
<td>OTC R&amp;D Showcase</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>3-May</td>
<td>OTC R&amp;D Showcase</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>4-May</td>
<td>Finals</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Monday</td>
<td>7-May</td>
<td>Finals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>12-May</td>
<td>Commencement</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

Note: This schedule is subject to modification and may be updated throughout the semester.

To be scheduled: TAMUG Research Symposium (April)
Course Syllabus

Attendance

Attendance and participation in Weekly team progress meetings (approximately 12) is mandatory. Failure to attend a weekly team progress meeting without prior approval of the instructor will result in a zero grade for that weekly meeting and the associated weekly report. Students should make arrangements to make up any missed weekly meetings or presentations prior to an excused absence.

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).

Further information concerning absences can be found at:
(http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf).

Academic Integrity

“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Specifics of the Honor Code are found at http://www.tamug.edu/HonorSystem. Each student is responsible for his/her own assignments as well as data collection and analysis, and final reports.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law 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/services/dssprocedures.htm.

Family Educational and Rights to Privacy Act (FERPA)

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 confidentiality.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Aaron Tarone, Department of Entomology
    Pete Teel, Department of Entomology
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: March 5, 2018
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: FIVS 435

We recommend that FIVS 435 Case Studies in Problem Solving be certified as a Communication (C) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 88
2. Course content appropriate to the major
3. Total number of words: 8500
4. Total minutes of oral performance: 50
5. Instructor to student ratio for one section: 1:15

Since original certification, the course has not changed significantly. Assignments for this class include a paper and presentation on a scientific article; a paper and presentation comparing one forensic science to its parent discipline; and a paper and presentation evaluating forensic science; a summary of articles; participation in four debates; and a long paper comparing three forensic sciences to their parent disciplines. Students complete peer reviews (on Peerceptiv) for the paper and the presentation slides or a presentation outline on a scientific article and for the comparison of one forensic science to its parent discipline. In addition, all the written assignments are scaffolded, and lead to the final paper. A workshop is held six weeks before the final paper is due where students are encouraged to get instructor feedback. Instruction occurs after each Peerceptiv peer review to discuss results, focusing on common problems. Students are encouraged to use the writing center and to get feedback from peers on each draft. Additional instruction occurs with lecture on writing and a mock debate.
Syllabus

FIVS 435 Case Studies in Problem Solving
Spring Semester 2018
Three Credit Hours
Tuesday, Thursday 9:35-10:50
Room 102 Heep Center-West Campus

Instructor:  Dr. Aaron Tarone, Associate Professor

Department of Entomology
Texas A&M University
Office:  Rm 420 (Tarone) Heep Center
Email:  tamlucilia@tamu.edu
Office Hours:  Monday 3-4PM and Tuesday 11AM-12 PM (or by appointment)

Description/Expectations:  This course is designed to help students develop problem-solving skills for real world situations. The forensic sciences provide excellent material for gaining experience due to the diversity range of sciences that are of importance to legal issues. Students are expected to identify and provide order to the components of problem solving, develop logical arguments from different perspectives, and communicate decision-making processes as a member of a problem solving team. The scale of problem solving will extend from laboratory and field to community, state, and national levels.

Students are expected to build upon their knowledge of, and experience in forensic science by learning about scientific problems and problem solving approaches. Students will participate by developing and assessing different problem solving strategies, by investigating a series of cases that vary in scale and complexity, and by being challenged to evaluate real-world problems as part of a team of scientific investigators.

This course will emphasize both lateral and vertical integration of instructional experiences. The lateral dimension will be achieved within the course by using a team approach to focus on case studies and problem solving. The vertical integration (i.e., integration over time) will encourage continual building of new concepts predicated on principles previously learned in other courses and through a scaffolded assignment structure that builds upon skills from previous assignments. Students will be required to utilize concepts, skills, and knowledge from previously completed course work and experience as they formulate solutions to problems presented in this course. Students will receive feedback on initial drafts of papers and talks through peer review.

To pass this course you must pass the C component.

Student Learning Outcomes:

- Recognize and apply different definitions of science to forensic problems.
- Assess, define and communicate problems from simple to complex levels.
- Define and debate problems and solutions from different points of view.
Participate in the development and assessment of logical arguments, appropriate uses of evidence, and integration of varied types of information (quantitative, qualitative, text, image, etc.) in problem solving.

Recognize the responsibilities and opportunities associated with citizenship in an increasingly interconnected and interdependent world.

Prerequisites: Junior or Senior classification, or approval of instructor. This is a capstone course in the curriculum for the Bachelor of Science Degree in Forensic and Investigative Sciences and as such my expectations are for you to draw upon your background, current knowledge, and experience in this course.


Required Reading: Selected materials including web-based, scientific and public domain articles, and materials appropriate to case studies. Due dates listed below are the dates that you should be prepared to discuss the readings listed on that date at the beginning of class.

Class Guide to Library Resources Website: Class and activity 18 January to be held in the Medical Sciences Library, West Campus.

Grading: Approximate percent values, actual point values.

- Paper and presentation on a single scientific article………………..6% (100 pts)
- Comparison paper and presentation*……………………………6% (100 pts)
- Written mid-term exam…………………………………………..6% (100 pts)
- Forensic science discipline evaluation paper and presentation*….18% (300 pts)
- Current Issues Debates*…………………………………………..24% (400 pts)
- AAFS/articles paper………………………………………………12% (200 pts)
- Attendance and Participation………………………………………6% (100 pts)
- Final (Compare and contrast 3 forensic science disciplines); presentation and paper*………………………………………………24% (400 pts)

A=90-100% of cumulative points; B=80-89; C=70-79; D=60-69; F=<60.

Course activities include formal presentations with a requirement for business professional dress. Students are guided to “Dress for Success”. Visit the Career Center website for information and guidelines on professional dress.

Each course activity will include assessment of written documents and oral presentations. Activities indicated by * may be assigned to teams and teams will be evaluated by collective and individual assessments (pending class size).
Estimated Schedule of Classroom Activities (Schedule and Assignments are Subject to Change – Students are responsible for keeping up with updates to schedule posted on eCampus):

<table>
<thead>
<tr>
<th>Week FEPAC Topic</th>
<th>Joint Assignment</th>
<th>FIVS 415</th>
<th>Date</th>
<th>FIVS 435</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (joint classes)</td>
<td>Welcome &amp; Rubric</td>
<td>16 January</td>
<td>Welcome &amp; Rubric</td>
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<tr>
<td>1 (joint classes)</td>
<td>Library</td>
<td>18 January</td>
<td>Library</td>
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<tr>
<td>Introduction to Law (Legal databases)</td>
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<tr>
<td>2 Professional Practice</td>
<td>Daubert and Science</td>
<td>23 January</td>
<td>Scientific Method: Chapter 1, Saks and Koehler, Goodstein</td>
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<tr>
<td>2 Professional Practice</td>
<td>Assign one article and discuss rubric for presentations</td>
<td>Paper 1</td>
<td>25 January</td>
<td>Scientific Method: Popper, Lakatos, Kuhn, Platt</td>
</tr>
<tr>
<td>3 Professional Practice</td>
<td>Paper 2</td>
<td>30 January</td>
<td>Reading scientific papers. MAOA paper discussion. Draft of one-page article review and slides/outline due. Reviews from Peerceptiv due by next class.</td>
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<tr>
<td>3 Professional Practice</td>
<td>Paper 3</td>
<td>1 February</td>
<td>Discuss reviews as groups and develop strategies for addressing them</td>
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<tr>
<td>4 (joint classes)</td>
<td>Professional Practice</td>
<td>PRESENTATIONS</td>
<td>6 February</td>
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<td>Final draft of one-page article review due.</td>
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<td>Assign Forensic Science vs Non-forensic science</td>
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<tr>
<td>4 Professional Practice</td>
<td>Exam #1</td>
<td>8 February</td>
<td>In class work, compare For Sci vs. Non-For Sci. Drafts due on Peerceptiv online by end of class.</td>
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<tr>
<td>5 (joint classes)</td>
<td>Professional Practice</td>
<td>Paper 4</td>
<td>13 February</td>
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<td></td>
<td>Review from Peerceptiv due online. In class work - addressing reviews</td>
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<tr>
<td>5 (joint classes)</td>
<td>Professional Practice</td>
<td>PRESENTATIONS, Forensic vs. Non-Forensic</td>
<td>15 February</td>
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<td></td>
<td>Survey of Forensic Science</td>
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<td>PRESENTATIONS, Forensic vs. Non-forensic</td>
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<tr>
<td>6 (joint classes)</td>
<td>Professional Practice</td>
<td>AAFS</td>
<td>20 February</td>
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<td></td>
<td>Survey of Forensic Science</td>
<td>Paper 5</td>
<td>Out of class assignment</td>
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<tr>
<td>6 (joint classes)</td>
<td>AAFS</td>
<td>Paper 6</td>
<td>22 February</td>
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<td>Out of class Assignment</td>
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<tr>
<td>Professional Practice Survey of Forensic Science</td>
<td>Assignment Details</td>
<td>Due Date</td>
<td>Notes</td>
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<tr>
<td>7 Professional Practice Survey of Forensic Science</td>
<td>AAFS/articles out of class assignment due.</td>
<td>27 February</td>
<td>Mid-term Exam Assign 5-paper field evaluation</td>
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<tr>
<td>7 Professional Practice Survey of Forensic Science</td>
<td>Assign Debate #1</td>
<td>1 March</td>
<td>Work on 5-paper field evaluation (Seek own reviews without Peerceptiv)</td>
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<tr>
<td>8 (joint classes) Professional Practice Survey of Forensic Science</td>
<td>PRESENTATIONS</td>
<td>6 March</td>
<td>PRESENTATIONS 5-paper field evaluation</td>
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<tr>
<td>8 Professional Practice Survey of Forensic Science</td>
<td>Assign Debate #2</td>
<td>8 March</td>
<td>5-paper field evaluation due Assign three field evaluation</td>
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<td>9</td>
<td>Spring Break</td>
<td>13 March</td>
<td>Spring Break</td>
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<td>9</td>
<td>Spring Break</td>
<td>15 March</td>
<td>Spring Break</td>
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<tr>
<td>10 (joint classes)</td>
<td>Debate #1</td>
<td>20 March</td>
<td>Debate #1</td>
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<tr>
<td>Professional Practice</td>
<td>Courtroom Testimony</td>
<td>Survey of Forensic Science</td>
<td>10</td>
<td>Paper 7</td>
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<tr>
<td>11 (joint classes)</td>
<td>Professional Practice</td>
<td>Courtroom Testimony</td>
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<td>Debate #2</td>
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<tr>
<td>11 Professional Practice</td>
<td>Survey of Forensic Science</td>
<td>Assign Debate #3</td>
<td>Papers 8</td>
<td>29 March</td>
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<tr>
<td>12</td>
<td>Paper 9</td>
<td>3 April</td>
<td>In class work</td>
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<tr>
<td>12</td>
<td>Paper 10</td>
<td>5 April</td>
<td>In class work</td>
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<tr>
<td>13 (joint classes)</td>
<td><strong>ESA Branch</strong></td>
<td>Debate #3</td>
<td>10 April</td>
<td>Debate #3</td>
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<tr>
<td>Professional Practice</td>
<td>Courtroom Testimony</td>
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<td>Survey of Forensic Science</td>
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<td>13</td>
<td><strong>ESA Branch</strong> &amp; Assign Debate #4</td>
<td>Exam #3</td>
<td>12 April</td>
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<td>In class work</td>
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<td>14</td>
<td>Papers 11&amp;12</td>
<td>17 April</td>
<td>In class work</td>
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<tr>
<td>14</td>
<td>Paper 13</td>
<td>19 April</td>
<td>In class work</td>
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<tr>
<td>15 (joint classes)</td>
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<td>Professional Practice</td>
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<td>Courtroom Testimony</td>
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<td>Survey of Forensic Science</td>
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<tr>
<td>Professional Practice</td>
<td>Prepare for final exam.</td>
<td>26 April</td>
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<tr>
<td>Survey of Forensic Science</td>
<td>Present Multidisciplinary</td>
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<td></td>
<td>Comparison.</td>
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<td>Present Multidisciplinary</td>
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<td></td>
<td>Comparison.</td>
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<td></td>
<td>10-page compare and contrast</td>
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<td></td>
<td>paper due</td>
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<td>Those not finished will do so</td>
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<td>during scheduled final exam</td>
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<td>time</td>
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<td>(Thursday May 3, 2018 from 12:30-2:30 p.m.)</td>
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**Classroom Expectations:** Be in class on time and be prepared for classroom discussion/participation. Turn off all cell phones, pagers, and other communication devices that would cause interruptions. Please remove caps. Be aware of and observe all classroom safety rules and regulations. Assist and respect others.
It is the habit of some students to check with their professors regarding every trivial detail of the course. This behavior is generally not tolerated in the workplace and will not be tolerated in this capstone course. Graduating seniors should develop the confidence and capability to identify and solve as many problems as they can on their own, as this is the expectation that they will encounter in professional schools and the workplace. This is a critical skill that employers value and FIVS graduates have been commended for in the past by their employers. Accordingly, Dr. Tarone implements a “three then me” policy. This means that students are expected to look for answers to their questions from a minimum of three resources (syllabus, text, class mates, independent research, etc.) before coming to the professor with a question. They need to identify the problem they have and the resources they have checked to address it before they will receive a reply from the instructor. This policy does not mean that the instructor does not care about the students and their questions. Nor does it mean that the instructor will not answer questions. Rather, the instructor cares so much about the futures of his students that he is enforcing independent thought to guarantee success in their future endeavors. As long as this policy is followed by the students, questions will be addressed by the instructor.

Make ups: No make ups are given without a University Approved Excuse. Make up exams must be taken within 2 weeks of missed date or a “0” will be given. Make up assignments must be turned in within 1 week of missed date or a “0” will be given. Late assignments will lose one full grade (A downgraded to a B, etc.) per day, starting at the beginning of the course on the due date of an assignment. Yes, that means that, if you are late to class, your grade will drop one full grade. If you don’t get the assignment to me within 24 hours of the beginning of the course on the due date, your grade will drop two full levels.

Joint Assignments with FIVS 415
You will have several assignments, such as the debates, where you will be evaluated for both FIVS 415 and FIVS 435. This does not mean that you should expect the same grade for such an assignment in each class. It is entirely possible to have a detailed knowledge of how a forensic science fits into the legal arena and have no understanding of the science itself (and vice versa). Accordingly, make sure that you have met the requirements of both courses on these assignments and do not hesitate to contact the instructors of either or both courses if you are unclear as to how you can do so.

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

Academic Integrity Statement
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System.
Note: Dr. Tarone will not decide if you have cheated nor will he debate such issues with students. If he suspects cheating, the case will be handed over to the Aggie Honor System Office and that office will investigate the suspected cheating. Dr. Tarone will follow the recommendation of the Honor Council. Note that their process follows the “preponderance of evidence” or civil standard of guilt (which means that if >50% of the evidence suggests you cheated, then the committee will vote for a finding of guilt). For a First Offense: The usual penalty for a violation shall be an “F*” in the course and “Honor Violation Probation”. More severe penalties, including separation from the university, may be imposed by the Honor Council if the facts and circumstances, as determined by the Honor Council, warrant such penalties. A student will remain on Honor Violation Probation until the F* is removed from the transcript. Additionally, the F* grade, or the F that remains when the “*” designation is removed, will not be eligible for any grade forgiveness or replacement action, and it must be considered in the calculation of a student’s Grade Point Ratio. An undergraduate student who receives an “F*” grade will not be allowed to remove the course from his/her degree plan until the successful completion of a training program. Dr. Tarone implores you to not give him a reason to report you for academic dishonesty as the penalties are severe.

Students are required to submit their assignments to Turnitin. The report from Turnitin will be submitted with assignments.

For additional information visit: http://student-rules.tamu.edu/ and http://aggiehonor.tamu.edu/
TO: Faculty Senate Executive Committee

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

CC: Norman Clark, Department of Engineering Technology & Industrial Distribution
    Reza Langari, Head, Department of Engineering Technology & Industrial Distribution
    Prasad Enjeti, AOC Dean, College of Engineering

DATE: March 5, 2018

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: IDIS 330

We recommend that IDIS 330 Sales Engineering be certified as a Communication (C) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 71
2. Course content appropriate to the major
3. Total number of words: 1250
4. Total minutes of oral performance: 42 (32 individual)
5. Instructor to student ratio for one section: 4:70

This is a four-credit course. Since original certification, the course has not changed significantly. The writing assignments include a letter of introduction (to be used in a professional setting related to sales), a book review, three in-class role playing assignments and three videoed roll playing assignments that require sales communication, and a group presentation. Formative feedback for the writing occurs as an in-class peer review; for the six role-playing assignments, there is immediate peer feedback after some training to ensure peers are prepared to give constructive feedback. Instructions include clear guidelines for each assignment and in-class discussion of writing and oral presentations as well as readily available help.
TEXAS A&M UNIVERSITY  
IDIS 330-Sales Engineering  
Fall 2017  

Designated “C” Course by the University Writing Center

Failure to earn a passing grade on the writing and speaking requirements precludes the assignment of C credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. To receive C credit for this course, you must pass the C component.

Instructor: Norm Clark, Ph.D.  
Office: Fermier Hall 205C  
Office Hours: After class or by appointment  
Telephone: (979) 847-9076  
E-mail: nclark@tamu.edu  
Website: http://elearning.tamu.edu

Section 930 – TR, 8:00-9:15 a.m., FERM 303  
Section 931 – TR, 9:35-10:50 a.m., FERM 303  
Section 932 – TR, 11:10 a.m.-12:25 p.m. FERM 303

Course Description
Sales and sales management techniques for analyzing distribution challenges and providing solutions through effective communication techniques; establishing credibility, effective questioning techniques, developing solutions, presenting solutions, anticipating objections and gaining commitment, plus techniques for recruiting, training, leading and compensating an effective sales organization.

Course Objectives
The basic objectives for students in this course are:
- To gain an understanding of a Solution-Based Selling Process as a major function of the marketing and promotional mix as it applies to Industrial Distribution applications
- To familiarize you with effective communication/selling techniques
- To give you an opportunity to practice and develop communication/selling skills through role-play and video-taped exercises
- To familiarize you with techniques for building, developing and compensating an effective sales organization
- To familiarize you with practical applications for sales management techniques through case studies
- To improve your overall levels of confidence and professionalism when interacting with others

Prerequisites
None

Course Format
The course will consist of the presentation and demonstration of techniques, class discussions, role-play and video-taped exercises, case studies, class presentations, a book review, and guest speakers, writing assignment and exams.

Class Notes
Available to download on the website
Books

*Monday Morning Leadership*, David Cottrell

Video Lab

Each student will role-play three projects in the video lab during the semester. This totals approximately 700 video-taping sessions for students in all sections. **It is critical that you work with your lab instructor JD Bertelson jdbertelson14@gmail.com, to schedule time for your three role-play projects.** There will be sign-up sheet for each session in class prior to the lab.

Policies and Procedures

You are expected to abide by the **Aggie Honor Code.** “An Aggie does not lie, cheat or steal or tolerate those who do.” There is a **zero tolerance** for academic dishonesty. **Violations will result in an "F" for the course.** Additional repercussions will be determined by the program coordinator in compliance with Texas A&M regulations. [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Students with Disabilities

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

Attendance and Participation

*What you will someday be, you are now becoming. Start forming good habits now.* You are expected to attend class, be punctual, display an attitude of professionalism and become actively involved in class activities and discussions. If it is necessary for you to miss a class or an **Exam**, please inform the instructor **prior** to the event.

Exams

Multiple choice and short answer questions covering class discussions, presentations, case studies and any outside material assigned or discussed. The **Final Exam** will allow you to gain **a few additional points** should you need them to achieve a higher grade for the course. You may elect not to take the final.

Letter of Introduction

This is about you. What are your interests? What makes you interesting? What makes you unique? If a future employer asked you to write a 250 word essay about you, what would you write? Prepare an initial draft of the letter to be critiqued by your group members in class on **September 28**. The final draft of your letter will be due to the instructor on **October 3**. In addition to the content of the paper, you will be graded on grammar, spelling, sentence structure and punctuation. **Please include a picture of yourself.**
**Book Review**

Select a book dealing with some aspect of Industrial Distribution, Sales, Sales Management or Self-improvement. The book review should be approximately 1,000 words. Approximately 80 percent of the paper should be a summary of the book. The other 20 percent should be your comments about the book. Prepare an initial draft of the book review to be critiqued by your group members in class on November 14. The final draft of your book review will be submitted using the TurnItIn link on e-learning by 8:00 a.m. November 16. In addition to the content of the paper, you will be graded on grammar, spelling, sentence structure and punctuation. **PLAGERISM IS A FORM OF ACADEMIC DISHONISTY. ENGAGING IN IT WILL EARN YOU AN “F” IN THE COURSE.**

**Group Presentation/Role-play Assignments**

It is your responsibility to form groups of approximately seven students at the beginning of the semester. You will work with your group members throughout the semester on four assignments that will be presented to the class and three of which recorded in the video lab. These assignments will provide practical applications for materials discussed. **Each group member is required to take a lead role in one presentation/role-play assignment.**

**A Note Concerning Group Activities**

You will experience two types of learning as a result of working in groups.

1. **Cognitive Learning through Collaboration** – the discussions generated when working in groups will expose you to different ways of looking at things and enhance your ability to think critically about what you are learning. Your retention of the information being discussed will, likely, also be increased as a result of the group discussions.

2. **Social Learning**– as in the working world, there will be challenges that will arise when working with other people. You may experience situations in which some people do not contribute, or some people try to dominate a situation. You may experience difficulty scheduling times for meetings, or agreeing upon the direction of a project. **These are your groups.** The way you choose to handle these situations is part of the learning experience. I will abide by the decisions of the group. My only involvement, if necessary, will be that of an advisor.

**SLACKERS BEWARE**—the assessment of your group members will determine a large portion of your participation grade. **If you do not participate in an assignment, you will not receive a grade for that assignment.**

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 900 – 1000 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 800 – 899 points</td>
</tr>
<tr>
<td>Letter of Introduction</td>
<td>100</td>
<td>C = 700 – 799 points</td>
</tr>
<tr>
<td>Book Review</td>
<td>150</td>
<td>D = 600 – 699 points</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>80</td>
<td>F = below 600 points</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment 3</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Assignment 4</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Lab Projects</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Book Quizzes</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Grading of Assignments
As I observe your presentations, I will rate them 1, 2 or 3.
1. **Nailed it!** – Demonstration of a superb understanding and application of the techniques being learned. In addition to preparation and professionalism being obvious, the presenter has developed the skills to a level that could be used in a real world situation.
2. **Good Job!** – Demonstration of a good understanding and application of the techniques being learned. Preparation and professionalism are obvious.
3. **Not-So-Good Job!** – Demonstration of a less than adequate understanding and application of the techniques being learned. Preparation and/or professionalism are obviously lacking.

Grades will be assigned to the presentations based on the performance of your group relative to the performance of other groups in the class. A typical distribution looks something like this:
1. 92-100
2. 84-91
3. 75-83

Grading of Lab Projects
Each project will be graded in accordance with the method described above. Your lab grade will be an average of the grades you receive on the individual projects.

Participation Grade
The majority of your participation grade will be determined by the evaluation of your group members. As the instructor, I may make adjustments to your participation grade based on your attendance, punctuality and class participation.

Relation between IDIS 330 Course Objectives and ABET Outcomes
An Industrial Distribution graduate has the following abilities at the time of graduation.
- an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities;
- an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies;
- an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes;
- an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives;
- an ability to function effectively as a member or leader on a technical team;
- an ability to identify, analyze, and solve broadly-defined engineering problems;
- an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;
h. an understanding of the need for and an ability to engage in self-directed continuing professional development;

i. an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity;

j. a knowledge of the impact of engineering technology solutions in a societal and global context; and

k. a commitment to quality, timeliness, and continuous improvement.

l. an ability to accomplish the integration of systems using appropriate analytical, computational, and application practices and procedures.

m. an ability to apply knowledge of probability, statistics, engineering economic analysis and cost control, and other technical sciences and specialties necessary in the field of industrial engineering technology.

The following table indicates how this course contributes to the achievement of the overall programmatic educational outcomes. Entries with an “H”, “M”, and “L” refer to high, medium, and low relevancy respectively.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>IDIS Program Educational Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the Steps of a Solution-Based Selling Process (Understand)</td>
<td>M</td>
<td>Exams 1 &amp; 2</td>
</tr>
<tr>
<td>Familiarize with effective communication/selling techniques (Understand)</td>
<td>M</td>
<td>Exams 1 &amp; 2</td>
</tr>
<tr>
<td>Practice and develop communication and selling skills (Apply)</td>
<td>M</td>
<td>Role-Play Exercises</td>
</tr>
<tr>
<td>Familiarize with techniques for building, developing and compensating a sales organization (Understand)</td>
<td>M</td>
<td>Exams 1&amp;2</td>
</tr>
<tr>
<td>Practice practical applications for sales techniques (Create)</td>
<td>M</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Improve overall confidence and professionalism (Apply)</td>
<td>M</td>
<td>Role-Play Exercises</td>
</tr>
</tbody>
</table>
# Tentative Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>Introduction - Ground rules and course expectations.</td>
</tr>
<tr>
<td></td>
<td>Overview of the Selling Process</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Student introductions and expectations. <strong>Selection of Groups.</strong></td>
</tr>
<tr>
<td></td>
<td><em>Book Selection</em> - Select the book that you will read for your Book Review Assignment (see the last page of this handout for book suggestions). Submit to the instructor the title and author.</td>
</tr>
<tr>
<td></td>
<td><strong>Company Selection</strong> – Select the product or service your group will sell during the semester (refer to handout for suggestions). Prepare and submit to the instructor a <strong>typed one page paper</strong> (<strong>Bullet Point Format</strong>) including:</td>
</tr>
<tr>
<td></td>
<td>- The company you will represent for the semester</td>
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<tr>
<td></td>
<td>- Specific products, services, or systems you will be selling</td>
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<tr>
<td></td>
<td>- Your target market</td>
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<tr>
<td></td>
<td>- Five problems that your customers could have to which you can provide solutions</td>
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<tr>
<td></td>
<td>- Your perceived competition</td>
</tr>
<tr>
<td></td>
<td>- The advantages you have to offer over your competition</td>
</tr>
<tr>
<td>Sep 5</td>
<td><strong>Company and Book Selection Due</strong></td>
</tr>
<tr>
<td></td>
<td>Attention Step of the Selling Process</td>
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<tr>
<td></td>
<td><em>Assignment 1</em> – Prepare, submit to the instructor and present to the class in role-play format what you will say and do during the first 3-5 minutes of your sales interview to gain your prospect’s attention and help him/her to see the value of spending time with you. See page seven of the class notes for a template.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Bring a hard copy of each presentation to class with you and hand it to the instructor <strong>prior</strong> to your presentation. Each assignment should include your <strong>Group Number</strong> and the <strong>Name</strong> of each group member. <strong>Failure to do this will result in five points being deducted from your group’s grade for the assignment.</strong></td>
</tr>
<tr>
<td>Sep 7</td>
<td>Attention Step of the Selling Process</td>
</tr>
<tr>
<td>Sep 12</td>
<td><strong>Guest Speaker</strong>- <strong>Grads Forum</strong></td>
</tr>
<tr>
<td>Sep 14</td>
<td><strong>Class Presentations – Assignment 1</strong></td>
</tr>
<tr>
<td>Sep 19</td>
<td><strong>Guest Speaker</strong>- <strong>Hyster/Yale &amp; Briggs Equipment</strong></td>
</tr>
<tr>
<td>Sep 21</td>
<td><strong>PAID Career Fair (No Class)</strong></td>
</tr>
<tr>
<td>Sep 26</td>
<td><strong>Guest Speaker</strong>- <strong>Matt Diffendal</strong></td>
</tr>
<tr>
<td>Sep 28</td>
<td>In class critique of Letter of Introduction</td>
</tr>
<tr>
<td>Oct 3</td>
<td><strong>Letter of Introduction Due</strong></td>
</tr>
<tr>
<td></td>
<td>The Discovery Step of the Selling Process.</td>
</tr>
</tbody>
</table>
Assignment 2 – Prepare, submit to the instructor and present to the class in role-play format the questions you will ask to identify the needs/problems of your prospects.

Oct 5  The Discovery Step of the Selling Process

Oct 10  Class Presentations – Assignment 2

Oct 12  Class Presentations – Assignment 2

Oct 17  Exam 1


Oct 24  Handling Objections and Asking for the Business.

Assignment 3 – Prepare, submit to the instructor and present to the class in role-play format your proposal.

Oct 26  Guest Speakers - Greg Barnes-MRC, Mark Ryan-Cactus Pipe & Supply & Richard Kattmann-CED

Oct 31  Class Presentations – Assignment 3

Nov 2   Class Presentations – Assignment 3

Nov 7   Negotiations

Guest Speaker- Michael Boy-Travis Roofing Supply


Assignment 4 – Prepare, submit to the instructor and present to the class the case study assigned to your group.

Nov 14  In class critique of Book Review

Managing a Sales Organization: Account Analysis, Time & Territory Management

Nov 16  Book Review Due

Guest Speaker-Curt Tueffert-DXP

Nov 21  Exam 2

Nov 23  Thanksgiving

Nov 28  Case Presentations – Assignment 4

Nov 30  Case Presentations – Assignment 4

Dec 5   Wrap-up

Dec 8   Final Exam, Section 931 – 12:30 p.m.-2:30 p.m.

Dec 8   Final Exam, Section 932 – 3:00 p.m.-5:00 p.m.

Dec 11  Final Exam, Section 930 – 1:00 a.m.-3:00 p.m.
Company List

The following is a list of companies from which your group may choose the company whose products, services, or systems you sell during the semester.

- If you elect to represent a company that is not on the list, the company must be approved by the instructor.

Rockwell Automation-Allen Bradley
www.ab.com

Energy Alloys
www.ealloys.com

DistributionNOW
distributionnow.com

Womack Machine Supply Co.
www.womack-machine.com

Hydraquip Corp.
www.hydraquip.com

Gexpro Services
www.gexproservices.com/gexproservices/

Brenntag
www.brenntagnorthamerica.com/en/

SRS Distribution
http://srsicorp.com/

DXP, Enterprises
www.dxpe.com

McKesson
www.mckesson.com

TTI
www.ttiinc.com

Elliot Electric Supply
www.elliottelectric.com

ABC Supply Co, Inc.
www.abcsupply.com

Moore Supply Co.
www.mooresupply.com

Irby
www.irby.com

HISCO
www.hiscoinc.com

Mustang CAT
www.mustangcat.com

Ryerson
www.ryerson.com

Eaton
www.Eaton.com
Books to Consider for Your Book Review

Good to Great by Jim Collins

Rethinking the Sales Force by Neil Rackham & John DeVincentis

The Five Dysfunctions of Team by Patrick Lencioni

Outliers by Malcom Gladwell

The Tipping Point by Malcom Gladwell

Customer Centered Selling by Robert Jolles

Influence: The Psychology of Persuasion by Robert Cialdini

How to Win Friends and Influence People by Dale Carnegie

How to Hire and Develop Your Next Top Performer by Herb Greenberg, et al.

Think and Grow Rich by Napoleon Hill

The M Factor: How the Millennial Generation is Rocking the Workplace by Lynne Lancaster & David Stillman

Fierce Conversations by Susan Scott

Fearless Referrals by Matt Anderson

Start with Why by Simon Sinek

IDIS 330-Sales Engineering is a “C Course” as designated by the University Writing Center. This means that the course has to meet rigorous requirements in the areas of both oral and written communications.

If you are not confident in your writing skills or you simply feel that your writing needs improvement, I recommend you contact the University Writing Center for advice and assistance.

The University Writing Center
Evans Library 214 | 5000 TAMU
College Station, TX 77843-5000
Tel. +1 979.458.1420 | Fax. +1 979.458.1466
http://writingcenter.tamu.edu/

Both your Book Review and your Letter of Introduction will be graded on:

- Content 80%
- Grammar 5%
- Spelling 5%
- Punctuation 5%
- Sentence structure 5%