REPORT OF THE GRADUATE COUNCIL MEETING
February 5, 2004

I. Requests for new graduate courses as follows:

**BUSH 607 World Cultural Geography (3-0) Credit 3.** An exploration of the regional, historical, environmental, and technical roots of the world’s cultural diversity and the implications of cultural interactions in the contemporary world. Prerequisite(s): Admission to MPIA or instructor approval.

**CHEM 696 Modern Applications in Chemistry (3-0) Credit 3.** The course investigates modern topics in chemistry and their application in pre-college classrooms in a manner compatible with good scientific inquiry. The course is designed for in-service teachers or those who have permission from their graduate advisory committee. The course can be repeated for credit and is offered with variable content and credit. Prerequisite(s): CHEM 101/102 or approval of instructor.

**EDCI 634 Reflective Inquiry (3-0) Credit 3.** Explores the differences and unique characteristics of moral, multiperspective, collaborative, deliberative, autobiographical, and critical inquiries, and reflective practice related to all forms of inquiry. Students will analyze the implications of educator growth through reflective practices and the part that reflection plays in developmental growth and professional development. Prerequisite(s): Graduate classification.

**STAT 647 Spatial Statistics (3-0) Credit 3.** Spatial correlation and its effects; spatial prediction (kriging); spatial regression; analysis of point patterns (tests for randomness and modelling patterns); subsampling methods for spatial data. Prerequisite(s) STAT 601 or STAT 611 or equivalent.
II. Approved requests for graduate course changes as follows:

Prerequisite Change

MARS 615 Physical and Geochemical Marine Resources
from: OCNG 251 or OCNG 401 or equivalent

to: CHEM 102, GEOL 104, OCNG 251 or equivalent. Graduate status or approval of instructor.

Course title, and description change:

EDCI 624 Diagnosis and Prescription in Elementary School
from: Diagnosis and Prescription in Elementary School Mathematics
      DIAG PRESCP ELEM MATH

to: Assessing Cognitive, Conceptual, and Fluency Structures Related to Learning and Teaching Mathematics
      ASNG COG STRCY T&L MATH

from: EDCI 624 Diagnosis and Prescription in Elementary School Mathematics. Diagnosis procedures in elementary school mathematics and their potential in identifying problem areas related to elementary school children’s acquisition of computations skills.


INFO 640 E-Business
from: E-BUSINESS

to: Strategy and Business Modeling in E-Commerce
      STRAT & MODELS E-COMMERCE

from: INFO 640 E-Business: Survey of concepts of electronic business including technical, organizational, societal and legal issues; relevance to modern business enterprises.

to: INFO 640 Strategy and Business Modeling in ECommerce. Theories and practices of conducting web-based and web-enabled commerce. Topics include: Internet technology for business advantage, managing electronic commerce funds transfer, reinventing the future of business through E-Commerce, business opportunities in E-Commerce, and business plans for technology ventures.
Requests for New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of **Bush School of Government & Public Service**

2. Course prefix, number and complete title **BUSH 607 World Cultural Geography**

3. Course description (not more than 50 words) **An exploration of the regional, historical, environmental, and technical roots of the world's cultural diversity and the implications of cultural interactions in the contemporary world.**

4. Prerequisite(s) **Cross-listed with**

5. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? _____ 2 _____ Indicate the number of students enrolled for each academic period it was taught. 03A: 40 students; to be taught 04A

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Masters program in International Affairs
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      MPSA at the Bush School

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    **BUSH 607 WORLD CULTURAL GEOGRAPHY**

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>0</td>
<td>0</td>
<td>.</td>
<td>010366</td>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by: ________________

Head of Department Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by: ________________

Dean of College Date

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/career. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
World Cultural Geography
Dr. Peter J. Hugill
Department of Geography
George Bush School of Government and Public Service

Required Texts:

Required Material may be drawn from (among others) the following Journals:
Annals, Association of American Geographers; Geographical Review; Geopolitics; Journal of Historical Geography; Political Geography; Professional Geographer.

Prerequisites:
Geography 631 is designed to accommodate students who hold baccalaureate degrees but who have no prior training in Geography.

Course Description:
This course provides an overview of competing but interacting patterns of world cultural diversity and globalization. The course deals first with the regional, historical, environmental, and technical roots of world cultural diversity. The emergence of the world’s major regional cultures will be examined in the historical context of their perceived environmental endowments and their technological capacities, first at the time of their emergence and then over world-historical time. The course will examine the operation of centrifugal and centripetal forces that tend to promote or reduce diversity. Cultural diversity has clearly had a major impact on past world geopolitical orders and will continue to affect evolving ones. Currently the argument that globalization is increasing is being countered by the argument that massive civilizational divergence is underway. By extension, those of us in the West who see globalization in a positive light need to have a clear understanding of and some sympathy toward the cultural forces operating against globalization. Those structural and institutional forces promoting globalization, capitalism, hegemonic geopolitics, and INGOs, will be examined in this devolutionary context.

Aims of the Course:
The primary aim of the course is to develop in students an appreciation for, an understanding of, and a basic ability to work within the variety of human cultures that occupy the world stage. The course is designed to give students a sensitivity to the fact that different cultures have different ways of doing things and that those genres de vie are grounded in their geography, history, environment, and technology. The course is also premised on the fact that the ways other cultures do things (1) may work as well or better than our own for sustaining specific values and (2) knowledge of their ways of operating is essential for successful interaction.

Requirements:
Students are expected to both read a great deal and think seriously about all the material required of you. Your grade will be based on class participation, several short reviews of appropriate topics assigned during the course of the semester, a short research paper, and a final examination.
Course Policies:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life; Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

Grades and Grading Policies:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>% grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>Short Reviews</td>
<td>25</td>
</tr>
<tr>
<td>Term Paper</td>
<td>30</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

List of Topics to be Covered by Week
1. Diversity and globalization
2. The changing global environment
3. Regional, historical, environmental and technical forces operating to produce cultures
4. The regions: (a) The Americas
5. The regions: (b) Europe and European overseas
6. The regions: (c) Southwest Asia and Africa
7. The regions: (d) East Asia
8. The regions: (a) South and Southeast Asia
9. The regions: (a) Russia and Central Asia
10. Tribes, nations, civilizations.
11. The civilizationist argument
12. Hegemonic geopolitics: the preferred norm of capitalist world-order
13. World hegemony to world impasse?
15. Conclusions

Academic Integrity

The Bush School is committed to the development of principled leaders for public service. Entering a Bush School course as a student means accepting this commitment personally. This commitment to “principled leadership” is a further expansion of the Texas A&M student honor code that states: Aggies will not lie, cheat or steal or tolerate those who do. Anyone who feels they cannot adhere to these values should immediately withdraw from the course. Particular attention is called to the requirement to rigorously avoid plagiarism, which can destroy academic integrity. As commonly defined, academic dishonesty/plagiarism consists of passing off as one’s own ideas, the words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed — a book, an article, material off the web, another student’s paper — all constitute plagiarism unless the source of the work is full identified and credited. It is important when using a phrase, a distinctive idea or concept, or a sentence from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. The full consequences of scholastic dishonesty will be pursued consistent with University policy. If you have any questions, please consult the course instructor. Be especially careful with your written assignments to make certain that any and all sources are explicitly acknowledged in writing.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Chemistry

2. Course prefix, number and complete title CHEM 696 - Modern Applications in Chemistry

3. Course description (not more than 50 words) The course investigates modern topics in chemistry and their application in precollege classrooms in a manner compatible with good scientific inquiry. The course is designed for in-service teachers or those who have permission from their graduate advisory committee. The course can be repeated for credit and is offered with variable content and credit.

4. Prerequisite(s) CHEM 101/102 or approval of instructors listed with Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? ☑ Yes ☐ No If yes, from ___ to ___.

6. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken ___ times. Will the course be repeated within the same semester/term? ☑ Yes ☐ No

7. Has this course been taught as a 489/689? ☑ Yes ☐ No If yes, how many times? ___ Indicate the number of students enrolled for each academic period it was taught. 60B = 20; 01A = 20; 03B = 7

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) M.S. in Chemistry; M.S. in EDCI

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) CHEM 696 MODERN APPLS IN CHEMISTRY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>00</td>
<td>03</td>
<td></td>
<td>-</td>
<td>010366</td>
<td>Level</td>
</tr>
</tbody>
</table>

Approval recommended by: M. L. Coyle 12/19/03

Head of Department Date 1/7/04

Chair, College Review Committee Date 1/7/04

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by: D. W. of College Date

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
Modern Applications in Chemistry

Instructor:
Dr. Vickie M. Williamson
williamson@tamu.edu
HELD 408
(409) 845-4634

Required Materials:

Other Resources Include:
1. TEKS http://www.tea.state.tx.us/teks/112toc.htm
3. No Child Left Behind http://www.channel1.com/users/hudson/index.html
4. Journal of Chemical Education http://jchemed.chem.wisc.edu
5. Class webpage, with links to visualizations and programs http://cherned.tamu.edu/molvis
6. WWW-based Graduate Postcertification Teacher Training in Chemistry http://dwb.unl.edu/Teacher/Teacher.html

Prerequisites:
The course is designed for the inservice teacher who is responsible for teaching chemistry or physical science (IPC) concepts. The only prerequisites are that a participant should have the equivalent of one year of college chemistry and hold an undergraduate degree. Degree-seeking graduate students must have permission from their graduate committee and from the instructor to enroll.

Course Focus:
The course investigates modern topics in chemistry and their application in the precollege classroom in a manner compatible with good scientific inquiry. The course is offered with variable content and variable credit. The Summer 2003 3-credit-hour course is offered in conjunction with the Information Technology in Science Center for Teaching and Learning at TAMU and will focus on energy and the factors that affect equilibrium, conservation and conversion – specifically looking at energy in relation to the properties of materials. Students will use modeling tools to investigate the use of polymers, composites, metals, and ceramics in building construction and the impact of these materials on energy transfer and energy-effective building design.

The course will be a combination of individual work and regular classes. The on-campus sessions will be intensive and will include lecture, laboratory, and discussions. In addition, the individual portions of the course could include reading, homework, lesson plans, projects, experiments, etc. to be done at home or after hours. Reporting of these will occur via a Web activity.
or e-mail. These electronic methods will also allow the participants to pose questions, report progress, respond to questions, and interact with the instructor. The web activities will require about an hour each and can be done during a range of days that fit the student's schedule. The Summer 2003 three credit hour course will meet on-campus for 3-hour sessions each day for 3 weeks in July and will have about 9 1-hour web activities.

Students will identify Grade 7 – 12 curricula connections such as: **NSE Standards:**

**Grades 9 – 12:** Science as Inquiry – abilities necessary to do scientific inquiry and understanding about scientific inquiry; Physical Science – structure of atoms, structure and properties of matter, chemical reactions. Unifying Concepts and Processes – systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function. The Texas Essential Knowledge and Skills for chemistry and integrated physics and chemistry will also be investigated.

**Grades:**

This is a graduate level course. The desired outcome is the growth of the individual teacher through interactions with other teachers, chemists, and chemical educators. It is assumed that all assignments will be done and submitted in a timely manner. Grades for the course will be determined by the quality and completeness of assignments. Specific assignments will be made as the class progresses; these will include:

<table>
<thead>
<tr>
<th>Tentative Assignments</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation in discussion of reading assignments, class activities, critiques of peers' work, etc.</td>
<td>15%</td>
</tr>
<tr>
<td>Web Activities (critiques/summaries/analysis of articles, standards, research on the use of modeling on learning/teaching, etc.)</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Activities—may be web-based or done at the campus visits (use of modeling software, web navigation, use of programs, homework, investigation of polymers, metals, ceramics, composites, energy conversion, equilibrium, energy conservation, etc)</td>
<td>25%</td>
</tr>
<tr>
<td>First draft and practice of inquiry-based classroom application of materials science using information technology</td>
<td>20%</td>
</tr>
<tr>
<td>Final draft of inquiry-based classroom application:</td>
<td>10%</td>
</tr>
<tr>
<td>Final delivery and reporting of implementation of classroom application:</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Tentative Activities:**

- Explore the physical and chemical properties of materials (including density and magnetic, electrical, thermal, optical, and mechanical properties, along with reactions with acid and corrosion)
- Explore equilibrium (including thermal and chemical equilibria)
- Explore metals, ceramics, polymers, and composites from their particle behavior and particle characteristics using molecular visualizations
- Explore TEKS, NSES
- Read/report/summarize research on misconceptions of particulate nature of matter, and learning with molecular visualizations
- Explore energy transformations
- Explore thermal equilibrium within a building
- Explore the use of various materials in building design
• Access databases for analysis of building energy consumption
• Explore learning cycles and inquiry-based teaching
• Choose a topic using materials science and information technology for a classroom application and begin writing an inquiry-based lesson.
• Develop activities for the classroom application
• Practice classroom activities with peers
• Build a website for classroom applications
• Explore use of materials science in science research
• Delivery and reporting of implementation of classroom application

**Academic Dishonesty:**

Students are expected to be the sole source for any work submitted in their name. The utilization or submission of work of others is a violation of Texas A&M University scholastic dishonesty policies and disciplinary steps will be taken. Only authorized electronic or printed materials or equipment may be used in or near the classroom. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research and knowledge cannot be safely communicated.

If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Copyright:**

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

**Texas A&M Services for Students with Disabilities: (845-1637):**

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, either temporary (e.g. broken arm) or permanent (including a learning disability), please contact the Department of Student Life, Services for Students with disabilities in Rm 126 of the Koldus Bldg (Hours: 8 AM to 5:30 PM). If you have any questions, see me.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Teaching, Learning and Culture

2. Course prefix, number and complete title EDCI 634: Reflective Inquiry

3. Course description (not more than 50 words) Explores the differences and unique characteristics of moral, multiperspective, collaborative, deliberative, autobiographical, and critical inquiries, and reflective practice related to all forms of inquiry. Students will analyze the implications of educator growth through reflective practices and the part that reflection plays in developmental growth and professional development.

4. Prerequisite(s) Graduate classification Cross-listed with

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to _______. Cross-listed courses require the signatures of both department heads.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. 03B-7

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   M.Ed. in Curriculum and Instruction; Ph.D. in Curriculum and Instruction

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    EDCI 634 REFLECTIVE INQUIRY

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 1 3 0 3 0 1 0 0 0 4 0 4 - 0 5 0 1 0 3 6 6

    Do not complete shaded area.

Approval recommended by:

Head of Department
Date 1/18/03

Chair, College Review Committee
Date 12-19-03

Head of Department (if cross-listed course)
Date

Dean of College
Date 12-19-03

Submitted to Coordinating Board by:

Dean of College
Date 5/28/04

Director of Academic Support Services
Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/obras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
EDCI 634: Reflective Inquiry
Summer Session 2003

Professor:
Dr. Patrick Slattery
Departments: Teaching, Learning, & Culture (TLAC) & Educational Administration (EAHR)
Office: 314 Harrington

Contact Information
845-8384 (Depl. ph)  512-834-2454 (Home Ph)
845-9663 (Dept. fax)  pslattery@tamu.edu (email)
845-8397 (Office)

Class Meetings and Office Hours:
Class Meetings: TWR Noon-3pm, Harrington 103; Saturdays 10am-5:30pm, Place TBA
Office Hours: Wednesday 3pm-4pm
Appointments: Available upon request by phone, email, or in office.
Web Page: www.coe.tamu.edu/~pslattery

Credit Hours: 3 hours

Prerequisite: Graduate Classification

COURSE READINGS:

Handouts: Simple Postmodern Concepts Made Complex (Slattery); Ernest Gaines Pointe Coupee and Walker Percy's Feliciana (Slattery); The Three Curricula All Schools Teach (Eisner)

COURSE DESCRIPTION
Reflective Inquiry explores the differences and unique characteristics of moral inquiry, multiperspective inquiry, collaborative inquiry, deliberate inquiry, autobiographical inquiry, critical inquiry, and reflective practice related to all forms of inquiry. Students in the Mentor Program, as well as other programs, will analyze the implications of educator growth through reflective practices and the part that reflection plays in developmental growth and professional development.

COURSE OBJECTIVES:
1. Define and identify qualities related to different forms of inquiry.
2. "Tell your story" through a form of reflective inquiry.
3. Identify levels of reflection and analyze qualitative reflective statements, identifying developmental levels.
4. Explore problem-solving methods through inquiry and reflection
5. Examine critical features of metacognition that promote collaborative learning communities and support novice educators.
6. Students in the Mentor program are required to continue work on their Developmental Portfolio.
Reflective Inquiry

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 disability. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

PLAGIARISM:
The handouts used in this course are copyrighted. "Handouts" are all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, students do not have the right to copy handouts without expressed permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, data base, research notes, web site information, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

DEPARTMENT DIVERSITY POLICY:
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

INSTRUCTIONAL METHODS:
Instructional strategies may include the following: seminar discussion, lecture, library research, films, small group discussion, guest lectures, individual and group oral presentations, and reading current educational literature.

ATTENDANCE AND PARTICIPATION:
Attendance and participation in class discussions and group work is essential for success in this course. Students will be expected to ask questions and dialogue with the professor and other students during each class session. NO CREDIT will be given for assignments missed because of an unexcused absence, and a grade of 0 will be assigned. In the case of illness or emergency, please submit a written note to the professor following the absence. Please do NOT call or e-mail in advance unless an extended absence is anticipated. There will be no penalty for excused absences for illness or emergencies, and assignments may be submitted late for excused absences. More than two absences may result in additional readings and written assignments. Saturday field experiences are considered two class sessions.

COURSE ASSIGNMENTS:
1. Book Review. Students will write a reflective book review of The Thanatos Syndrome by Walker Percy. The book review should include personal reflection, deconstruction, moral inquiry, multiperspective inquiry, collaborative inquiry, deliberate inquiry, autobiographical inquiry, critical inquiry. It should not include a summary of the book. The paper must demonstrate that the student read the book and reflected deeply on the themes of the book. The paper should be 3-5 pages in length, typed, double-spaced, title page, APA style, and stapled in the upper left hand corner. No folders or covers please! (25 points)
Reflective Inquiry

2. Graduate students in the Mentor program are required to continue work on their Developmental Portfolio. Portfolio Requirements include the following: Philosophy paper as related to your view of Reflective Inquiry; Annotated Webography (Minimum: 10 sites) Include an annotation with each site identifying the nature of the site, its' purpose and your assessment of its effectiveness related to reflective inquiry; Bibliography of all materials assigned and read. (APA style); Written response to these questionsâ€”How does reflection improve practice? Mentoring? Leading? Developing learning environments? (Minimum 2 pages-double spaced). Include a rationale and list of resources for your answer; and Self Analysis of Reflective Practices that includes an analysis of your work in reflective practices. Include within the analysis, an assessment of the changes you have noticed since you have been involved in deliberate reflection and inquiry in this course. Identify the new areas of learning from your experience and a future's eye view on how this may change your work and your role as a result of the readings and field experiences in this course. (50 points)

3. Attendance and participation: Students must actively participate during each class session. Active participation includes, but is not limited to, the following: attending each class session, asking probing question about the reading assignments, making comments during class discussions, bringing relevant handouts, newspaper clippings, or journal articles to class for distribution to classmates, making recommendations for further reading on a topic under discussion, actively listening to classmates and the professor, suggesting activities to enhance the investigation of an issue, meeting before or after class with the professor or classmates to discuss issues in more depth. More than one unexcused absence will disqualify a student from receiving these points. The Saturday sessions are considered two class meetings. (25 points)

Total Possible Points: 100 points

COURSE GRADING:
90-100 Points = A (Outstanding Graduate Level Scholarship)
80-89 Points = B (Excellent Graduate Level Scholarship)
70-79 Points = C (Acceptable Scholarship)
65-70 Points = D (Not Graduate Level Scholarship)
< 70 Points = F (Unacceptable)

SCHEDULE OF READINGS
6/3 Distribute Course Syllabus. Purchase books and begin reading.
6/4 Discuss Part I & II (Chapters 1-5) of "Researching Teaching" by Cole and Knowles
6/5 Reading Day. Read "The Thanatos Syndrome" and Handout on this novel.
6/7 Discuss the handouts "Simple Postmodern Concepts" and "Lies My Teacher Told Me." View Films.
6/10 Discuss "The Thanatos Syndrome." (Bring draft of Book Review to Class)
6/11 Discuss Part III of "Researching Teaching." (Book Review Due)
6/12 Reading Day. Read "Educating the Reflective Practitioner"
6/14 Reflective Field Experience in Austin
6/17 Discuss "Educating the Reflective Practitioner"
6/18 Continue Discussion of "Educating the Reflective Practitioner"
6/19 Writing Day. Prepare Portfolio Development Project
6/21 Museum and Film Field Experience in Houston
6/24 Reading Day "Researching Teaching"
6/25 Discuss Part IV of "Researching Teaching"
7/7 Developmental Portfolio Due
Reflective Inquiry

FILMS:
There are several films related to themes in the textbook that I would recommend for viewing. We will have the opportunity to view a few of these films during the course. Students may want to rent the other films for future viewing after the course is over.

"A Lesson Before Dying" by Ernest J. Gaines
"The Autobiography of Miss Jane Pittman" by Ernest J. Gaines
"Integrating the Curriculum" by ASCD
"Off Track" by Teachers College Press
"XXXY"
"In the Life"
"Licensed to Kill"
"Little Secrets"
"American History X"
"Higher Education"
"Vukovar"
"PBS Documentary: Helen Keller and Anne Sullivan"
"PBS Documentary: Albert Einstein" "PBS Documentary: How the West Was Lost" (6 Parts)
"Children in America's Schools" PBS Special with Bill Moyers and Jonathan Kozol
"At Play in the Fields of the Lord"
"The Mission"
"Secrets and Lies"
"Lone Star"
"Dead Poets Society"
"Dangerous Minds"
"Stand and Deliver"
"Pollock"
"Basquiat" "Eurpoe, Europa" "Strange Fruit" "Green" "Toxic Racism"
Reading List


Annotated Reading List


- This article gives a description of the importance of mentor program for teachers. The author describes the use of reflection and expertise to build a strong mentor. This article would be a great resource to use if either taking on a mentor role, or if you are the person who is being mentored.

Reflective Inquiry

• This article can be used to support the research involving working in partnerships in practitioner research. The authors of this article works in teacher education and offers many insightful ideas to the complications that might arise with practitioner research.


• This article is part of a series of articles that have been written describing the role of mentors in the school setting. The authors of this text offer a description of the complexities and characteristics of a true mentor.


• This book breaks the various components of reflective teaching into different categories. There is even a section on teaching for democratic living in this text. Inquiry is the topic of discussion with relation to the connection that it has when implemented into reflective teaching.


• This article discusses the professional aspects of being a teacher. The author presents the argument that teachers are really researchers making many decisions throughout the day. These everyday decisions will effect not only the practice of the teacher, but the students as well.


• This article is based on the work of David Schon. This article attempts to critique Schon’s notion of reflection by discussing the philosophical concerns that might arise with his studies on reflection. After reading Schon’s research this article offers many aspects that one might want to consider for developing a reflective practitioner.


• This is a book that discusses the research of Schon. A presentation that David Schon made at the American Educational Research Association can also be used as a reference for this book. The research of this book focuses on the definition of being a reflective practitioner and this role in the classroom and teacher education programs.


• This basis for this book discusses how true reflective practitioners are active in their decision making. In education teachers must make decisions throughout the day without stopping their teaching to “reflect.” This book is developing a true reflective practitioner.
Reflective Inquiry


- The authors of this journal article discuss the method of reflective inquiry on practice and its use. The basis of this discussion is theoretical and again uses David Schon's research as justification. In addition, this article offers an illustration of the concept of reflective practitioner.


- This article gives examples of collaborative inquiry and its uses in the classroom and for professional development. Collaborative inquiry fosters professional growth between teachers and researchers. This article focuses on four large urban school districts: two on the West Coast and two on the East Coast.


- This article discusses methods by which we can develop reflective practitioners. Also, the author used the CITE program for pre-student teaching students that promoted reflective thinking about various components of their school life and practice.


- The author of this article bases his research on the studies of John Dewey and experiential learning. He used this theory with oral history methods to teach English to high school freshmen in Georgia. According to the author, the core practices call for infusing all work with learner choice and design and the teacher as facilitator.


- The author of this article raises the question of interpretation in reference to the philosophies of knowledge. The article emphasizes the importance of being reflective in deciphering the critical questions of the field.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of STATISTICS

2. Course prefix, number and complete title STAT 647 - SPATIAL STATISTICS

3. Course description (not more than 50 words) Spatial correlation and its effects; spatial prediction (kriging); spatial regression; analysis of point patterns (tests for randomness and modelling patterns); subsampling methods for spatial data.

4. Prerequisite(s) STAT 601 or STAT 611 or equivalent Cross-listed with

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. Fall 2000-13; Fall 2002-17

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

MS, PhD in Statistics, graduate students in non-statistics departments

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)

| STAT | 647 | SPATIAL STATISTICS |

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>03</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>01 03 66</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department Date 1/21/04

Chair/College Review Committee Date

Dean of College Date 1/23/04

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-1099
Syllabus for STAT 647, Spatial Statistics, Fall 2004

*Instructor:* Professor Michael Sherman  
*Office:* 435 Blocker Building  
*Phone:* 845-3141, 862-2044  
*Email:* sherman@stat.tamu.edu

*Class Hours:*  
*Office Hours:*  
*Class Location:*

Prerequisites: STAT 601 or STAT 611 or equivalent.

*Course Materials:*

We will use material from several books, including:

- Geostatistics: Modelling Spatial Uncertainty (Chiles and Del)
- Spatial Statistics (Cressie)
- Interpolation of Spatial Data (Stein)
- Applied Geostatistics (Isaaks and Srivastava)
- Statistical Analysis of Spatial Point Patterns (Diggle)
- [articles from the literature on spatial statistics]

*Course Topics:*

We will discuss the methods and principles of spatial statistics. Traditional approaches and new developments will be considered and discussed. Specifically, we will cover the following topics:

1) Introduction to Spatial Data, examples  
   a) Types of Spatial Data  
   b) Correlation and its Effects

2) Geostatistical Data  
   a) Stationarity  
   b) Prediction (Kriging)

3) Modelling of Lattice Data  
   a) Spatial Regression  
   b) Markov Random Fields

4) Analysis of Point Patterns  
   a) Tests for Clustering, Randomness  
   b) Models for Spatial Point Patterns

5) Spatial Resampling (Model Based and Model Free)

*Evaluation, Grading:*

There will be a few assignments to be handed in (3 or 4), an in class report on literature, and a final project. For assignments you may discuss questions with classmates, however, the final work you turn in must be your own.

Grades will be computed according to the following breakdown:

Assignments: 30%  
Report: 30%  
Project: 40%
The Americans with Disabilities Act is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you believe you have a disability requiring an accommodation, please contact the Dept. of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Bld., or call 845-1637.

**Academic Dishonesty:**

Students are expected to be the sole source for any work submitted in their name. The utilization or submission of work of others is a violation of Texas A&M University scholastic dishonesty policies and disciplinary steps will be taken. Only authorized electronic or printed materials or equipment may be used in or near the classroom. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research and knowledge cannot be safely communicated.

If you have questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”
Requests for Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
* Submit original form and 25 copies *

1. This request is submitted by the Department of Marine Sciences

2. Course prefix, number and complete title of course: MARS 615 Physical and Geochemical Marine Resources

3. Change requested:
   a) Prerequisite(s): From OCNG 281 or OCNG 401 or equivalent To CHEM 102, GEDL 104, OCNG 251 or equivalents
   b) Withdrawal (reason) Graduate status or approval of instructor
   c) Cross-list with Cross-listed courses require the signatures of both department heads
   d) Change in course title and description: Enter complete current course title and current course description; complete proposed course title and proposed course description in Items 4 and 5.
   e) Change in credit/contact hours. Complete Item 6b. Underline change(s). Attach a course syllabus.*

4. Complete current course title and current course description: No change from catalog

5. Complete proposed course title and proposed course description (not to exceed 50 words):

6. a) As currently in course inventory:

   Prefix | Course # | Title (exclude punctuation) | Lec. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code | Level |
   ------ | -------- | ----------------------------- |------|-----|-----|-----------------------------|-------------|----------|-------|
   MARS  | 615      |                              |      |     |     |                             |             |          |       |

   Prefix | Course # | Title (exclude punctuation) | Lec. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code | Level |
   ------ | -------- | ----------------------------- |------|-----|-----|-----------------------------|-------------|----------|-------|

   b) Changed to:

   Prefix | Course # | Title (exclude punctuation) | Lec. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code | Level |
   ------ | -------- | ----------------------------- |------|-----|-----|-----------------------------|-------------|----------|-------|
   MARS  | 615      |                              |      |     |     |                             |             |          |       |

   Prefix | Course # | Title (exclude punctuation) | Lec. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code | Level |
   ------ | -------- | ----------------------------- |------|-----|-----|-----------------------------|-------------|----------|-------|

   Approval recommended by:

   Head of Department: [Signature]
   Date: [Date]

   Chair, College Review Committee: [Signature]
   Date: [Date]

   Head of Department (if cross-listed course): [Signature]
   Date: [Date]

   Dean of College: [Signature]
   Date: [Date]

   Submitted to Coordinating Board by:

   [Signature]
   Date: [Date]

   Director of Academic Support Services: [Signature]
   Date: [Date]

   Effective Date: [Date]

* Attach a syllabus according to the guidelines on the Internet site. Items 5 and 6 must list course title, number, effective date, and departmental course number. To have this form reviewed, please send to Linda H. Lawyer, Mall Stop 1265 or fax to 847-8731.
MARS 615
PHYSICAL AND GEOCHEMICAL MARINE RESOURCES
FALL 2003

INSTRUCTOR OF RECORD:
Dr. F. C. Schlemmer II, KH 110
(740-4518, e-mail: schlemme@tamug.tamu.edu)

CLASS HOURS: W 5-8 pm
CLASSROOM: CLB 114
OFFICE HOURS: TR 1100-1130 and by appointment

COURSE DESCRIPTION: Location, identification, extraction and exploitation of non-
fisheries marine resources, including: water, salt, hydrocarbons, minerals, energy from
the thermal, wave, tidal, current and wind fields, chemical compounds, pharmaceuticals,
and construction materials in estuarine, coastal and open ocean areas.

PREREQUISITES: OCNG 251 or OCNG 401 or equivalent.

COURSE MATERIALS: Each topic will be supported by selected reading specific to the
topic.

GRADING:
Projects/presentations/reports - 100%

SCHEDULE:
09/03 1. Introduction to non-living marine resources - Schlemmer
    Extraction of water from seawater
09/10 2. Principles of energy conversion - Schlemmer
    Conversion of thermal energy
09/17 3. Conversion of tidal energy - Schlemmer
    Conversion of ocean current energy
09/24 4. Conversion of energy of the wind field - Schlemmer
    Conversion of energy of the wave field
10/01 5. Oil and gas (Includes field trip to Ocean Star Drilling Museum) -
    Dellapenna/Schlemmer
10/08 6. Oil and gas - Dellapenna/Schlemmer
10/15 7. Remote sensing - Estes/Schlemmer
10/22 8. Marine pharmaceuticals - Santschi/Schlemmer
10/29 9. Minerals (dissolved and non-salt precipitates, manganese nodules) -
    Gill/Schlemmer
11/05 10. Minerals (evaporites, carbonates) - Dellapenna/Schlemmer
11/12 11. Heavy minerals (aggregates, construction marl, peats) - Jones/Schlemmer
11/19 12. Real estate and amenities using GIS mapping - Seitz/Schlemmer
12/06 13. Presentations (schedule subject to change) - Schlemmer
1/03 14. Presentations - Schlemmer
Statement on Academic Dishonesty

For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions will result in failure of this course as a minimum sanction.

Statement on American Disabilities Act

The American Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Director of Counseling and each of your course instructors.

Absences

Information concerning absences can be found in the University Student Rules Section 7. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For an University excused absence, the student should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs, or his or her designee has verified the student's absence as excused. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines.

If the absence is excused in the process as outlined in the University Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor's decision.

Family Educational and Rights to Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and 25 copies •

1. This request is submitted by the Department of Teaching, Learning and Culture
2. Course prefix, number and complete title of course: EDCI 624 Diagnosis and Prescription in Elementary School Mathematics

3. Change requested:
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) ____________________________________________________________
   c) Cross-list with ___________________________ Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: EDCI 624 Diagnosis and Prescription in Elementary School Mathematics. Diagnosis procedures in elementary school mathematics and their potential in identifying problem areas related to elementary school children's acquisition of computational skills.


6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI</td>
<td>624</td>
<td>DIAG PRESCP ELEM MATH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab.</th>
<th>SCH</th>
<th>Subject Matter Code</th>
<th>Admin. Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>00</td>
<td>031313110001</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FICE Code: 010366

b) Changed to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI</td>
<td>624</td>
<td>ASNG COG STRCY T&amp;L MATH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab.</th>
<th>SCH</th>
<th>Subject Matter Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>00</td>
<td>031313110001</td>
<td></td>
<td>04-05</td>
<td>010366</td>
<td></td>
</tr>
</tbody>
</table>

FICE Code: 010366

Approval recommended by:

Head of Department: ___________________________ Date: 12-19-03

Chief, College Review Committee: ___________________________ Date: 12-19-03

Head of Department (if cross-listed course): ___________________________ Date: 5-28-04

Submitted to Coordinating Board by: ___________________________ Date: 5-28-04

Director of Academic Support Services: ___________________________ Date: ___________________________ Effective Date: ___________________________

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oars. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
Assessing Cognitive, Conceptual, and Fluency Structures Related to Learning and Teaching Mathematics
Course Syllabus
EDCI 624

Course Description
Diagnostic procedures in mathematics and their potential for identifying problem areas related to children’s acquisition of mathematical skills.

Instructor Information
Instructor: Staff
Office Hours: TBA

Prerequisites
Admission to Graduate School/Permission of the instructor.

1. Course Objectives
1. Learn to diagnose mathematical knowledge using psychometric instruments.
2. Learn to assess mathematics attitude, anxiety.
3. Learn to interpret the psychometric results.
4. Learn to teach to specific criteria as indicated by psychometric instruments.
5. Develop lessons, activities, and projects to communicate mathematically with consideration for situated learning.

2. Suggested/Required Texts and Resources

Required Readings
Reading packet available on CD.

Recommended Resources

3. Attendance
Attendance of individuals in the class is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class meetings, students work in pairs and/or in groups. The absence of one individual affects the performance of all persons working in the group. If you are absent, it is each student’s responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether
arriving late or leaving early equals one absence. The instructor will lower a person's grade by one letter for every unexcused absence or combinations of tardies and absences.

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

5. **Department of Teaching, Learning, and Culture Diversity Statement**
The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A & M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

6. **Statement of Plagiarism**
The handouts used in the course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, professor's web site, video, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

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

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A & M University Student Rules*, under the section "Scholastic Dishonesty."

7. **Assignments**
25% Synthesis of Mathematics Assessment Literature
25% Presentation of Mathematics Assessment Topic
25% Interpretive Mathematics Assessment/Communicating with Parents
25% Preparation of lessons, activities, and projects

**Synthesis of Mathematics Assessment Literature (25%)**
Read the required texts and journal articles and provide a synthesis of the material in written APA 5th format. Each of the major headings should come exclusively from the numbered list that follows. You will be able to: (1) identify appropriate mathematics instruments for assessing various aspects of the individual, (2) understand and be able to articulate why students should be assessed, how often they should be assessed, and how the information should be reported, (3) match the results of assessment to learning goals, (4) design lessons, activities, and projects that target specific learning goals, (5) define lessons, activities, and projects, (6) identify resources for locating mathematics assessments, (7) state in your own words and explain the major assessment vocabulary of percentile, mean, median, mode, quartile, standard deviation, and NCE, (8) succinctly differentiate between high-stakes testing and mathematics assessment as used in class, and (9)
develop a letter to parents explaining the various forms of mathematics assessment (attitude, anxiety, achievement, placement, and high-stakes).

**Mathematics Assessment Topic (25%)**
Develop a mathematics assessment topic relevant to the potential pool of candidates for EDCI 625. Administer selected tests to your partner and then develop a list of resources for matching the test results to learning outcomes. Find resources textbooks, reference books, literature books, web-based resources, hand-on materials, and any other relevant materials for teaching the selected learning outcome. Compile this information in as much detail as possible into a tabbed notebook.

**Interpretive Mathematics Assessment/Communication with Parents (25%)**
Develop two letters to parents. The first letter introduces yourself and provides relevant background. The second is a mock letter, explaining their child’s progress during the summer intensive mathematics experience. You will interpret pretest scores, strengths, weaknesses, and post scores. You will interpret their performance on all measures administered for the pretest and only interpret the results of the specific post tests after intervention. This second letter should function as a template for when you actually write this letter to parents and function as an organizer for the parent conference at the completion of EDCI 625.

**Lessons, Activities, & Project (25%)**
Design 5 lessons, 2 activities, and 1 project. Lessons are generally completed within a 45-minute time period and should include formative assessment. Activities are generally fun and should be designed for two or three students over an extended period of time. Projects are engaging and should require two or more mathematics strands. Solutions should not be readily transparent and students should need each other to complete the task. Ideally, the project will take three weeks to complete. Projects must incorporate multi-modal interactions with the material and should require only minimal guidance from the teacher.

A brief PowerPoint® presentation will be developed to communicate a synthesis of each portion of the teaching component.

**NOTES:**

---

---

---

---

---

8. Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/24</td>
<td>Mathematics Assessment / Measurement Issues</td>
<td>Bring all Texts to Class</td>
</tr>
<tr>
<td></td>
<td>Define and explain terms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice Testing and become familiar with the CD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aligning Assessment &amp; Standards for Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Setting appropriate expectations, Identifying Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data analysis</td>
<td></td>
</tr>
<tr>
<td>5/31</td>
<td>Measurement for Applied Researchers</td>
<td>Mathematics Assessment Topic (25%)</td>
</tr>
<tr>
<td></td>
<td>Communicating measurement results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective communication with parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing correspondence for parents</td>
<td></td>
</tr>
</tbody>
</table>
9. **Grades**
Percentages of the course grade are listed next to each requirement. Grades will be assigned as follows:

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

10. **Late Assignments**
Only assignments submitted complete and on time will be considered for full credit. Any assignments turned in more than one week late will receive zero points.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional

Submit original form and 25 copies.

1. This course is submitted by the Department of _________________________

2. Course prefix, number and complete title of course: INFO 640 E-Business

3. Change requested:
   a) Prerequisite(s): From _________________________ To _________________________
   b) Withdrawal (reason) ________________________________________________________
   c) Cross-list with _________________________

4. Complete proposed course title and course description:
   E-Business: Survey of concepts of electronic business including technical, organizational, societal and legal issues; relevance to modern business enterprises.

5. Complete proposed course title and course description (not to exceed 50 words):
   Strategy and Business Modeling in E-Commerce. Theories and practices of conducting web-based and web-enabled commerce. Topics include: Internet technology for business advantage, managing electronic commerce funds transfer, reinventing the future of business through E-Commerce, business opportunities in E-Commerce, and business plans for technology ventures.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO</td>
<td>640 E-BUSINESS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>03</td>
<td></td>
<td>010366</td>
</tr>
</tbody>
</table>

b) Changed to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO</td>
<td>640 STRAT &amp; MODELS E-COMMERCE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Academic Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>03</td>
<td></td>
<td>010366</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department _________________________ Date __________

Head of Department (if cross-listed course) _________________________ Date __________

Submitted to Coordinating Board by:

Director of Academic Support Services _________________________ Date __________

Effective Date __________

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
INFO 640
Strategy and Business Modeling in E-Commerce

Instructor: Dr. Ravi Sen
Office: 325L
Office Hours: By appointment
Phone: (979) 845-0659
E-mail: RSen@cgsb.tamu.edu
Time/Location: MW 11:10-12:25, Wehner 102

Course Purpose/Objectives: This course is designed to familiarize individuals with the theories and practices of conducting web-based and web-enabled commerce. Topics include Internet technology for business advantage, managing electronic commerce funds transfer, reinventing the future of business through electronic commerce, business opportunities in electronic commerce, social, political and ethical issues associated with electronic commerce, and business plans for technology ventures. The purpose of this course is to educate a new generation of managers, planners, analysts, and programmers of the realities and potential for electronic commerce.

Text/Materials:
3. Handouts: Additional handouts may be required. Instructor will provide information on obtaining this material.
4. Course Website: All information about this course can be found under the course heading INFO 640 at http://maysportal.tamu.edu. Students will need to register at this website in order to get access to the course material and submit course assignments.

Teaching Methods:
1. Lectures: Important material from the text and outside sources will be covered in class. Students should plan to take careful notes as not all material can be found in the texts or readings. Discussion is encouraged as is student-procured, outside material relevant to topics being covered.
2. Assignments: Problems, cases, and readings will be periodically assigned to help support and supplement material found in the text.
3. Research Project I: Trends in E-Business- This is a group project. Each group will be assigned a topic on which they will collect information over the semester and present it to the class at the end of the semester. The information should reflect the emerging trends and their implications for the future of web-based E-Business. A sample of topics to be covered includes-
   a. E-Business Infrastructure- This includes the H/W and S/W needed to successfully implement a web-based commercial venture, how they have evolved since early 90s and how this evolution has helped with or impeded the growth of web-based E-commerce.
b. **E-Retailing** - Web-based retailing in N. America and Europe,
c. **E-Tailing II** - Web-based retailing in Australia, New Zealand, China, Japan, S. Korea, South East Asia and South Asia
d. **E-Tailing III** - Africa and Middle East.
   These E-tailing projects would include a comparative study of the state of web-based retailing in these regions, factors encouraging and impeding the growth of e-retailing in these regions, and feasible policy suggestions on how to increase the rate of growth of e-retailing in these regions.

c. **E-Markets for Business-to-Business Transactions** - Identify the B2B E-markets in automobile, electronic components, chemical, metals, aerospace industries. Analyze them on the basis of their ownership structure, value proposition, revenue model, and current state of development. Based on this analyses predict the likelihood of their success and failure in the long run.

d. **Web-based Communications Standards** - Identify the various efforts to develop standards that can facilitate automated business communications. One example for such an effort is RosettaNet standards being developed by the electronic components manufacturers. Highlight the need for these standards, current state of their development and adoption, types of industries and business processes covered by each, technology requirements for adopting these standards, and facts that encourage or impede the adoption rate of these standards.

g. **Legal aspects of E-Business** - This would include a discussion on taxing e-business revenues, privacy issues raised by e-business, and intellectual property issues raised by e-business.

4. **Project II: E-Business Plan** - This is also a group project. Each group will be required to identify a product or service and develop a business plan for trading this product or service through web-based channels. The business plan must include the reasons behind going online (e.g. competition, cost savings, preempting new entrants etc.), infrastructure requirements for implementing the e-business plan, cost of implementing this e-business plan, sources of funding the implementation of this business plan, and finally the expected ROI once this business plan is implemented. 
   **Suggestion:** Students can improve on this project by implementing the whole or part of their business plan by developing a website for the same. They can do it as part of their course requirement for Prof. Arun Sen’s course on E-Commerce Technologies.

5. **Class Participation** - Students are expected to actively participate in discussing the issues related to the topic of the day. This would include discussing the case for that day. Case discussion will be led by the group assigned to analyze the case in detail. The remaining students are expected to have read the case and prepared a two page, double space report on the case and submit this report at the end of the class or online at the course website.

**Grading:**
The final grade is based on a 500-point system:
| Research Project I | Maximum Points | 125 | 25% |
| Research Project II | Maximum Points | 125 | 25% |
| Presentation of Research Project I | Maximum Points | 75  | 15% |
| Case Presentation | Maximum Points | 75  | 15% |
| Class Participation- Case discussions | Maximum Points | 50  | 10% |
| Attendance | Maximum Points | 50  | 10% |
| **TOTAL** | **Maximum Points** | **500** | **100%** |

**SCALE- FINAL GRADES**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>% POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Above 450</td>
<td>90%- 100%</td>
</tr>
<tr>
<td>B</td>
<td>449-300</td>
<td>60% - 89.99%</td>
</tr>
<tr>
<td>C</td>
<td>299-250</td>
<td>50% - 59.99%</td>
</tr>
<tr>
<td>D</td>
<td>249-100</td>
<td>20% - 49.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 100</td>
<td>Below 20%</td>
</tr>
</tbody>
</table>

**Course Policies:**

**Missed Classes:** The student is responsible for obtaining material, which may have been distributed on class days when he/she was absent. This can be done through contacting a classmate who was present or by contacting the instructor during his office hours or other times.

**Assignments:** All assignments are due at the beginning of class on the date due. Late submission of assignments will be assessed a penalty of 10% per day. No exceptions are made.

**Academic Dishonesty:** Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and or expulsion from the University.

**Need for Assistance:** If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it, or which will require academic accommodations, please notify contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is (979) 845-1637.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Schneider</th>
<th>Casebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/01</td>
<td>Introduction</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09/03</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>09/08</td>
<td>B2C- Business Models</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09/10</td>
<td>Homegrocer.com</td>
<td></td>
<td>Chapter 5</td>
</tr>
<tr>
<td>3</td>
<td>09/15</td>
<td>B2C- Distribution Structures</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09/17</td>
<td>Autobytel.com</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>---------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>09/22</td>
<td>B2C - Branding, promoting and Pricing</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09/24</td>
<td>Looks.com</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>09/29</td>
<td>B2B - Business Models</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/01</td>
<td>eLance.com</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/06</td>
<td>B2B - Supply Chain</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/08</td>
<td>Ford Motor Company</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/13</td>
<td>B2B - eMarket Design</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/15</td>
<td>Metropolitan Life Insurance</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/20</td>
<td>Financial Transactions on the Internet</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/22</td>
<td>CYBERplex Interactive Media, The Advance Bank in Germany</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/27</td>
<td>E-Commerce Infrastructure</td>
<td>Chapter 2, 8 and 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/29</td>
<td>Highwire.com; Cisco Systems</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/03</td>
<td>Sourcing of E-Commerce Capabilities</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/05</td>
<td>OP4.com and Enerline Restoration Inc.</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/10</td>
<td>Social and Legal Issues</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/12</td>
<td>DoubleClick Inc. Canadian Imperial Bank of Commerce</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/17</td>
<td>RESEARCH PROJECT I PRESENTATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/19</td>
<td>RESEARCH PROJECT I PRESENTATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/24</td>
<td>RESEARCH PROJECT I PRESENTATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/26</td>
<td>RESEARCH PROJECT I PRESENTATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/08</td>
<td>RESEARCH PROJECT I PRESENTATIONS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>