Attachment C

Core Curriculum Council

memorandum

23 February 2004

To: Executive Committee
    Faculty Senate

From: Richard K. Curry, Presiding Officer
      Core Curriculum Council

Re: Requests of Course Additions to the Core Curriculum

A. The Council Curriculum unanimously voted to approve the following courses for inclusion on the list of courses in the Core Curriculum which satisfy the writing requirement. The CCC unanimously agreed with subcommittee recommendations that all aspects of the courses were consistent with guidelines for this Core Curriculum (graduation) requirement and, thus, justified the courses being included in the “W-designated course” category.

   ENGR 482 Ethics and Engineering
   PHIL 482 Ethics and Engineering
   COSC 494 Internship
   WFSC 406/407 Wildlife Habitat Management
   BESC 314 Pathogens, the Environment, and Society
   AGED 203 Agricultural Media Writing I

B. The Council unanimously voted to approve GERM 405 Music in German Culture submitted by the Department of Modern & Classical Languages for inclusion on the list of courses in the Core Curriculum which satisfy the requirement for Visual and Performing Arts.

   GERM 405 Music in German Culture

The CCC unanimously agreed that an exposure to and analysis of music as a performing arts as well as performance itself were central to the course’s content and character and appropriate to the spirit of the Core Curriculum and, thus, justified the course being included in the category.
1. This request is submitted by [Name: Valerie Balaster, Course Committee Chair: Dr. James Harris, Affiliation: Heffington] and concerns (enter prefix, number, and complete title of course): **ENCR 482**

   Ethics and Engineering

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in [ ]
   b. To be withdrawn as an approved course in [ ]
   c. To be moved from an approved course in [ ]
      to an approved course in [ ]

3. Attach twelve (12) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: [http://www.thechb.state.tx.us/CTC/IP/Core/assumption.htm](http://www.thechb.state.tx.us/CTC/IP/Core/assumption.htm)

   N/A

   [ ]

   [ ]

   [ ]

   [ ]

Signature: [Valerie Balaster]

Course Instructor/Coordinator

Date: 2/4/04

Received:

Chair, CCC

(Date)

Approvals:

College Dean:

(Date)

Department Head:

(Date)
Syllabus--ENGR 482 Ethics and Engineering, Fall 2003

Sec. 521-532: MW 10:20-11:10, Drs. James and Harris
Sec. 200, 501-511: MW 1:50-2:40m Zach 102, Drs. Heffington and Harris
(See Supplementary Syllabus Information for Contact Information on Faculty and TAs)

Prerequisites: Junior Standing, Cross listed with PHIL 482

Text and Course Notes

Dr. Harris’ lecture notes are available in spiral from Notes-N-Quotes, 701 University Drive. Supplementary notes will be available at the TEES Copy Center on the second floor of Wiesenbaker, and other supplementary notes are available on Drs. James’ and Harris’ webpages. The notes are a valuable study aid in topical form but are not a substitute for attending class or reading the textbook.

Instructor Responsibility for Lectures
H=Harris, J=James, HF=Heffington

Course Objectives:

* Know the ethical standards of the engineering profession.
* Know the requirements of the Texas Engineering Practices Act.
* Know some of the types of ethical/professional problems that can confront practicing engineers.
* Know some methods for analyzing and resolving such conflicts.
* Improve skills in effective communication, especially with those in your profession, about ethical and professional issues.

Sept. 01 The Citicorp Building (video), J/HF
03 The Citicorp: Communication in Engineering, J/HF
05 Discussion Sections: Introduction, Discussion of Citicorp (Ch. 1)
08 The Challenger Video, J/HF
First Major Writing Assignment: Assigned

10 Factual, Conceptual, Application, and Moral Issues, H (Ch. 2)
12 Discussion Sections: Cases 4,5,7 (Factual, Conceptual, Application, Moral)
15 Lecture: Communication in Engineering, J/HF
Grading Policies:
Midterm Exam, 20% (may include written components)
Final Exam, 20%
Short Papers, 40%
Discussion Sections (attendance, writing, presentations, pop quizzes): 15%
Attendance in lecture: 5%

Attendance and Pop Quizzes: University excused absences will be recognized. Quality participation in the presentation of cases in the discussion groups is important.

Exams: The Mid-Term and Final Exams will focus on both lecture and textbook material. Some material from the book does not appear in the lectures and some lecture material does not appear in the book. Make sure you study both.

Short Essay Exams: There will be at least four essay assignments throughout the semester. The essays will involve analyses of cases and arguments or analyses of some issue. The length and composition of the essays will be determined for each essay. Writing quality as well as content will be evaluated.

Missed or Late Work: Such work will be excused only for University-recognized reasons. You should notify your instructor before the missed class. Make-up exams should be arranged with your TA. Pop Quizzes missed because of excused absences will not be made up. They will simply not figure in your quiz average.

Scholastic Integrity: Scholastic dishonesty can result in failure of the course. One form of scholastic dishonesty that is not well understood is plagiarism. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., the work of another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is a very serious offense. In the professional world, plagiarism destroys the trust among colleagues, without which research cannot safely be communicated. Consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/ under the section “Scholastic Dishonesty,” for further information on this issue. This caution against plagiarism does NOT rule out your discussing with others the case analyses or other assignments ahead of time. In fact, you are encouraged to discuss these issues with anyone. This can be a part of the learning experience in this course. You should not, of course, simply turn in a paper written by another person. This is plagiarism.

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, notes, quizzes, exams, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts unless I expressly grant permission.

Scholastic dishonesty will be reported and handled in accordance with the University Regulations, Section 42. Some or all examinations will be closed book; retrieval of data,
formulae, examples, definitions, etc. from a crib sheet, calculator, computer or other device during these examinations is a violation of Texas A&M University Student Rule 20.1.1 Acquiring Information.

**Writing Intensive Course:** Because critical thinking skills are essential to the recognition, evaluation, and resolution of ethical issues, and because writing about these issues hones critical thinking skills as well as improves communication skills, writing is an important part of this course. Your grade will be strongly influenced by the quality of written assignments.

The course is designed to meet the University requirements for a writing-intensive course. This means that you will be asked to complete writing assignments, both in class and outside of class. Studies have shown that engineers spend over half of their time in communication-related tasks. Practice in communication (especially written communication) is therefore an important part of an engineer’s professional education.

**The Writing Center:** If you need help with writing, the Undergraduate University Writing Center is the place to go! They will help you with virtually every aspect of a writing assignment—except writing it for you! They provide one-on-one writing assistance from creating a rough draft, grammar, organization, citation, or revision. Each session lasts approximately 30-45 minutes and begins on the hour. If a person is more than five minutes late for an appointment, that person forfeits the appointment time. Come prepared. Bring a copy of your assignment if you have one, and think about what you want to work on.

The Center is located in Evans Library, second floor room 1.21B. The phone is 458-1455. The web address is [http://uwc.tamu.edu](http://uwc.tamu.edu). The web page is a great source of information for your writing needs. You can even get feedback from a consultant online. Please allow 48 hours turnaround time. You can request an appointment online at: [http://uwc.tamu.edu/apptcal/student](http://uwc.tamu.edu/apptcal/student). You can also print hand-outs on virtually every aspect of writing at [http://ywctraining.tamu.edu/handouts](http://ywctraining.tamu.edu/handouts). The hours of the Center are Monday–Thursday, 10:00 am–10:00 pm and Friday 10:00 am–2:00 pm.

**ADA:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
Line Drawing and Creative Middle Ways, H (Ch.3)

Discussion Sections: Cases 6, 23, 29 (Line Drawing, Creative Middle Ways)
First Major Writing Assignment: Due

Professionalism and Responsibility, J/HF (Ch.5)

Professionalism and Responsibility: TV Tower Case, J/HF
Second Major Writing Assignment: Assigned

Discussion Sections: Cases 1, 4, 7, 12, 28.

Integrity, Honesty, Conflicts of Interest, J/HF (Ch.6)

Integrity, Honesty, Conflicts of Interest, J/HF

Discussion Sections: Review for Mid-Term
Second Major Writing Assignment: Due

Ethics in a Small Engineering Firm: Mr. David Brewer

Risk and Safety in Engineering, J/HF (Ch.7)

Mid-Term Exam, 7-9 P.M.

Discussion Sections Dismissed

Risk and Safety in Engineering, H

Moral Theories: Utilitarianism, H (Ch.4, pp. 75-84)

Discussion Sections: Cases 18, 34

Moral Theories: Respect for Persons, H (Ch. 4, pp. 85-94)

Moral Theories: Continued
Third Major Writing Assignment: Assigned

Discussion Sections: Case 24

Environmental Ethics: Dr. Holtzapple (Lecture)

Environmental Ethics: Dr. Holtzapple (continued)
November 3
Discussion Sections:  
Ch. 9, Material Not Covered by Dr. Holtzapple
Third Major Writing Assignment: Due

03
Engineers as Employees, H (Ch. 8)

05
Engineers as Employees

07
Discussion Sections: Cases 11, 27, 32,33.

10
Computer Ethics, H (Lecture Notes)

12
Computer Ethics, H
Fourth Major Writing Assignment: Assigned

14
Discussion Sections: Cases Assigned

17
Promoting and Enforcing Ethics, J/HF (Ch. 11)

19
Promoting and Enforcing Ethics

21
Discussion Sections: Cases Assigned
Fourth Major Writing Assignment: Due

24
Race and Gender Issues, H (Lecture Notes)

26
Class Dismissed

28
Thanksgiving Holiday, Nov. 27-30 Discussion Sections Dismissed

December 01
Representative from State Board

03
Bovay Lecture

05
Friday Discussion Sections Meet: Review for Final

08
Redefined Friday: Discussion Sections Dismissed

Final Exams: Morning Lecture: Tuesday, Dec. 16, 8:00 A.M., Zach. 102
Afternoon Lecture, Tuesday, Dec. 16, 3:30 P.M., Zach. 102
This is a suggested rubric (grading guidelines) for the first writing assignment in ENGR 482.

Assignment:
You are asked to take the position of Morton Thiokol engineer Roger Boisjoly after he learns his recommendation against launching of the Shuttle Columbia has been rejected. The rejection is not final, however, as your verbal arguments have been successful in delaying Morton Thiokol’s final launch decision until the next morning. You are asked to prepare, overnight, a short (maximum two pages, double spaced) executive summary of the reasons for your recommendation against a launch decision. Prepare this in the form of a memorandum addressed to Mr. Robert Lund, P.E., Vice-President of Engineering, Morton Thiokol. (The memo will carry your name, not Mr. Boisjoly’s name.)

In order to receive a passing grade (7-10):
I expect most of the class will receive a passing grade on this assignment. These are (generally) upper division engineering students, and will have had some experience with such writing assignments. The student should demonstrate an ability to understand the technical and management situation, which is well described on the web as well as in our textbook and many other resources. He/she should identify the important aspects of the position taken by engineer Roger Boisjoly in the pre-launch conference. The student should present a clear and concise logical argument(s) for this position, without significant logical errors and without significant grammar, construction, style, or spelling errors. Grades will vary depending on the relative strength of their logical argument, and clarity of presentation. Concise but complete papers should receive higher scores.

Style is not specified, but style is important. Students are expected to be able to identify an acceptable style for such a memo from an external resource.

The following rubric is suggested (but not mandated):
No clear position taken, or no supporting arguments offered (0-4)
Position taken, but with weak supporting arguments offered (4-7)
Proper position taken, supported with logical arguments (7-10)
(Note the above will serve as a guide to establish a base score, from which deductions may be made for errors as described below.)
Reduction of grade in proportion to errors in construction, grammar or spelling:
   One or two minor errors (0-0.5 reduction)
   3-4 minor errors (0.5-2 reduction)
   Numerous or serious errors (2-4 points reduction)
Reduction of grade in proportion to errors in style:
   Minor errors of style (0-0.5 penalty; except if it is clear that they are following some accepted style that is unfamiliar to the grader)
   Major errors of style (0.5-2 point penalty for presentation in a style that is not appropriate for the professional situation)

Ray James, 9 Sept. 2003
A preliminary rubric for grading the first writing assignment.

Assignment:
You are asked to take the position of Morton Thiokol engineer Roger Boisjoly after he learns his recommendation against launching of the Shuttle Columbia has been rejected. The rejection is not final, however, as your verbal arguments have been successful in delaying Morton Thiokol's final launch decision until the next morning. You are asked to prepare, overnight, a short (maximum two pages, double spaced) executive summary of the reasons for your recommendation against a launch decision. Prepare this in the form of a memorandum addressed to Mr. Robert Lund, P.E., Vice-President of Engineering, Morton Thiokol. (The memo will carry your name, not Mr. Boisjoly's name.)

Some general thoughts.
This is the first of four assignments, which, I hope will progress from relatively simple to requiring a higher level of critical thinking. For this assignment, I hope the students will be able to identify the argument that Mr. Boisjoly is making (against launch approval), and the facts/logic that caused him to take that position. These facts and logic are available in the video we show, on many sites on the web, and in our textbook. They should be able to build a strong logical argument against approval of launch. They should do this without significant logical errors and without many grammar/style/spelling errors, in order to receive a C or above (score of 7-10).

I hope they will emphasize the purpose of the pre-launch conference, as to determine if there is data to support a decision to launch (not whether there is data to support a decision NOT to launch). This should improve their score if presented logically.

Some students may also discuss the need to convey knowledge of this increased risk (at low temperatures) to the astronauts and to NASA, if a decision is taken to approve launch. This might improve their score if presented logically.

It is unlikely, but some may realize that this assignment gives them the perfect chance to be the "whistleblower". We have not studied whistleblowing, but this case might be a paradigm case for whistleblowing. So, I will be interested to see if any students indicate in the memo that this problem has been made known to the press, the public, etc. I don't think we should give any special credit for this in today's exercise, but we should discuss this again when we study whistleblowing and it's ramifications.

I expect them to be able to identify an acceptable style for such a memo from an external resource. There are links on my webpage to sites with information about style of memos.

So, a proposed grading rubric might be:

No clear position taken, no supporting arguments offered. (0-4)
Position taken, but no logical supporting arguments offered (3-6)
Second Major Writing Assignment

Lotus Development Corporation, funded in 1982, in Cambridge Massachusetts, developed Lotus 1-2-3, which has more than 14 million users, as well as other products. Equifax Inc. was founded in Atlanta in 1899 as a credit bureau, and now has credit histories of more than 150 million Americans. In 1990, Lotus and Equifax announced two new jointly-produced products: “Lotus Marketplace: Households” and “Lotus Marketplace: Business.” The former product was a CD ROM containing information about the household income, lifestyles, and purchasing propensities of 120 million people in 80 million U.S. households. The latter product contained information about 7.5 million business establishments, including annual sales, number of employees, names, and titles of executive and key contracts.

After the 1990 announcement, the “Marketplace: Households” product came under severe public criticism. Privacy concerns about the product were raised during two hearings held before the U.S. House of Representatives. Lotus and Equifax executives defended the product by arguing that much of the information in “Households” could be obtained elsewhere and the product would only be sold to legitimate businesses. They also argued that the product would be of considerable value to small businesses by enabling them to use target marketing (or direct marketing) to efficiently reach their most likely potential customers. Critics pointed out that there was no provision for those listed in the data base to gain access to the information about them or to correct inaccuracies.

Consider the selling of “Marketplace: Households” as the test case and construct two paradigms, one which it is clearly morally legitimate to market and the other which it is clearly not morally legitimate to market. Using the method of casuistry or line-drawing, determine whether “Lotus Marketplace: Households” is a product that is morally permissible to market. You should have a minimum of 5 features in your line-drawing analysis.

Note: If important factual, conceptual, or application issues come up in your analysis, you should identify and resolve them.

Guide For Grading Second Writing Assignment

Features: 2.5 points (minimum of 5 features) (.5 points for each feature)
Justification of the features: 2.5 points (.5 points for each feature)
Rating of the test case and justification of the rating: 2.5 points (.5 points for each feature)
Conclusion, in which the most important features are identified and a conclusion is reached about the moral justification of the action in the test case: (2.5 points)
Deduction for bad writing, using the same guide as on the first exam: (6 points maximum) Spelling: one or two minor errors (0-0.5 reduction), 3-4 minor errors (0.5-2 reduction), numerous or serious errors (2-4 point reduction) Style: minor errors (0-0.5), major errors (0.5-2 points).
Persuasive writing assignment—Launch of the Challenger

You are asked to take the position of Morton Thiokol engineer Roger Boisjoly after he learns his recommendation against launching of the Shuttle Columbia has been rejected. The rejection is not final, however, as your verbal arguments have been successful in delaying Morton Thiokol’s final launch decision until the next morning. You are asked to prepare, overnight, a short (maximum two pages, double spaced) executive summary of the reasons for your recommendation against a launch decision. Prepare this in the form of a memorandum addressed to Mr. Robert Lund, P.E., Vice-President of Engineering, Morton Thiokol. (The memo will carry your name, not Mr. Boisjoly’s name.)

This assignment is due Friday, Sept. 19, at recitation.
Third Writing Assignment
Due October 31

Roberta is an electrical engineer in the EIT (Engineer in Training) phase of her application for a PE license. She works for a producer and distributor of electricity in northern Nevada. For two years, one of her assignments has been to collect data on maintenance costs of electrical substations in the region served by her employer, which includes most of western Nevada and portions of northern California and Oregon.

She is given a new assignment. She is asked to develop a schedule of rotating downtime for the substations to allow for various scheduled maintenance operations, which are carried out by the firm’s maintenance crews. She is asked to develop this schedule by identifying those substations which distribute the most profitable electricity sales revenues, and scheduling them for seasonal outages when demand is lowest, while scheduling substations which generate less profitable revenue without restrictions. She is asked to consider the system capacity while doing this, to make sure that there is adequate reserve capacity to meet the demand during the outages. To do this, she knows that she will need to coordinate with her counterparts at two other competing electricity suppliers.

Roberta has become concerned about the problems which have resulted in brownouts and blackouts in some areas in California, and she wonders if her new assignment might worsen the problem or pose any ethical issues.

Prepare a written analysis (maximum of three double-spaced typewritten pages) of the ethical permissibility of her new job assignment from the standpoint of utilitarianism. Use the following formula.

1. Determine whether rule or act utilitarianism is more appropriate. (1 point)
2. Identify the conflicting values, obligations (1 point)
3. Identify the alternative actions (or alternative rules in a rule-utilitarian analysis) (1 point)
4. Identify the relevant audiences (1 point)
5. Identify the consequences of alternative actions (or alternative rules if a rule-utilitarian analysis) (4 points)
6. Determine a conclusion and show why it follows from the analysis (2 points)
You are a Software Development Engineer III and EIT employed by a large, well-respected supplier of software to the world market. You have been programming a relatively long, complicated portion of a major improvement to an important software upgrade for your employer. In programming, you obtained via another employee, a really cool, short subroutine that worked well in your program. The other employee, a trusted friend explained where the subroutine came from, that it was freeware, and told you how it was obtained. For a long time you had no reason to question what you firmly believed was a publicly owned bit of code. However, within the last week you ran across the subroutine with its original documentation and realized that there is in fact a copyright holder. With a few questions to your friend, you realize that a serious mistake about the origin of the subroutine was made.

It will be a copyright infringement for your company to use this code in the software upgrade. You have discussed this with your boss who understands clearly the status of the software. He also has said firmly that the company will neither buy license to use the software nor will it change its plans to use the code. He plans to release the software on schedule, and writing a new subroutine or finding a substitute at this point will delay the release significantly.

You actually have not included the code in your program yet. It was to have been used near the end of the program and you have not needed it. However, now you need it. Your boss is leaving for China in two hours and will return in three weeks. He expects that the new software release will be completed within those three weeks.

Write a paragraph or two of less than one page that you will incorporate into a memo to be given to your boss just before he leaves. It is to explain to him how you plan to handle the question of the proprietary subroutine.
Proper position taken, supported with logical arguments (7-10, depending on strength of arguments)
Reduction of grade in proportion to errors in grammar, spelling:
  One or two minor grammar, spelling errors (0-0.5 reduction)
  3-5 minor grammar, spelling errors (0.5-2 reduction)
  Numerous serious grammar or spelling errors (2-4 points deducted)
Reduction of grade in proportion to errors in style
  Minor errors of style (0-0.5 penalty; only if it is clear that they are just not following some accepted style that is unfamiliar to the grader)
  Major errors of style (0.5-2 point penalty)

I would anticipate the class average on this exercise will be about 8/10. (In the honors class maybe 9/10)

Ray James
4 Sept. 2003
TEXAS A&M UNIVERSITY CORE CURRICULUM  
Request for Course Addition, Change or Withdrawal  
Submitted to the Chair, Core Council (CCC)  
Office of the Faculty Senate, MS 1225

1. This request is submitted by [Name], Course Committee Chair/Leslie Feigenbaum  
and concerns (enter prefix, number, and complete title of course): COSC 494  
Internship

2. Type of request (fill in the appropriate Core Curriculum distributive area):  
a. To be added as an approved course in [Requirement]  
b. To be withdrawn as an approved course in [Blank]  
c. To be moved from an approved course in [Blank]  
   to an approved course in [Blank]

3. Attach twelve (12) copies of a complete course description and course syllabus sufficiently detailed to indicate topics  
covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request  
and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that  
copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [Exemplarily  
   Educational Objectives]”: http:\\www.theb.state.tx.us/CTC/IP/Core/assumption.htm  
N/A

Signature: [Name]  
Course Instructor/Coordinator  
[Date]

Received:  
Chair, CCC  
[Date]

Approvals:

College Dean:  
[Date]

Department Head:  
[Date]
COSC 494 - Internship

Coordinator: Leslie Feigenbaum
Office: 422A Langford Architecture Center
Course website: webct.tamu.edu

Email: via WebCT or leslie@tamu.edu
Phone: 979-845-7886
Fax: 979-862-1572

Course Description:
An internship (15 week, 750 hours) with a construction or construction-related company that exposes the student to construction-related activities; daily logs; monthly reports; final report and completion letter required; distance education course with non-resident status. NO OTHER TAMU COURSE MAY BE TAKEN WHILE ENROLLED IN COSC 494.

Prerequisites:
Admission to upper division CARC; Approval by Internship Coordinator, Master Internship Agreement, Individual Internship Agreement.

Course Objectives
- Become familiar with the company practices and procedures in a practical work environment over a range of duties;
- Translate curriculum content into practical application;
- Effectively communicate with various clients;
- Develop jobsite documentation skills;
- Develop time management skills

Course Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Daily Logs</td>
<td>360</td>
</tr>
<tr>
<td>A Minimum of 4 per week are required for the entire internship. Must be submitted between noon and 11:50 PM of that day.</td>
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<tr>
<td>Monthly Progress Report</td>
<td>300</td>
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<tr>
<td>Report 1 Reporting Dates 1/15 – 2-15</td>
<td></td>
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<tr>
<td>Due: February 20, 2004</td>
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<tr>
<td>Report 2 Reporting Dates 2/15 – 3/15</td>
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<td>Due: March 22, 2004</td>
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<td>Report 3 Reporting Dates 3/15 – 4/15</td>
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<td>Due: April 20, 2004</td>
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<tr>
<td>Research Report</td>
<td>200</td>
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<td>Due: March 1, 2004</td>
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<td>Final Report</td>
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<td>Due: May 1, 2004</td>
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<tr>
<td>Completion Letter</td>
<td>Required for course credit</td>
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<td>Total</td>
<td>1000</td>
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Daily Log

The log should be prepared at the end of each workday, since it will provide the basis for the final internship report. The log for that day must be submitted prior to 11:50 PM. After that time that log submission will be locked out by WebCT. The daily logs are formatted as a short answer quiz. The comments section at the bottom of the form allows you to communicate any specific information about your day at work. The daily log must be submitted electronically via WebCT (http://webct.tamu.edu).

Monthly Progress Reports

The report should be in memo format (no more than two pages), to the Faculty Internship Coordinator. Discuss work experiences for the period and planned activities for the future. The report will be prepared and submitted electronically via WebCT. In addition, a hard copy of the report will be printed and the signature of the company internship supervisor will be obtained. The signed hard copy of the report is to be retained by each intern and submitted with the final report.

Research Report

The report should require the student to do research on some aspect of his/her internship experience and to document findings. The report shall be typewritten, double-spaced, fully justified and contain a minimum of 500 words and include appropriate graphics. The report is to follow the format of a Technical Paper. It is not to be submitted in Memo format. The report will be submitted electronically via WebCT. The student may select his/her own topic or choose a topic from the following listing:

- Project site layout: (Describe a project site layout, describe the logic of the layout selection, and discuss the pros and cons of the site layout selected).
- Project equipment selection: (Select a job site major equipment item, research its capabilities, research reasons for selection, discuss performance).
- Project bonding: (Find out the bonding requirements on a specific job, research the source of the bonding requirements, determine bonding provided).
- Project insurance: (Find out the insurance requirements on a specific job and how those requirements were met).
- Project environmental protection: (Research the project requirements and discuss how they were satisfied (Project environmental protection. [Research the project requirements and discuss how they were satisfied).
COSC 494 - Internship

- Project contracting strategy: (Determine the contracting strategy used on a specific job and find out how the company successfully competed for the project).
- Drugs in the construction workplace: (Find out how your company handles the drug issue and the impact on their company).
- Safety: (Research the company safety program and explain how their program affects their bottom line).
- Craft availability: (How does your company acquire and train its craft work force?)
- Management Professional Development: (How does the company manage continuing education for supervisory and management personnel?)

Final Internship Report

The report is to follow the format of a Technical Paper. It is not to be submitted in Memo format. The report shall be double-spaced, fully justified and contain a minimum of 500 words. The report will be submitted electronically via WebCT. The report shall include at least two sections:

- Activities and Experiences: Discuss work activities and how these activities contributed to the employer’s objectives; and
- Personal Benefits Gained from Internship: Summarize your work activities, show how your experience provided you with practical construction applications. Discuss unique and unusual experiences. Include lessons learned.

Internship Completion Letter

Before closing internship the student

- must complete at least 15 weeks of work and
- must complete at least 750 hours of work

The Internship Completion letter must state that the above has been completed. The date of completion of the requirements must also be stated. This letter must be addressed to the Faculty Internship Coordinator and certify the completion of the internship and all requirements. The completion letter has to be written by the Intern and only signed by the supervisor. Comments by the supervisor are welcome, but not required. There must be an approval block and comment space for the signature and comments, if desired, by the company internship supervisor. The letter will be in hard copy and must be received by the Faculty Internship Coordinator by 1 May.
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 Student Life - Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. You should also talk to the instructor about accommodations you need.

Email Correspondence

Students are responsible for checking their Neo email accounts on a regular basis. Only Neo email addresses will be used by the Internship Program.
1. This request is submitted by [Name Redacted], WESC Committee Chair/Rael Lopez and concerns (enter prefix, number, and complete title of course): WESC 406/407 Wildlife Habitat Management

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in _______ Requirement _______
   b. To be withdrawn as an approved course in _______
   c. To be moved from an approved course in _______ to an approved course in _______

3. Attach twelve (12) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']": http://www.thebc.state.tx.us/CTC/IP/Core/assumption.htm

N/A

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature: [Name Redacted] Course Instructor/Coordinator 2/4/04

Date

Received: Chair, CCC

Date

Approvals:

College Dean: ____________________________

Date

Department Head: ____________________________

Date
Course Syllabus
Wildlife Habitat Management - WFSC 406/407

Instructor
Roel R. Lopez, 314 Nagle Hall, 845-5784, roel@tamu.edu, office hours (MW, 10:00-12:00 or by appt.).

Course Description
Students will be introduced to the general concepts of wildlife habitat management and conservation biology. Specifically, students will be acquainted with major land use practices on lands that produce wildlife, how these practices influence wildlife production, and alterations or manipulations of habitat used to achieve specific wildlife management goals. Ultimately, this information will be used to formulate plans to manage wildlife populations and their habitat. Specifically, upon course completion students shall understand:

➢ General concepts of wildlife-habitat relationships as they pertain to wildlife management and conservation biology.
➢ Wildlife-habitat measurements useful in the manipulation and management of wildlife populations and their habitats.
➢ The use of mathematical, statistical, computer, and modeling tools to solve quantitative problems in wildlife habitat management.
➢ Analysis, interpretation, and presentation of results in the form of written reports and management plans.

Prerequisites
Student desire to learn the course material. A basic understanding of statistics or biometry and general ecology, experience with personal computers, and a scientific calculator are required in lectures and labs. Students should have taken WFSC 201 and WFSC 403, WFSC 401 or 402, senior classification, and be a wildlife and fisheries major prior to taking this course. Concurrent registration with WFSC 407 required. Semester hours - 406 3 hrs, 407 1 hr.

Course material
Course website - http://apc.tamu.edu/wfsc406/ - Website Password

Attendance
Lecture and lab attendance is imperative for the successful completion of this course, but is ultimately the responsibility of the student. If you must be absent, contact your instructor before the scheduled lecture and lab. It is the student's responsibility to determine what information was missed and schedule make-up assignments within 1 week of missed assignment. Contact instructor for details. If you do not have a university excuse, you will receive a zero for work given that day (this includes lab assignments).

Grading and examinations
In the course, you will be a wildlife biologist who has just started a private consulting business with assignments consisting of work projects for clients who desire your expertise in wildlife management. Your salary (=50,000) will be based on your performance, ability to convince your clients of your management recommendations, and your professionalism in this course. Remember that you will determine your success as a private consultant. The potential total revenue allocated in contracts equals $50,000 and are described below:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Grade</th>
<th>$ Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (3 @ $5,000 each)</td>
<td>30%</td>
<td>$15,000</td>
</tr>
<tr>
<td>Assignments (4 @ $2,500 each)</td>
<td>20%</td>
<td>$10,000</td>
</tr>
<tr>
<td>Management plan drafts</td>
<td>25%</td>
<td>$12,500</td>
</tr>
<tr>
<td>➢ Part I (group grade) – $5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Part II (individual section) – $7,500</td>
<td></td>
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<tr>
<td>Final management plan and presentation</td>
<td>25%</td>
<td>$12,500</td>
</tr>
<tr>
<td>➢ Mgmt plan draft (group grade) – $5,000</td>
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</tr>
<tr>
<td>➢ Final mgmt plan (group grade) – $5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Final presentation (group grade) – $2,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total revenue*</td>
<td>100%</td>
<td>$50,000</td>
</tr>
</tbody>
</table>
Examinations
➢ Three examinations will be given throughout the semester. Each exam will consist of 20 questions (short answer, short essay, multiple choice) from assigned reading material, lecture/lab notes, and field trip experiences. Examinations will be comprehensive.

Assignments
➢ Short writing assignments will be given throughout the semester. Writing assignments will be graded on content, writing style/clarity, grammar, and the effectiveness of management recommendations. Guidelines and grade sheets will be available on the course website. Data collection and analysis may be done as a group, however, the interpretation and write-up will be done individually.

Final management plan
➢ The final project in this course will consist of a management plan to be done in groups of 3-4 students. Group assignments will be arranged alphabetically at the beginning of the semester. Each semester, with the aid of TPW Technical Biologist Matt Wagner, 3-4 local landowners needing a management plan for their properties will be identified. Management plans will be conducted for landowners seeking an agricultural wildlife exemption for their properties (Texas House Bill 1358, Proposition 11). Each management plan will follow the Comprehensive Wildlife Management Planning Guidelines for the Post Oak and Blackland Prairie Ecological Regions provided by Texas Parks and Wildlife. Each group will be required to develop a management plan addressing 3 land-owner objectives (3 options per objective). The plan will be graded on content, writing style/clarity, and final presentation to the selection panel consisting of landowners and TWS Certified Wildlife Biologists. Groups will be graded on their ability to “sell” their plan to the panel. Specific management plan guidelines and grade sheets are available on the course website.

Field trips
➢ Most labs will include field trips. Students are required to wear field clothes (no shorts or tennis shoes). If you are not prepared to go to the field, be prepared to stay.

Academic dishonesty
We believe in the Aggie Code of Honor:
Aggies do not lie, cheat, or steal,
Nor do they tolerate those who do.
Academic dishonesty includes copying, sharing, or obtaining information from an unauthorized source, attempting to take credit for the intellectual work of another person, falsifying information, and giving or receiving information about a test, quiz, or assignment to students in another course section. This includes the fabrication of data. Any student involved in academic dishonesty will receive no credit for work done and/or may be penalized in accordance with published University Rules.

The Americans with Disabilities Act (ADA) guarantees that all students with disabilities be provided a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.

It is our hope that you find this course both enjoyable and informative!
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Lab Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Date</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 5</td>
<td>Wildlife-Habitat Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction, terms, definitions</td>
<td>A</td>
<td></td>
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<tr>
<td></td>
<td>Habitat selection and succession</td>
<td>B</td>
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<tr>
<td></td>
<td>Edges and diversity</td>
<td>B</td>
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<tr>
<td>Sep 12</td>
<td>Fragmentation and disturbance</td>
<td>B</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Island biogeography and scale</td>
<td>B</td>
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<tr>
<td></td>
<td>Federal and state legislation</td>
<td>B</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Scientific writing/management plans</td>
<td>C</td>
<td></td>
<td></td>
<td>Mgmt plan</td>
</tr>
<tr>
<td>Sep 19</td>
<td>Measurement of Wildlife-Habitat</td>
<td>D</td>
<td>Assign 1</td>
<td></td>
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<tr>
<td>Sep 26</td>
<td>Land measurement I</td>
<td>D</td>
<td></td>
<td>Assign 1 due</td>
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<tr>
<td>Oct 3</td>
<td>GIS/GPS technology</td>
<td>D</td>
<td></td>
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<tr>
<td>Oct 10</td>
<td>Vegetation measurement</td>
<td>E</td>
<td></td>
<td>Mgmt plan (Part I)(^a)  group</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Habitat Modification Techniques</td>
<td>F</td>
<td>Assign 2</td>
<td></td>
<td>Mgmt plan (Part II)(^a)  individual (pre-draft $0$)</td>
</tr>
<tr>
<td></td>
<td>Wetland management (Richland Creek WMA)(^b)</td>
<td>G</td>
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<tr>
<td></td>
<td>Return Part I of management plan</td>
<td></td>
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<tr>
<td>Oct 24</td>
<td>Rangeland management (Kerr/Mason WMA)(^b)</td>
<td>G</td>
<td>Assign 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 31</td>
<td>Forest management (Boggy Slough)(^b)</td>
<td>G</td>
<td>Assign 4</td>
<td></td>
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<tr>
<td>Nov 7</td>
<td>Farmland management</td>
<td>G</td>
<td></td>
<td>Mgmt plan (Part II)(^c)  individual (draft)</td>
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<tr>
<td>Nov 14</td>
<td>Habitat Management Planning</td>
<td></td>
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<tr>
<td></td>
<td>Work on management plan. Return Part II of管理 plan.</td>
<td></td>
<td></td>
<td></td>
<td>Exam 3</td>
</tr>
<tr>
<td>Nov 21</td>
<td>Management plan draft due</td>
<td></td>
<td></td>
<td>Mgmt plan (Draft)(^d)  group</td>
<td></td>
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<tr>
<td>Nov 28</td>
<td>Thanksgiving Holiday - no class</td>
<td></td>
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<tr>
<td>Dec 5</td>
<td>Management plan presentations and final submission</td>
<td></td>
<td></td>
<td>Mgmt plan (Final)</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) Richland WMA – all day trip, Saturday Check station for those that might be interested.

\(^b\) Overnight trip

\(^c\) Drafts do not have to be in color or bound.

NG = No grade.

Confirm Boggy trip.
Identify 3 landowners, objectives, etc. by September. Make videos, get maps, grade sheets, etc. Ask Ben to interview land owners and answer the first 4 sections of TPW management plan.

One the management plan, need to identify at least 4 objectives, pick 3 or 4, have each group member do 1.

Add conversion software to website. Can use the wildlife mgmt plan form from TPW to get landowner background. Students should include in plan based on their recommendations.

Assignment 1 - traverse of area, map, area, etc.,
Assignment 2 - calculation of fill, etc.
Assignment 3 - timber cruise, prescription.
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TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Valerie Balester, W. Course Committee Chair/Karen-Beth G. Schottrof
and concerns (enter prefix, number, and complete title of course): BESC 314
Pathogens, the Environment, and Society

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in ________________
   b. To be withdrawn as an approved course in ________________
   c. To be moved from an approved course in ________________
      to an approved course in ________________

3. Attach twelve (12) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']”): http:\\www.thecb.state.tx.us/CTC/IP/Core/assumption.htm

   N/A

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Signature: Valerie Balester
Course Instructor/Coordinator

2/12/04
(Date)

Received: Chair, CCC
(Date)

Approvals:

College Dean: ________________________________
(Date)

Department Head: ________________________________
(Date)
Proposal for “W” Course Approval

Contact and Course Information:
Name: Karen-Beth G. Scholthof, Ph.D.
Position: Associate Professor
Department: Plant Pathology & Microbiology
Other Affiliations: Undergraduate Honors Program and The Intercollegiate Faculty of Virology
Phone: 979-845-8265
Email: kbgs@tamu.edu
Campus Mail Stop: 2132

Course Title and Number: Pathogens, the Environment, and Society (BESC314)
Number of Sections per Year: 1 (Spring)
Enrollment per Section: 25
Faculty? YES
First “W” Course Taught: YES

Justification for “W” Designation
Is the Course Appropriate for BESC Majors: YES
Is it a Core Course? NO
Does it include 1 semester hour of writing? YES
Do students receive critique of writing? YES. I correct each assignment with suggestions, queries, and comments. As there are 10 writing assignments, this provides a lot of opportunity for the students to work towards improving their writing skills.

Training in Teaching Writing? No formal teaching, however, I am a Senior Editor for the APS Press, an Associate Editor for Phytopathology and Molecular Plant-Microbe Interactions. I also regularly review books for scholarly journals in the history of science and agriculture.

Elaboration:
This science course is for junior- and senior-level undergraduate students and has no prerequisites. BESC314 is particularly suited for a “W” designation and it is suitable for students in both liberal arts and science. I have also made application to have BESC314 satisfy the “International and Cultural Diversity” requirement at Texas A&M (see University Core Curriculum, Undergraduate Catalog, 2003-2004).

The course emphasis is to use pathogens as a focal point to show linkages between literature, history, agriculture and public health. BESC314 places an emphasis on historically interesting pathogens that have been well documented in both the scientific and popular literature. The course format is designed to provide a writing and presentation intensive module for students at Texas A&M. We read and discuss each of the topics; this is something that I feel is a necessary to enhance the benefit of writing assignments. The reading list is based on books that draw the students more deeply into the topics and also encourage them to expand their normal horizons (both in genre and style). The reading list and assignments vary each year.
My primary goal is to empower the students (even if sounds silly, it is true). I want them to realize that they have good ideas, that they can defend their point of view, and that effective writing is a necessary and important tool towards becoming a well-rounded student, citizen, and scientist.

**Total number of words for all graded assignments.** There are 8-10 writing assignments of 500 words each and two in-class (1.5 hour) writing assignments. (Other semesters have included daily journal writing, powerpoint presentations, lab report, film reviews, and/or pamphlets.)

**Graduate or undergraduate assistants?** None. I read, comment on and correct all of the writing assignments. In addition, I have an ‘open door’ policy for all students who need help with writing, reading, and research assignments.

Karen-Beth G. Scholthof
20 January 2004
BESC314 -- SPRING 2004

Pathogens, the Environment, and Society
Karen-Beth G. Scholthof, Ph.D.

BESC314. Pathogens, the Environment, and Society. (Credit 3). A survey of the impact of microorganisms (bacteria, fungi, and viruses) on the development of modern culture and society. This course will emphasize the role pathogens have played in the history of mankind and the influence of the changing environment on emerging diseases.

Course Structure
Lecture/discussion twice a week (1.5 hr X 2).
The class meets on Tuesday and Thursday from 12:45 p.m. - 2 p.m. in 106 Peterson.

Office Hours & Email
Office--117C Peterson. Telephone: 979-845-8265 (voice mail)
E-mail: kbgs@tamu.edu (I will respond to your email within 24 hours)

Required Books
Alan Kraut. Goldberger's War. FS&G.

Attendance & Assignment Deadlines
It is your responsibility to attend class and participate in the discussions and lectures. A lack of attendance can result in a lower grade at the end of the semester.
It is expected that you will turn your assignments in on time. Please pay careful attention to the specific deadlines for each assignment. A hardcopy of each assignment is due at the beginning of class and an email text version is due by 5 pm on the same day. NO ATTACHMENTS! If you do not fulfill BOTH requirements, then the assignment is considered late. "Late" is defined as anytime after the stated deadline. Automatic 5 point deduction for late assignments, with accruing 5 point deductions for every 24-hour period to include weekends.

Grading Scale
A=90 or above; B=80 to 89; C=70-79; D=60-69; F=59 or less.

Office Hours
By appointment or drop-in.

Plagiarism
Theft or inadequate citation of other work, including (but not limited to) primary and secondary literature, and internet sources will result in a recorded grade of 'F'. See your University Student Handbook for specifics and guidelines. Also, read: <http://library.tamu.edu/aggiehonor>.

Ethics and Professionalism
It is expected that you will help provide a good environment for learning. During the discussion it is expected that you be open to diverse ideas that may be presented in class.

Students with Disabling Conditions.
If you have a documented disability, or believe you have a disability, please arrange an appointment (845-1637) with the Office of Support Services for Students with Disabilities for assistance. For more information, see: <http://studentlife.tamu.edu/ssd/>.
Required Assignments. Total=500 points

I. Critical Writing & Discussion (50 X 4 = 200 points). Typed 500 word critiques of the readings. Based on your judgment what was the most important point or idea? Introduce the topic, discuss, and make some of your own conclusions, or insights, regarding the reading. Bring your completed critique to class. For each of the Critique Topics we will divide into small groups for preliminary discussion of your ideas. Take notes during this session—it counts for 5 of the 50 points. We will come together for a group discussion of the reading. When the Critique is due, turn in your written commentary as well as questions and notes (counting for 5 of the 50 points) that you made in your small group discussion. Four Critical Writing commentaries (with discussion notes) are required. If you submit all five assignments, the lowest grade will be dropped. Hard copy with handwritten notes due at the beginning of class; an email text copy is due by 5pm.

Critical Writing #1: “Guns, Germs, and Steel”—Chapters 1, 4 & 18
Critical Writing #2: “Science” and “Birds with No Feet”
Critical Writing #3: “Ship Fever”
Critical Writing #4: “Goldberger’s War”
Critical Writing #5: “Demon in the Freezer”

II. Movie Critique. (50 points). In the same format as the Writing critique. Draw on the points that intrigued you with particular attention as to how science and scientists were presented with specific examples from the film. Some films are available at Educational Media Services 4th floor Evans Library Annex. Select and watch one film for your critique. The films might be available at Blockbuster or Hastings, if you prefer to watch them in the comfort of your own home. Or, you can check out a copy from my collection. Email text copy is due by 5pm.

a. Dr. Erlich’s Magic Bullet
b. Madame Curie
c. And the Band Played On
d. Miss Evers’ Boys
e. Outbreak

III. In-Class Writing Assignment (50 X 2 = 100 points). A chance to synthesize your ideas in essay format based on topics presented in lectures, class discussion, labs and readings.

IV. The Foods We Eat: A Lab Experience. (25 X 2 = 50 points)
You will have 2 partners. The first session will be used to set up the experiments. During the second session we will collect data and discuss the results of your observations and the relationship to current food-safety and marketing issues. The protocols and objectives will be provided prior to the lab sessions so you can make an outline of the plan. For up to 25 extra credit points, turn in a 500-word critique with clear annotations on the protocol. A hardcopy is due by 5pm (slip it under my office door).

V. Topic Folders. (50 X 2 = 100 points).
You will develop a file folder of newspaper and magazine articles on one issue of contemporary importance to the role of pathogens and/or the environment in society. For example, a folder on alternative agriculture might have articles on the real and perceived benefits of ‘organic farming’ in response to recent disease concerns such E. coli or BSE in beef. Or, a folder on brucellosis and cattle may track the social, scientific, and economic impact of bison in Yellowstone National Park. At the end of six weeks, you will submit the folder and a 1000 word summary of what has been happening in your area of interest as reported in the press. For the second half of the semester, you will select another, unrelated issue and a second folder and 1000 word report will be due before the end of the semester. Folders and hardcopy of report are due at the beginning of class; an email version by 5pm.
The Class Experiment—SPRING 2004

Texas A&M University purchased a subscription to “TurnItIn.com” as an educational tool to both monitor and discourage plagiarism. The intent is to develop a more scholarly attitude in the University, providing professors and students with more time to work carefully on improving writing skills and the educational environment. I registered BESC314 to participate in this process.

You will turn in a hard copy of the writing assignments in class and email the text by 5pm on each due date. I will grade and comment on each assignment that you hand in. Plagiarism will not be tolerated and resulted in either a grade of ‘zero’ for the assignment or a grade of ‘F’ (failing) for the course. In addition, I will randomly select at least one-fourth of each of the assignments to generate a document in TurnItIn.com. You will receive a copy of the report when I return the paper with a grade.

The first assignment for the semester is to read the materials <http://library.tamu.edu/aggiehonor> and respond to the questions on the handout. We will discuss this process in class and also make periodic determinations as to the worth and ‘value’ of participating in this Experiment.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 January</td>
<td>General Introduction to the Course</td>
<td><em>Guns, Germs, Steel</em> (Chap. 4)</td>
<td>Assignment #1</td>
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<tr>
<td>22 January</td>
<td>The Disease Triangle</td>
<td><em>Guns, Germs, Steel</em> (Chap. 1 &amp; 18)</td>
<td>Critical Writing #1</td>
</tr>
<tr>
<td>27 January</td>
<td>Populations and the Environment</td>
<td><em>Science</em>, a poem (Deming) and <em>Birds w/ no Feet</em> (Barrett)</td>
<td>Critical Writing #2</td>
</tr>
<tr>
<td>29 January</td>
<td>What are Microbes?—meet in Room 208 Peterson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 February</td>
<td>Doing Science: Hypothesis &amp; Creativity</td>
<td></td>
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<tr>
<td>5 February</td>
<td>Yellow Fever and the Gulf Coast</td>
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<tr>
<td>10 February</td>
<td>Microbes on Our Foods—meet in Room 208 Peterson</td>
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<tr>
<td>12 February</td>
<td>Microbes on Our Foods—meet in Room 208 Peterson</td>
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<tr>
<td>17 February</td>
<td>No Class.</td>
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<tr>
<td>19 February</td>
<td>In-Class Writing Assignment #1</td>
<td></td>
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<tr>
<td>24 February</td>
<td>BSE: A Case Study</td>
<td></td>
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<tr>
<td>26 February</td>
<td>History of Agriculture and Society</td>
<td><strong>Guns, Germs, Steel</strong> (Chap. 7 &amp; 8)</td>
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<tr>
<td>2 March</td>
<td>Hyperdisease Theory: Microbes in Action?</td>
<td><em>Guns, Germs, Steel</em> (Chap. 11)</td>
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<tr>
<td>4 March</td>
<td>European Invasions: Transforming our Environment</td>
<td><em>Guns, Germs, Steel</em> (Chap. 3 &amp; 10)</td>
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<tr>
<td>9 March</td>
<td>The Irish Potato Famine &amp; Immigration</td>
<td><em>Mercy</em>, a poem (Levine)</td>
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<tr>
<td>11 March</td>
<td><em>Ship Fever</em> Class Discussion</td>
<td><em>Ship Fever</em>, pp. 159-254 (Barrett)</td>
<td>Critical Writing #3</td>
</tr>
<tr>
<td>15-19 March</td>
<td>Spring Break</td>
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<tr>
<td>23 March</td>
<td>What is Disease?</td>
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<td>25 March</td>
<td>Ergot and the <em>Materia Medica</em></td>
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<tr>
<td>30 March</td>
<td>Nutrition and Health</td>
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<tr>
<td>1 April</td>
<td><em>Goldberger's War</em> Class Discussion</td>
<td><strong>Goldberger's War</strong> (Kraut)</td>
<td>Film Critique</td>
</tr>
<tr>
<td>6 April</td>
<td>Genetic Engineering and Foods</td>
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<td>Critical Writing #4</td>
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<tr>
<td>8 April</td>
<td>Tuberculosis: Then and Now</td>
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<tr>
<td>13 April</td>
<td>Influenza: A Global Pathogen</td>
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<tr>
<td>15 April</td>
<td>In-Class Writing Assignment #2</td>
<td></td>
<td>In-Class Writing #2</td>
</tr>
<tr>
<td>20 April</td>
<td>Bioterrorism: Current Issues</td>
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<tr>
<td>22 April</td>
<td><em>The Demon in the Freezer</em> Class Discussion</td>
<td><em>Demon in Freezer</em> (Preston)</td>
<td>Critical Writing #5</td>
</tr>
<tr>
<td>27 April</td>
<td>Sci-Art</td>
<td></td>
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<tr>
<td>29 April</td>
<td>No Class.</td>
<td></td>
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</tbody>
</table>
This request is submitted by Valerie Balester, WCourse Committee Chair/Deborah Dunsford and concerns (enter prefix, number, and complete title of course): AGED 203

Agricultural Media Writing I

Type of request (fill in the appropriate Core Curriculum distributive area):

a. To be added as an approved course in

b. To be withdrawn as an approved course in

c. To be moved from an approved course in
   to an approved course in

Attach twelve (12) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics [Exemplarily Educational Objectives]"): http:\\www.theceb.state.tx.us/CTC/IP/Core/assumption.htm

N/A

Signature: Valerie Balester
Course Instructor/Coordinator

2/12/04
(Date)

Received: Chair, CCC
(Date)

Approvals:

College Dean:
(Date)

Department Head:
(Date)
Proposal for "W" Course Approval

Submit this completed form and a copy of your proposed syllabus to the Director of the University Writing Center, Dr. Valerie Balester, who will bring it before the "W" Course Advisory Committee. If you have questions about filling out this form, consult Dr. Balester, the description of "W" courses on this site, or the Checklist of "W" Course Requirements.

Contact: Dr. Valerie Balester, Director, University Writing Center, TAMU 5000.

Syllabi submitted should conform to standards outlined by the University.

Courses to be included in the 2005-06 catalog should be submitted by August 1, 2004. Courses submitted after September 1, 2004 may not be approved in time for the 2005-06 catalog.

The goals of the writing-in-the-disciplines program at Texas A&M University can be summarized as follows:

- To improve the writing skills of all Texas A&M students. Writing is defined not only as surface features such as grammar, mechanics, format, and usage but also includes the quality of the argument and critical thought (higher-order thinking skills such as analysis, synthesis, and evaluation), organization, and suitability of the writing to an audience. Writing to learn "content" and the way members of the discipline think, argue, or research is as important as writing to learn a discipline's ways of presenting material.

- To increase the civic and professional effectiveness of Texas A&M students after they leave the university. (See 1999 report, "Changing Employment Demands and Requirements for College Graduates" at http://sprg.tamu.edu/FocusGroupRpt.pdf). In particular, pages 22-23 specify that graduates of Texas A&M Systems schools were considered deficient in written communication skills by all business/industry focus groups interviewed.

- To acquaint students with various means by which writers achieve their ends, so that they understand that writing is a process which requires practice and an investment of time and energy. This includes emphasizing the importance of scholastic integrity and the ethics of proper research, citation, and documentation.

See Guiding Principles for more information.
Name of Proposer: Deborah Dunsford

Phone: 979-458-3389

Email Address: dunsford@tamu.edu

Campus Mail Stop: 2116

Course Title & Number: AGJR 203

Number of Sections per Academic year: 1

Enrollment per Section (Avg): 15

Faculty: Yes  No

Note: Graduate assistants (including GATs) are not considered faculty
First "W" course taught? : Yes  No

Do you have any training in teaching writing? If so please specify if not, skip the next section. The answer will not influence your proposal; it is for our own information.

Received PhD in rhetoric and composition; attended W course workshop and have taught writing for many years.

Is the course appropriate for majors in your department?  Yes  No

Is the course a required in the Core Curriculum Communication sequence (i.e., English 104, English 203, English 210, English 235, English 236, English 241, English 301, Communications 203, Communications 205, Communications 243)?

Yes  No

Does the course include approximately one-semester hour of writing instruction?

Yes  No

Do students receive feedback on the major writing assignments? Yes  No

Elaborate on the methods of instruction used, for example, lecture, modeling, discussion, in-class writing, peer response groups. Instruction also includes providing feedback other than the final grade and opportunities for students to
practice writing. For more information about possible teaching methods, see the Pedagogy section of this web site.

Students write under conditions similar to those they encounter in the field: they write leads and short pieces under some time pressure, get comments and revise. Students practice news gathering, writing, editing and style and learn through lecture, analysis of models, practice and rewrites based on feedback from assistants and the instructor.

Total number of words for all graded assignments will be approximately:

<table>
<thead>
<tr>
<th>Less than 1000</th>
<th>1000 – 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 – 4000</td>
<td>4000+</td>
</tr>
</tbody>
</table>

What proportion of the final grade is based on demonstration of writing skill?

35% (Media Analysis and Publication Request)

Who will evaluate graded writing? Include all assistants and designate if they are graduate or undergraduate. You do not need to use specific names, i.e., you can specify "7 undergraduate majors not taking course," or "3 Graduate Assistants." (No more than 10% of the final course grade can be determined by undergraduate assistants. This does not include the use of Calibrated Peer Review software.)

All of the major assignment grades are assigned by the course instructor. Graduate students assist with grading most of the lab assignments, and may do an initial read of the major assignments. They primarily mark grammar, punctuation, spelling, and AP style errors. The course instructor does the final review of the assignments and determines the grade on all four major assignments and on most of the lab assignments.

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

The teaching assistants assigned to AGJR 203 are graduate students in the AGED graduate program who are specializing in Ag Communications. All are graduates of TAMU’s AGJR program, or of a similar program at another university. All have taken two Ag Media Writing classes and the Ag Editing class. This coursework, along with working directly with the instructor on course grading, gives them an excellent background to assist with the course.

If you have any further comments you think the committee should consider about your course, include them on the back of this form or in a separate memo.
AGED 203
Agricultural Media Writing I
Texas A&M University
Department of Agricultural Education

Instructors:
Dr. Deborah Dunsford, Senior Lecturer
145 Scoates Hall, 458-3389;
dunsford@tamu.edu
Dr. Tracy Rutherford, Assistant Professor
143 Scoates Hall, 458-2744,
trutherford@aged.tamu.edu
Office Hours:

Teaching Assistants:
Christa Catchings
112 Scoates Hall, 458-3388
Chris Lavergne
112 Scoates Hall, 458-3391

Course Meeting Schedule:
Lecture: M & W; 9:10 to 10 a.m.
Labs: 503 (Dr. Dunsford), T & R; 8 to 9:15 a.m., Blocker 132
504 (Dr. Rutherford), T & R; 12:45 to 2 p.m., Reed 150

Prerequisites: Grade of C or better in AGJR 105, passing score on the GSP test. Credit will not be given for both AGJR 203 and JOUR 203.

Course Description: Agricultural Media Writing I introduces students to news gathering, writing, editing and style. It also includes media ethics and law – all as they relate to communicating agricultural information to the industry and to the general public. The course content includes news identification, audience analysis, basic news writing forms (including the inverted pyramid) and style based on the Associated Press Stylebook. Throughout the course, students will write for mediums including newspapers, radio, television, the Internet and other current and emerging mediums used to communicate with the agricultural industry and its stakeholders.

Course Background: Every form of mass communication presently in use, whether delivered to the public aurally, visually or in combination, must be written during an early step of the communication process. Putting a story into written form is the job of professional agricultural communicators, whether they work in news, public relations or advertising.

Course Outcomes:
- Understand the basics of news identification and news gathering for various agricultural stakeholder audiences.
- Organize the gathered information into an appropriate form for various agricultural communication media.
- Use style consistent with the medium and that assists the agricultural audience in better understanding the information provided.
- Write clear, accurate and engaging copy that would be usable for the targeted agricultural medium.

Required Texts:

# Projected Course Outline/Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Tentative Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, books, diskettes, computer log-on explanation. Labs: Computer orientation, copy editing, introduction to AP style, News analysis.</td>
<td>3</td>
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<tr>
<td>2</td>
<td>News story basics including leads, structure, handling agricultural information. Labs: AP Style, Writing leads</td>
<td>5</td>
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<tr>
<td>3</td>
<td>Information gathering, interviewing agricultural sources including preparing for the interview, asking the right questions. Lab: AP Style, interview exercises. <strong>Major assignment 1 done in Lab</strong> (lead).</td>
<td>4</td>
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<tr>
<td>4</td>
<td>Agriculture news story structure, agricultural news conferences. Lab: Writing the ag story for print, Attribution exercises</td>
<td>6</td>
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<tr>
<td>5</td>
<td>Speeches, attribution. In-class speaker for <strong>Major assignment 2. Lab.</strong> mock news conference, work on assignment 2 in lab.</td>
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<tr>
<td>6</td>
<td>Writing for agricultural public relations and advertising. Basic structure, considerations. Lab: Ag news release, Advertising for agriculture. Topic due for major assignment 3.</td>
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<tr>
<td>7</td>
<td>Multiple sources – keeping the information straight. Lab: Writing multiple-source agricultural stories, leads for poll and survey stories.</td>
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<tr>
<td>8</td>
<td>Polls and Surveys – What numbers mean in agricultural news. Lab: Polls and survey story, work on <strong>Major Assignment 3.</strong></td>
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<tr>
<td>SP</td>
<td>Spring Break</td>
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<tr>
<td>10</td>
<td>Broadcasting agricultural news, Farm radio. Lab: Broadcast quiz due, Radio leads, story. Story ideas for Asgn. 4 due.</td>
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<td>11</td>
<td>Farm news on television. Video for agricultural information. Lab: TV scriptwriting. Writing to videotape.</td>
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<td>12</td>
<td>Agricultural media dynamics. Publishers, publications and broadcast entities and how they interact with producers and each other. Lab: Media analysis group projects</td>
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<tr>
<td>13</td>
<td>Photographs, graphics and related visual elements. Covering meetings. Lab: Captions, meeting story. <strong>Major Assignment 4</strong></td>
<td></td>
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<tr>
<td>14</td>
<td>Agricultural media, ethics and ethical considerations. Course wrap up. Lab: Ethical conundrums, discussions.</td>
<td>2</td>
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</tbody>
</table>

**Graded Evaluation Activities:**

**Major Writing Assignments** (60 percent of course grade)

Four major writing assignments will be evaluated on content, story components (lead, sources), form, style and mechanics. The assignments will be progressively longer and more complex as the course progresses.

- Assignment #1, Lead (done in lab) (5 percent of grade)
- Assignment #2, Covering a news conference/speaker (10 percent)
- Assignment #3, Single-source story on topic generated by student (20 percent)
- Assignment #4, Multi-source story on topic generated by student (25 percent)

Students must turn in all four major writing assignments to be eligible to pass the course.
Lab assignments, story topic proposals (30 percent of course grade)
Lab assignments will include writing assignments, group work, in-lab discussions and other materials that reinforce topics discussed in the lecture. The lab assignments also provide practice for the four major assignments throughout the term.

Late Assignments: Late assignments will lose 10 points for every weekday they are late and will not be accepted if they are more than one work week late. (Please see Late Tickets section that follows.)

Quizzes (10 percent of course grade)
Quizzes include scheduled Associated Press and broadcast writing style quizzes and short pop quizzes given in lecture that will cover current events in agriculture, general current events and lecture information, including guest speaker material.

Grading Scale
90 + percent A 70-79 percent C 59 percent or less F
80-89 percent B 60-69 percent D

Revision Policy for major assignments 2 and 3
I want to reassure all of you that you're doing fine. However, because the major stories are a relatively large percentage of your lab grade, and therefore or your course grade, I am offering you the chance to revise your stories for a better grade. Here are the basics:

- If you opt to revise an assignment, your grade cannot get lower.
- You will be expected to not only make any changes marked on the original paper, but also to make the paper better overall.
- The new version will be graded, but the original paper must be returned with the revised paper (staple them together with the new one on top).
- Your final grade on the stories will be better than the original by 1/2 the difference between the original grade and the grade on the revision. For example: If you scored a 70 on the original paper and an 80 on the revised version, then the grade recorded for the speech story would be a 75 (80-70=10/2=5; 70+5=75).
- Your revised paper is due five week days after the original is returned to you — no late tickets may be used on revised papers.

Class Attendance
If at all possible, please let your instructor know if you are going to be absent in advance. Quizzes and lab assignments may be made up for University excused absences. See the official student rules for clarification of excused absences.

Americans with Disabilities Policy Statement
The Americans with Disabilities ACT (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the director of Counseling and each of your course instructors. Services for Students with Disabilities is located in Room 126 of the Koldus Building, or call 979-845-1637.
Scholastic Dishonesty:
As commonly defined, plagiarism consists of passing off as one's own ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”

We expect all class members to comply with TAMU policies regarding scholastic dishonesty and other issues outlined in the official student rules. As a professional in any communication field, plagiarism harms the credibility of the profession as a whole.

Copyrights
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given to sole to other individuals.

Late Tickets: Students will be given two late tickets that will give them the option to turn in one assignment up to two weekdays late. With the exception of the first and final major assignments, these tickets may be used at the student's discretion – no questions asked. Students will be limited to one late ticket per assignment and the ticket must be filled out and attached to the assignment when the assignment is turned in to their instructor.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Larson Powell - DEPARTMENT OF MODERN & CLASSICAL LANGUAGES
   and concerns (enter prefix, number, and complete title of course): German 405 - Music in German Culture

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Visual and Performing Arts
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. Attach twelve (12) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics [Exemplarily Educational Objectives]": http://www.thecb.state.tx.us/CTC/IP/CCCore/assumption.htm

Course addresses 6 out of 7 of THECB's Exemplary Educational Objectives - all but performance, including "awareness of scope and variety of works in the arts and humanities," understanding "within an historical and social context," critical response, articulating an informed personal reaction, appreciation and knowledge. We would like to open up our upper level culture courses to a wider range of students. Students have, in the past, been interested in our upper level German courses but they could not take them for Visual and Performing Arts credit. Course has been broadly designed for European and world context to this end.

Signature:                                      (Date)
Course Instructor/Coordinator

Received:                                      (Date)
Chair, CCC

Approvals:

College Dean:                                 (Date)

Department Head:                             (Date)
Texas A & M University

GERM 405 - Music in German Culture

This course examines the central role played by music in German cultural and national self-definition, covering the period from the late 18th century to the present. (Beethoven’s Ode to Joy was first a symbol of bourgeois humanism, then appropriated both by Nazis and Communists, played by Leonard Bernstein at the fall of the Berlin Wall, and is now the official hymn of the European Union.) Aspects discussed include: the political and ideological role of music, from the French Revolution to National Socialism, the GDR and reunification; the gendering of music as feminine in the Romantic period, and modernist criticism of this trend; the relation of public and private, collective and individual. Different genres and media will be discussed, from opera, art song (Lied), popular Singspiel and cabaret to 1960s protest songs, ballads and film; literary works thematizing music will also be read. Students are encouraged to work across the disciplines of literary studies, history, film studies, music, philosophy and women’s studies. (Course reader available at Notes and Quotes.) Course is taught in English, with extra section in German for German majors. No knowledge of German required.

Week of
Jan 26

Introduction: Modernity, Music and Central Europe. Music at once as paradigm of the autonomy of art and vehicle for political ideology. Enlightenment distrust of music (Battue, Fontenelle, Rousseau, Kant). Word and sound. Why the belatedness of music relative to other arts? National anthems (George Mosse) vs. internationalism. Thomas Mann, excerpts from Doktor Faustus and Betrachtungen eines Unpolitischen; Leni Riefenstahl, film clips from Olympia

I. Enlightenment and Classicism. Feminine Privacy and Male Public Community (Öffentlichkeit)
Feb. 2
Popular Middle-Class Culture and Social Criticism: The Singspiel (opera) Mozart, The Magic Flute. Enlightened despotism, censorship and the stage
7 Beethoven/Schiller: Weimar classicism; the Sublime. Heinrich von Kleist, Die heilige Cacili

II. Romanticism. Music as Paradigm of all the Arts/The Religion of Art
21 Robert and Clara Schumann, letters; Eichendorff settings (Liederkreis, Op. 39)

March 1 Wackenroder/Tieck, Heart’s Outpourings (Herzensergiessungen). E. T. A. Hoffmann, Das Fledermaus, Fantasieszüge (excerpts on music)
8 Midterm
(13 Spring Break)

III. Nationalism, Myth and Modernity. The Total Work of Art (Gesamtkunstwerk)
20 Nietzsche, Der Fall Wagner/Nietzsche contra Wagner (excerpts); Wagner, Parsifal
27 Strauss, Salome: Decadence and Parody; Femme Fatale and Fin-de-siècle
Thomas Mann, Tristan

April 3 Artur Schnitzler, Fraulein Else: hysteria, madness, femininity

Paper Outline Due

IV. Political Theater
10 Resistance and Populism: Weimar. The Threepenny Opera and Cabaret: Paper Due

V. Working through the Past
17 (1) Celan, Todesfuge; Bachmann, poems
(2) H. J. Syberberg, Our Hitler: Film as Gesamtkunstwerk and Nazism as spectacle.
24 Popular Singers as Bards: The Protest Singers of the 60s and 70s (Biermann)
Stockhausen, Hymnen: technology and collective memory

May 1 Final Discussion
Prof. Larson Powell/Academic 201A
Phone: (979) 845-2167
Office Hours:

Attendance and
Class Participation: 25%
Oral report in class: 10%
Paper: 20%
Midterm: 20%
Final: 25%

(Oral report will be graded on: accuracy of German, if report is given in that language; coherence and eloquence of presentation; originality of thought; additional research done.)

Attendance will be taken; more than two unexcused absences will begin to count on final grade. (In order to receive an “A”, you may not miss more than 3 classes, a “B”, not more than 4, a “C”, not more than 5, a “D”, not more than 6. If you are absent more than 6 times, you will receive an “F” for this part of your grade.) Chronic lateness to class will lower your attendance and participation grades. Late work is not accepted except in case of (documented) illness or emergency. Do not make your travel plans for the end of the semester until you have checked exam schedules first: final exams may not be taken early except in case of emergency. A plane ticket will not be considered sufficient reason for rescheduling. Please note that TAMU plagiarism rules apply (and will be applied): ignorance of these rules is not a valid excuse (see below).

Course Policies:

- **Academic Honesty/Plagiarism:** Academic Honesty is a serious matter at the university (see Part I, “Academic Rules,” Section 20, “Scholastic Dishonesty,” in the TAMU Student Rules, also available online at: http://student-rules.tamu.edu). The Student Rules define plagiarism 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.” All work in this class is expected to be the work of the student, with proper citation and documentation of the sources used. Any evidence of actual plagiarism will result in a grade of “F” in the course and a letter to the department head, as outlined by the procedures in the Student Rule Book. Students are also expected to conform to the “Aggie Code of Honor,” which states: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Ignorance of these guidelines will not constitute a valid excuse for plagiarism or any other form of academic dishonesty.

- **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 a reasonable accommodation of their disabilities. If you believe you have a disability requiring an 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.

- **Late Work:** Late work will not be accepted, unless you can justify your absence with a “University Excuse” (see TAMU Student Rules, Part I, “Academic Rules,” Section 7, “Attendance” for examples of valid excuses). If you know in advance that you will not be in class when an assignment is due, please let me know. If something unexpected comes up and you are unable to turn in your assignment on the day it is due, you must get in touch with me within 24 hours of the absence. Call me in my office, e-mail me, or you can leave a message with the Modern and Classical Languages department (845-2125). If you do not contact me within 24 hours of the absence, the assignment will not be accepted late!