Graduate Council Report
7 December 2006

New Course Request

A718 CVEN 640 Project Development: Methods and Models (3-0) Credit 3. Developing new projects; public-private partnerships; flexible design and stage-based construction; project risk analysis and management; estimating and budgeting; optimal project decisions; advanced techniques for modeling project performance. Prerequisite(s): STAT 601 or approval of instructor.

A709 ELEN 621 Mobile Wireless Networks (3-0) Credit 3. This graduate course provides an in-depth study of principles, architectures, protocols, and modeling techniques for mobile wireless networks. The course aims at equipping graduate students with not only a solid foundation and the state-of-the-art knowledge in a wide spectrum of wireless communications techniques and protocols, but also the rigorous analytical capabilities to evaluate the performance of complex mobile wireless systems and networks. As a research-oriented class, this course will also introduce students to the emerging and hot topics in mobile wireless networking and mobile computing research. Prerequisite(s): Basic-level “Computer Networks” class or consent of instructor.

A715 EPSY 651 Theory of Structural Equational Modeling (2-3) Credit 3. Introduction to the theory and application of structural equational modeling. Prerequisite(s): EPSY 640 & 641 or STAT 650-651; graduate classification; approval of dept head.

A692 HIST 629 Research Methods and Professional Development (3-0) Credit 3. Prepares students for a career in history by exploring the practical side of the profession; includes life as a graduate student, teaching, research methods, ethics, grant-writing, conference papers, publishing, non-academic alternatives, and the job market. Prerequisite(s): Approval of Instructor.

A680 HLTH 669 Professional Skills Development for Health Educators (3-0) Credit 3. Provide students with the tools necessary to become an effective health education professional; issues will be discussed that will be critical to the success of a future university faculty member. Prerequisite(s): Graduate student.

A713 LBAR 600 Liberal Arts Study Abroad (9-0) Credit 9. For students in approved programs to study abroad. Prerequisite(s): Graduate classification; approval of department head.

A693 LBAR 698 Writing for Publication (3-0) Credit 3. Writing in academic disciplines and settings. Writing for different audiences and purposes, Style; planning and development of journal articles; grant proposals; correspondence; oral presentations; technical reports. Permission of departmental/college graduate advisor. Prerequisite(s): advanced standing in master's/doctoral programs.

A716 MARB 656 Tropical Marine Ecology (1-6) Credit 3. Field-oriented experience in coral reef, mangrove, sea grass, cave and other tropical marine ecosystems. Special emphasis will be placed on biodiversity, ecology and conservation issues specific to the Yucatan Peninsula of Mexico. This course will involve one week course work in Galveston and a two-week field trip to Akumal on the Caribbean coast of Yucatan. Prerequisite(s): Scuba certification.

A708 MEEN 607 Polymer Physical Properties (3-0) Credit 3. Macromolecular concepts; molecular weight characterization; solubility parameters; phase diagrams; viscoelasticity; rheology;
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ____________

2. Course prefix, number and complete title _________________

3. Course description (not more than 50 words) _______________

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? ______ Indicate the number of students enrolled for each academic period it was taught. Spring 2004, Spring 2006

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. and Ph.D. in Construction Engineering and Management

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) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code

    CVEN | PROJ DEV: MTHDS & MODELS | 0 3 0 0 0 3

Do not complete shaded area.

Approval recommended by: ________________ Date ________________

Head of Department Date ________________

Chair, College Review Committee Date ________________

Dean of College Date ________________

Submitted to Coordinating Board by: ________________ Date ________________

Director of Academic Support Services Date ________________ Effective Date ________________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/84

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CVEN 640: Project Development: Methods and Models

Course Syllabus

Spring, 2007

Instructor
Ivan D. Damnjanovic, Ph.D., Assistant Professor
Office: 702-D, CE/TTI Building
Phone: 979-862-6616
Email: idamnjanovic@civil.tamu.edu

Course Prerequisites
STAT 211, STAT 601 or approval of instructor

Class Meeting
Tuesday/Thursday 2:20 - 3:35pm, CE 203

Course Description
It is important to the success of future project managers to understand how civil engineering projects are initiated, nurtured, developed, financed, permitted, and brought to execution. Although calculations such as engineering economics and present worth analysis are heavily used in business modeling and planning, these issues also depend on judgment and knowledge acquired through experience in project development. The objective of this course is to provide students with information and examples of how projects are conceived, developed, financed, and approved, because the commercial tradeoffs made and conditions set in these early stages of project development affect the entire subsequent project management process. To meet this objective, students will perform case studies in teams covering the project development cycle. The class will consist of lectures and presentations on the development of the case study project or projects; approximately one-half of the class time will be spent in interactive workshops on team projects by students.

Course Objectives
This course is intended to provide students with the ability to:
- Understand the entire process of commercial project development.
- Identify commercial opportunities through new project development.
- Prepare preliminary business and financial plans for new projects.
- Perform qualitative and quantitative project risk assessments.
- Understand project dynamics.
- Develop exit strategies.
- Manage project risks.
- Manage projects through startup and commercial operations.
Required Texts
None

Course Policies and Procedures
Students are required to comply with all Texas A&M University policies, including concerning attendance and assignments, which includes “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.” (Section 7 of TAMU Student Rules).

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides safeguards on your privacy by preventing the dissemination of information about your performance in the course in any way that might make that information available to other students. Unfortunately, this effectively prevents returning graded submittals in class. Therefore, in the first assignment you will be offered the opportunity to allow your graded submittals to be returned to you in class by signing a form that you submit with your assignment. Revoking your FERPA rights for this course is optional. Those retaining their FERPA rights for this course will be required to meet with instructor, teaching assistant, or their designated representative to receive graded submittals.

Academic Integrity
One of the most important policies is the Aggie Honor Code. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Students are expected to understand and abide by the Aggie Honor Code presented on the web at: http://www.tamu.edu/aggiehonor. No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Some or all examinations will be closed book; “looking at another student’s examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices)” during these examinations is a violation of Texas A&M Aggie Honor Code, cheating, unless specifically allowed in advance by the instructor. Violations will be handled in accordance with the Aggie Honor System Process described on the web site. The handouts used in this course are copyrighted. “Handouts” means all materials generated for this class, which include but at 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 in writing.

Grading
The following grade breakdown will be used for this class:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments (4 assignments)</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
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<tr>
<td>Term Project</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
TEXAS A&M UNIVERSITY
ZACHARY DEPARTMENT OF CIVIL ENGINEERING

The grade for each student will be determined according to the following scale:
A  90 – 100
B  80 – 89
C  70 – 79
D  60 – 69
F  < 60
However, the minimum score needed to get a specific grade may be lowered at the
discretion of the instructor. It will not be raised. The grades will not be curved.

Exam
Examination is closed book, closed notes. Midterm examinations will cover part of the
class material. Both qualitative and quantitative elements will be tested. Make-up exams
will be offered only for absences approved well in advance of the exam. This will
generally include only University-approved absences, though you may talk with the
instructor during office hours if you believe you have a legitimate reason for missing the
exam that does not qualify as University-approved.

Guidelines for Submission on Assignments and Projects
All assignments and term projects should conform to the following guidelines unless
specifically advised otherwise. If these guidelines are unclear, ask the instructor for
clarification. Nothing in these guidelines should be construed to be contrary to official
Texas A&M policies or to supersede official Texas A&M policies.

Assignments and term projects are due at the beginning of class on the due date specified.
Late assignments will be accepted only by prior arrangement with the instructor at least
48 hours before the deadline. Late term projects will be marked down one letter grade
unless prior arrangement with the instructor has been made (this will almost surely affect
the course grade). Submittals are like bids, in that they are due on the date and time
specified, and extensions are rarely given. Extensions will be granted only for
circumstances beyond the student's control. E-mail submittals will not be accepted
except by prior arrangement and extenuating circumstances.

It is your responsibility to understand the assignment (what is expected, due date,
objectives, criteria for evaluation, etc.) before you hand in the finished product and in
time to prepare your submittal by the deadline. Read and start on assignments early
enough to provide adequate time for questions to the instructor and to your teammates.

Submittals are like engineering reports: they must be in hard copy, printed, spell-checked,
and checked for accuracy by all team members. Neatness, grammar, and spelling do
count in all engineering work.

Questions about the grading of assignments should be addressed to the instructor within
one week of receiving the grade, or before the last class meeting, whichever comes first.
If, after understanding the basis for the grade assigned, you feel that you have provided
what is asked for but have not received appropriate credit, write a letter to the instructor
specifically pointing out these occurrences and documenting your position, and submit it
with the unchanged submittal to the instructor. The instructor will then review the grading and contact you.

Format Submittals should be organized like (brief) engineering studies or reports. Identify all assumptions made and the sources of all technical information. Identify the answers clearly. Text must be printed or typed, not handwritten, in 12 point type and 1 1/2-line spacing. Necessary handwritten material such as graphs and drawings should be large and printed legibly. Provide all team members' names, assignment title, and date at the top of the first page. Number the pages.

Refer to published material in the text with the authors' last names and year of publication of the reference in brackets, as: [Halpin and Woodhead, 1998]; [Vanhoucke et al., 2001]; [Forrester 1997]. Provide a reference list (alphabetically by the first author's last name) at the end of the text in the following format:

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

Tentative Course Schedule

Week 1: Project development overview. Forming the business
Week 2: Detailed business planning process. What financial backers need
Week 3: Company organizational structures
Week 4: Identification of business opportunities. Market assessment
Week 5: Management organization. Requirements definition. Detailed project planning
Week 6: Risk analysis. Cost, schedule, and quality control. Progress monitoring
Week 7: Design options: identification and valuation
Week 8: Mid-term class project oral presentations – business plans
Week 9: Risk assessment and risk management
Week 10: Budgeting
Week 11: Project decision-making under uncertainty
Week 12: Project valuation and sell down.
Week 13: Team Project presentations.
Week 14: Team Project presentations.
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 course is submitted by the Department of __________________________
   Course prefix, number and complete title of course: EPSY 651 Theory of Structural Equational Modeling
   Course description (not more than 50 words): Introduction to the theory and application of structural
equational modeling.

4. Prerequisite(s): EPSY 640 & 641 or STAT 650-651; graduate classification; approval of dept head.

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

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

7. Has this course been taught as a 489/689? Yes [X] No If yes, how many times? _______.
   Indicate the number of students enrolled for each academic period it was taught.

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)
      Ph.D. in Educational Psychology, Counseling Psychology or School Psychology

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)
    EPSY 651 Theory of Structural Equational Modeling

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Academic Year FICE Code
    0203034218010001092007-08010366

    Approval recommended by:
    Head of Department __________________________ Date 11/16/06
    Chair, College Review Committee __________________________ Date 11/17/06

    Head of Department (if cross-listed course) __________________________ Date 11/17/06
    Dean of College __________________________ Date

    Submitted to Coordinating Board by:
    __________________________ Date
    Dean of College __________________________ Date

    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.

OAR/AS-697

11 of 48 G
EPSY 651  Theory of Structural Equation Modeling  Fall 2006
Time: Wed 7-9:30pm
Classroom: HECC (Little Harrington) Rm201

Instructor: Dr. Oiman Kwok  TA: Qi Chen
Office hours: Thurs. 10am-1pm  Office hours: Qi (Thurs 1:30-3:30pm)
Office: 718A Harrington Tower  Office: EREL (718 Harrington Tower)
Phone: (979)458-1407 [Office]  (979)862-1256 [Fax]
Email: omkwok@neo.tamu.edu

Course Syllabus

Course Objectives
This course will provide you with an introduction to the theory and application of structural equation models. Structural equation models are a class of statistical techniques that incorporate regression analysis, path analysis, confirmatory factor analysis, and full scale models incorporating both measurement and structural components. These techniques are useful for both experimental and non-experimental data; for cross-sectional datasets; for multiple-group comparisons; and for longitudinal datasets, including the modeling of growth curves.

There are four major goals of this course: to understand the concepts related to Structural Equation Modeling; to be able to specify your own models and analyze the data using one of the SEM programs; to be able to interpret the statistical findings to lay persons. We will be using the SEM software program including LISREL, MPLUS, and AMOS to perform the statistical analyses.

Prerequisites
Students are expected to have taken: EPSY 640-641, or STAT 651-652, or any equivalent courses; must have graduate classification and approval of the department head.

Assignments and Course Evaluation
Grades will be based on the following:
 a) Participation (0%, come to class, look very happy, and talk about statistical models)
 b) Assignments (20%)
 c) Take home midterm exam (40%)
 d) Final in-class presentation (40%)

Grading Policy
90-100  A
80-89    B
70-79    C
60-69    D
Below 60  F
Note: You are encouraged to work with other students on the assignments and midterm exam. The midterm exam will cover topics for weeks 1-8. You will work with **two** partners (i.e., 3 students per group) on the final presentation. You may analyze your own data or data which were collected by other individual (as long as that individual has not analyzed the data addressing the same research questions you are attempting to answer). The final presentation (20 minutes) should include the following four sections: Introduction, method, results, and discussion. Your group will also need to turn a written paper for your final presentation (in APA format). You should apply the SEM techniques you learn from this course to your final project. Your group should schedule a meeting with me to talk about your final presentation before **noon, 11/16/06 (Thurs).**

**Textbooks**

**Software**

<table>
<thead>
<tr>
<th>Program</th>
<th>Website</th>
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<tbody>
<tr>
<td>MPlus</td>
<td>[<a href="http://statmodel.com">http://statmodel.com</a>]</td>
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<tr>
<td>LISREL</td>
<td>[<a href="http://ssicentral.com">http://ssicentral.com</a>]</td>
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<tr>
<td>NCSSCALC</td>
<td>[<a href="http://www.ncss.com/download.html">http://www.ncss.com/download.html</a>]</td>
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<tr>
<td>AMOS</td>
<td>[<a href="http://amosdevelopment.com/download/">http://amosdevelopment.com/download/</a>]</td>
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**Course Outline**

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Brief review of simple regression and data preparation; history of SEM</td>
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<tr>
<td></td>
<td>Readings: Kline Ch.1 to Ch.3</td>
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<tr>
<td>2</td>
<td>Brief introduction of matrix algebra and review of basic concepts</td>
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<tr>
<td></td>
<td>(variance-covariance matrix, observed variables, latent variables);</td>
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<td></td>
<td>path model I (specification &amp; identification)</td>
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<td></td>
<td>Readings: Kline Ch.5</td>
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<tr>
<td>3</td>
<td>Path model II (estimation &amp; evaluation)</td>
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<tr>
<td></td>
<td>Readings: Kline Ch.6, Ch.4</td>
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<tr>
<td>4</td>
<td>Measurement models, exploratory and confirmatory factor analysis</td>
</tr>
<tr>
<td></td>
<td>Readings: Kline Ch.7</td>
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<tr>
<td>5</td>
<td>Putting together: models with both measurement and structural components</td>
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<td></td>
<td>Readings: Kline Ch.8</td>
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<tr>
<td>6</td>
<td>More models (latent trait-state model, multi-trait-multi-method (MTMM)</td>
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<td>model, general-specific model, second-order model)</td>
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<td></td>
<td>Readings: Kline Ch.7.8</td>
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<td>7</td>
<td>Multiple group comparison, mean structure in SEM</td>
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<td></td>
<td>Readings: Kline Ch.11, Ch.10.1-10.4</td>
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<td>8</td>
<td>Mean structure in SEM II, measurement invariance</td>
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<tr>
<td><strong>Readings:</strong></td>
<td><strong>Kline Ch.11.3</strong></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Analyzing longitudinal data using latent growth model</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Kline Ch.10.5</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Violation of assumptions, analyzing categorical variables I</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Kline Ch.7.4, Ch. 7.7</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Analyzing categorical variables II</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Supplementary readings</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Advanced topics (interaction effects between latent variables, multilevel SEM)</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Kline Ch.13</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>Advanced topics (latent class analysis, missing data analysis)</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Kline Ch.13</td>
</tr>
</tbody>
</table>

**Additional Class Readings**


Widaman, K. F., & Reise, S. P. (1997). Exploring the measurement invariance of psychological instruments: Applications in the substance abuse domain. In K. J. Bryant,


**Students with Special Needs**
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 Office of Disability Services in Room B118 in Cain Hall of call. The telephone number is 845-1637. Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

**Handouts**
The handout s 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, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

**Academic Dishonesty**
Academic Integrity Statement: **An Aggie does not lie, cheat, or steal or tolerate those who do.** As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues, without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of History.

2. Course prefix, number and complete title: HIST 629 - Research Methods and Professional Development

3. Course description (not more than 50 words): Prepares students for a career in history by exploring the practical side of the profession; includes life as a graduate student, teaching, research methods, ethics, grant-writing, conference papers, publishing, non-academic alternatives, and the job market.

4. Prerequisite(s): Approval of Instructor

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 2005 (9 students); Fall 2006 (7 students).

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

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) HIST 629 RESEARCH METH & PROF DEVELOPMENT

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 5 4 0 1 0 1 0 0 0 1 1 4 5 0 0 7 - 0 8 0 0 3 6 3 2

Do not complete shaded area.

Approval recommended by: Walter B. Brungen 9/22/06 Emily E. Davidson 9/25/06

Head of Department Date Chair, College Review Committee / Date

Head of Department (if cross-listed course) Date Dean of College Date

Submitted to Coordinating Board by: Date

Dean of College Date

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04
History 689  
Fall 2006  
David Vaught  
Texas A&M University  

Research Methods and Professional Development  

Class Meetings: T 6:15 to 9:05  
Office: 213 Glasscock (History) Building  
Phone: 845-7167  
Office Hours: T 3-4, F 3-4, and by appointment  
Virtual Office Hours: d-vaught@tamu.edu  

Description:  

This seminar gives students the opportunity to explore history not so much as an intellectual pursuit but as a career. One might think of it as the practical counterpart to History 628. Required readings and assignments call for students to reflect on life as a graduate student, on the rewards and frustrations as well as the nuts and bolts of teaching, on the intricate processes of historical research and writing, and on publishing, grant-writing, and the job search—in essence, on how to survive, indeed how to prosper, in the profession. Stressing learning by doing, the seminar requires students to deliver both a lecture and a conference paper, prepare a syllabus and a research grant proposal, criticize (constructively) each other’s presentations, and most importantly conduct lively, informed discussions.  

Required Readings:  


Assessment:  

50% discussion (includes lecture and paper critiques)  
20% lecture (includes course syllabus)  
20% conference paper (includes conference and grant proposals)  
10% job application: cv, cover letter, and teaching portfolio
Schedule:

Aug. 29  Introduction; Gustafson, Becoming a Historian

Sept. 5  Graduate History Education
         Bender, Education of Historians; Chad Berry, et al., “History from the Bottom Up: On Reproducing Professional Culture in Graduate Education,” Journal of American History 81 (December 1994): 1137-1146 (available on-line)

Sept. 12  Teaching
         Filene, The Joy of Teaching; Allitt, I’m the Teacher, You’re the Student

Sept. 19  Teaching
         Guest Forum

Sept. 26  Student Lectures

Oct. 3    Student Lectures

Oct. 10   Student Lectures

Oct. 17   Research
         Publishing (articles, books, grants)
         Guest: Mary Lenn Dixon, TAMU Press
         Robin, Scandals and Scoundrels

Oct. 24   Research
         Guest: Jocelyn Wills
         Library tour—Joel Kitchens

Oct. 31   Research
         Guest Forum

Nov. 7    Student Conference Papers

Nov. 14   Student Conference Papers

Nov. 21   Student Conference Papers

Nov. 28   The Job Search
         Guest Forum
Lectures

Each student will deliver a lecture to the seminar on a topic of his/her choice (length of time to be determined). The lecture can be for a survey or an upper-division course. On the day of the presentation, each lecturer will also hand in a syllabus for the course. The other students will each write a 200-word critique and hand it in to both me and the lecturer no later than two days after the presentation. Students may, if they prefer, conduct a discussion section rather than give a lecture. You may assign a reasonable amount of background reading for the class, but you are responsible for duplicating or otherwise providing this reading. More details will be forthcoming.

Conference Papers

Each student will also deliver a conference paper to the seminar based on their current research. On the same day, they should submit a paper proposal for a professional conference to me (and, ideally, to an actual conference) as well as a two-page grant proposal for dissertation research. The other students will hand in critiques (as with the lectures). Students will be encouraged (though not required) to then revise their conference papers in consultation with their advisors and submit them to a peer-reviewed journal for publication. More details, once again, will be forthcoming.

Job Applications

Each student will submit a mock job application—cover letter, cv, and teaching portfolio—due Friday, December 1.

Additional Reading and Resources

Robert Blackey, “New Wine in Old Bottles: Revitalizing the Traditional History Lecture,” Teaching History 22 (Spring 1997): 3-25. Note that there are several journals devoted to the study of teaching history.
Anthony Brundage, Going to the Sources: A Guide to Historical Research and Writing, 3rd ed. (Wheeling, Ill.: Harlan Davidson, 2002)
Martha Howell and Walter Prevenier, From Reliable Sources: An Introduction to Historical Methods (Ithaca: Cornell University Press, 2001)
H-Net Teaching Sites (http://www.h-net.msu.edu/teaching/). Ten (at least) web sites, arranged by course, including the U.S. history survey, Western Civ, and World history. Discussion, syllabi, and more. Check it out!


Ron Robit, *Scandals and Scoundrels: Seven Cases that Shook the Academy* (Berkeley: University of California Press, 2004)


**Students with Disabilities:** The “Americans with Disabilities Act” is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in 116B, Cain Hall (phone 845-1637). It is the responsibility of the student to discuss this matter with me.

**Plagiarism:** Students need to consult the University’s information regarding plagiarism (http://www.tamu.edu/aggiehonor). Plagiarism is a form of cheating. According to the aggiehonor Web site, “plagiarism” can be understood as “the appropriation of another person’s ideas, processes, results or words without giving appropriate credit.” Plagiarism may involve uncited or uncredited use of papers or materials taken in whole or in part from other persons or references, such as from Internet Web sites, books, magazines, journals, or newspapers, or from other students’ papers. If you are unsure of the meaning of this description, confer with the professor. Committing plagiarism will result in receiving an ‘F’ on the assignment, possibly an ‘F’ in the course, and may lead to expulsion from the University. If you have any doubt whatsoever about whether or not something constitutes plagiarism, don't do it.
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Health & Kinesiology

2. Course prefix, number and complete title: HLTH 569 Professional Skills Development for Health Educators

3. Course description (not more than 50 words): Provide students with the tools necessary to become an effective health education professional; issues will be discussed that will be critical to the success of a future university faculty member.

4. Prerequisite(s) Graduate Student

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: _______. Spring 2006 - 5, Spring 2006 - 5

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

   Ph.D., Ed.D. in Health Education

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

   M.S., M.Ed. in Health Education

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)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
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<tbody>
<tr>
<td>HLTH 569</td>
<td>Prof</td>
<td>Skills Development for Health Educators</td>
</tr>
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Lect. Lab SCH Subject Matter Content Code Admin. Unit
0 3 0 0 0 3 | Prof Skills Development for Health Educators |

FICE Code
0 0 3 6 3 2

Do not complete shaded area.

Approval recommended by:

Head of Department: ___ ___
Date: ___ ___

Chair, College Review Committee: ___ ___
Date: ___ ___

Dean of College: ___ ___
Date: ___ ___

Subcommittee: ___ ___
Date: ___ ___

Effective Date: ___ ___

To have this form reviewed, please send to Linda P. Lacey, Mail Stop 1265 or fax to 847-8737.

DAMAS-SSM
Professional Skills Development for Health Educators

HLTH 669

Texas A&M University
College of Education and Human Development
Division of Health Education

Course Description

Aim:
This course is designed for graduate level PhD students in health education who are primarily interested in an academic career. This course will provide students with the tools necessary to become an effective health education professional. Issues will be discussed that will be critical to the success of a future university faculty member.

Course Objectives:
Upon completion of this course, each student will have carefully examined the following:

1. being a ethical health educator, review of the AAHE/SOPHR Code of Ethics and discussion of related ethical case studies.
2. being a professor; the balance of teaching, research, and service functions; the promotion and tenure process; networking; professional organizations
3. consulting and entrepreneurial opportunities in health education and health promotion
4. communication activities; textbook writing; publications in peer reviewed journals, publications in the popular media; conducting a press release; technological applications

Textbook – Required


Structure:
This will be a seminar style discussion course. Students will be allowed to explore a number of professional development issues and have in-depth discussions.
Scholastic Dishonesty:

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

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

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.

You are strongly encouraged to visit the Evans Library website titled “Student Resources on Academic Integrity and Plagiarism” for more information.

http://library.tamu.edu/van/portal/tamlilib/content/renderer/children/0.2875.1724.100162.0.00.html

Attendance Policy:

Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. Attendance will be checked each class period. Your attendance will weight in grade decisions.

To avoid misunderstandings on both our parts, please refer to the Texas A&M University Rules, Part I, Academic Rules, #7 Attendance:

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excised by the university are the following:

1) Participation in an activity appearing on the University authorized list.
2) Death or major illness in a student’s immediate family
3) Illness of a dependent family member
4) Participation in legal proceedings or administrative procedure that require a student’s presence
5) Religious holy day
6) Injury or illness that is too severe or contagious for the student to attend class.
7) Required participation in military duties
8) Mandatory admission interviews for professional or graduate school which can not be rescheduled.
Statement Regarding Disabilities:

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 B118 of the Cain Hall or call 845-1637. Helpful information is located at http://disability.tamu.edu.

Copyright Statement:

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

Evaluation:

Grades will be based on the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
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<tr>
<td>Chapter Summaries</td>
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<td>Health Education Faculty interview</td>
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<td>Ethical issue paper</td>
<td>50</td>
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<tr>
<td>Research agenda</td>
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<td><strong>TOTAL</strong></td>
<td><strong>290</strong></td>
</tr>
</tbody>
</table>

A = 250 and above  
B = 249-225

Assignments

1. **Chapter Summaries:** Students will be required to read and summarize chapters from the Goldsmith book. The chapter summaries should include a discussion of the main points of the chapter as well as the student’s personal perspective of the information. The chapter summaries should be no longer than 4 double spaced pages. The chapters that you will be responsible for are chapters 4, 5, 6, 7, 8, &10

2. **Interview with current health faculty members:** Students will be required to interview at least two current health education faculty members. Students are expected to question the faculty member on issues related to teaching, research, and service. Students are required to turn in a paper based on the notes from the interview. The paper can be written in interview style. This assignment is worth 50 points.
3. **Ethical issue position paper**: Students will be required to research one ethical issue in health education and health promotion in depth and write a ten page position paper on their findings.

4. **Research, Teaching, and Service Philosophy/Agenda**: Students will be required to present (10-15 minutes) their philosophy/agenda of research, teaching, and service. This should be written up and turned in. No page requirements are provided. This assignment is not graded.
Tentative Schedule of Topics

- Course Introduction/Syllabus/goals and objectives
- Becoming a Scholar
- Mentoring
- Describe Research, Teaching, and Service Agenda
- The Dissertation Process
- Landing an Academic Job
- The Life of an Assistant Professor
- Teaching, Research and Service
- Tenure and the tenure process
- The personal side of academia
- Putting it all together
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of [Health & Kinesiology]

2. Course prefix, number and complete title [HLTH 669 - Professional Skills Development for Health Educators]

3. Course description (not more than 50 words) [Provide students with the tools necessary to become an effective health education professional; issues will be discussed that will be critical to the success of a future university faculty member.]

4. Prerequisite(s) Graduate Student [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. Spring 2005 - 5; Spring 2006 - 5

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

   Ph.D., Ed.D. in Health Education

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

   M.S., M.Ed. in Health Education

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)

| HLTH | 669 | Professional Skills Development for Health Educators |

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<th>Lab</th>
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<th>Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<th>Level</th>
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<td>L</td>
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</table>

Do not complete shaded area.

Approval recommended by:

Head of Department [Signature] [Date] 9/15/06

Head of Department (if cross-listed course) [Signature] [Date] 9/15/06

Submitted to Coordinating Board by:

Dean of College [Signature] [Date]

Director of Academic Support Services [Signature] [Date]

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-3/04

28 of 48 G
Professional Skills Development for Health Educators

HLTH 669

Texas A&M University
College of Education and Human Development
Division of Health Education

Course Description

Aim:

This course is designed for graduate level PhD students in health education who are primarily interested in an academic career. This course will provide students with the tools necessary to become an effective health education professional. Issues will be discussed that will be critical to the success of a future university faculty member.

Course Objectives:

Upon completion of this course, each student will have carefully examined the following:

1. health education career issues; types of jobs; applying for academic positions; interviewing skills; negotiating skills
2. being a professor; the balance of teaching, research, and service functions; the promotion and tenure process; networking; professional organizations
3. consulting and entrepreneurial opportunities in health education and health promotion
4. communication activities; textbook writing; publications in peer reviewed journals; publications in the popular media; conducting a press release; technological applications

Textbook – Required


Structure:

This will be a seminar style discussion course. Students will be allowed to explore a number of professional development issues and have in-depth discussions.
Aggie Honor Code:  
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http://library.tamu.edu/vgn/portal/tamulib/content/renter/children/0.2875.1724_1001620.00.html

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safety communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

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3) Illness of a dependent family member
4) Participation in legal proceedings or administrative procedure that require a student’s presence
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<tr>
<td>Vita Development</td>
<td>50 points</td>
</tr>
<tr>
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A = 250 and above  
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2. **Interview with current health faculty members:** Students will be required to interview at least two current health education faculty members. Students are expected to question the faculty member on issues related to teaching, research, and service. Students are required to turn in a paper based on the notes from the interview. The paper can be written in interview style. This assignment is worth 50 points.

3. **Vita Development** Students will be required to develop their academic vita. Each student will examine 3-4 vitas of health education faculty and will develop one based on the information found in the sample vitas. This assignment is worth 50 points.

4. **Job Talk/Presentation:** Students will be required to conduct a job talk/presentation. The presentation will be based on one of the jobs that the student identified in the job search. The presentation will cover the student’s past experiences, current work/research agenda, and future goals and aspirations. Keep in mind that the talk should be reflective of the job for which you intend to apply.

5. **Research, Teaching, and Service Philosophy/Agenda:** Students will be required to present (10-15 minutes) their philosophy/agenda of research, teaching, and service. This should be written up and turned in. No page requirements are provided. This assignment is not graded.
Tentative Schedule of Topics

Course Introduction/Syllabus/ goals and objectives
Becoming a Scholar
Mentoring

Describe research, teaching, and service agenda/philosophy
The Dissertation Process
Chapter 4 summary

Landing an Academic Job
Chapter 5 summary
Faculty Interview

The Life of an Assistant Professor
Chapter 6 summary
Vita Draft due
Faculty Interview

Teaching, Research and Service
Chapter 7 summary
Faculty Interview

Tenure
Chapter 8 summary
Vita Due
Faculty Interview

The personal side of academia
Chapter 10 summary
Job Talk Presentations

Putting it all together
Job Talk Presentations
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of [Liberal Arts]  

2. Course prefix, number and complete title [LBAR 600: Liberal Arts Study Abroad]

3. Course description (not more than 50 words) [For students in approved programs to study abroad.]

4. Prerequisite(s) [Graduate classification; approval of department head]  
   Cross-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.

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)

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) [LBAR 600: Liberal Arts Study Abroad]

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Do not complete shaded area.

Approval recommended by:  
[Signatures and dates]

Head of Department Date  
Chair, College Review Committee Date

Head of Department (if cross-listed course) Date  
Dean of College Date

Submitted to Coordinating Board by:  
[Signatures and dates]

Dean of College Date  
Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OARAS-504

34 of 48 G
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ______________________

2. Course prefix, number and complete title  LBAR 698: Writing for Publication

3. Course description (not more than 50 words) Writing in academic disciplines and settings. Writing for different audiences and purposes. Style; planning and development of journal articles; grant proposals; correspondence; oral presentations; technical reports. Permission of departmental/college graduate advisor.

4. Prerequisite(s) advanced standing in master’s/doctoral programs 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? _____ time(s) Indicate the number of students enrolled for each academic period it was taught. 25

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)

   any master's or doctoral program

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)  LBAR 698 WRITING FOR PUBLICATION


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Do not complete shaded area.

Approval recommended by:
Head of Department  Date  9/12/06
Chair, College Review Committee  Date  9/25/06
Dean of College  Date  5-28-06

Submitted to Coordinating Board by:
Dean of College  Date

Director of Academic Support Services  Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-504

35 of 48 G
LBAR 698: Writing for Publication

Instructor:

Elizabeth Tebeaux
Professor of English
243E Blocker

Phone: 862-3593
Email: e-tebeaux@tamu.edu
Office hours: TBA

Resource website: http://www.tamu.edu/ode/graduatewritingproject
Reading assignments are located on this URL and in the required texts.

Enrollment Prerequisites

The course targets graduate students working on their theses or dissertations and/or students actively planning and writing an article for publication. Students beginning their graduate work should not enroll because of the level of writing projects required. Students who enroll should be focusing on completing their academic work and committed to improving their writing. This course is NOT about grades but having focused time to learn how to improve your writing.

Course Objectives

- Practice elements of communication needed by graduate students in an academic work context.
- Apply principles of design as these apply to sentences, paragraphs, and complete documents.
- Practice developing types of academic writing.
- Review principles of usage and punctuation—essentials of Standard English.
- Develop expertise in writing needed beyond school. Students who enroll are encouraged to focus on an article they may wish to publish or their thesis or dissertation.

Outcomes

- Students will prepare a variety of documents related to their graduate work and writing in the workplace.
- These documents will allow students to practice application of development principles needed for each kind of document.
- Students will improve their command and application of principles of writing as determined by pre-/post-assessment.

Course Description

3 SCH credit. Class sessions will have discussion, lecture, and practice time for students to work on writing projects. Course will focus on principles for developing sentences, paragraphs, scientific papers and presentations. Other topics: understanding the elements of clarity, developing grant proposals, avoiding plagiarism, understanding the perspectives of journal editors, developing effective oral presentations and PowerPoint slides, developing the CV. Students will work in teams to discuss/evaluate some assignments. Students will complete a writing assessment assignment at the beginning and the end of the course to determine improvement. Design of subsequent sections of this course will use assessment results. Course topics/assignments may vary depending on needs of the individual class.
Course Assignments – will vary with needs of each class

Writing assessment assignment—beginning and end of the term
Analysis of journal publication requirements—memorandum

Effective paragraph development
  - Short paragraph abstracts based on short articles
  - Revisions of two of your paragraphs.

Introduction— for an article or your thesis/dissertation
Abstracts—descriptive and informative of an article
Developing effective correspondence
  - Query letter to an editor of a journal
  - Proposal letter (for an article or a presentation)
Two articles:
  - Article for publication; or short article summarizing your research findings
  - Revision of this article for a general audience.

Effective conference presentations

Review of grammar and usage as needed; in-class practice; avoiding plagiarism

Course Requirements

- Attend class regularly. Complete all assigned readings. Participate in team assignments. Ask questions.
  Do all assignments. All assignments must be submitted to pass the course.

Evaluation

- Each assignment will be evaluated according to the development principles for each document assigned.
- Evaluations will use rubric to evaluate how well students understand principles of planning, writing, revising, and editing. Grading for the course will be pass/fail.

Academic Integrity

Aggies do not lie, cheat, or steal or tolerate those who do.

Each student is expected to do his/her own work. This course is NOT about grades but about learning how to plan, write, and revise documents important in an academic environment. Any violation of the honor code will be reported to the Honor Code Office and to the Office of Graduate Studies.

Required Books (Available at the university book store under Graduate Writing Project)
These books should be useful to you long after you have completed this course.


Course and Assignment Sequence

- Knowing what your field expects/requires in terms of style and presentation.

- Writing an effective thesis/dissertation: Barbara McGuirk, Thesis Clerk

- Effective paragraphing, clear sentence structure, document design, and concepts of organization

- Documentation: How to avoid plagiarism. Speaker: Candace Shafer, University Writing Center

- Presentation by two journal editors—Writing requirements for article acceptance

- Effective writing and proposal acceptance—Dr. Phyllis McBride. Office of Proposal Development, VPR

✓Assignment 1: Summarize your discipline's guide to publication. Focus on writing and style requirements for articles. Or, assess a journal in which you would like to publish. Describe kinds of articles published, focus of articles, targeted readers, length, format, sentence style, documentation, visuals, abstract type used. Prepare a memo reporting your findings. Attach several pages of an article from this journal.

- Analyzing Audiences: What do academic editors of journals expect in articles submitted for publication? Speakers: two editors from professional/academic journals currently housed at TAMU.

- Principles of Design for technical reports, articles, proposals, and correspondence

- Analyzing Paragraph Development

✓Assignment 2: Submit two paragraphs you have written along with revisions of these paragraphs based on the elements of good paragraphs.

- Developing Abstracts: Discussion of different types of abstracts—form and content

✓Assignment 3: Write a one-paragraph informative abstract of the article on the website (assignment readings). Write a short descriptive abstract of the same article.

- Developing Introductions: Analyze introductions of articles in journals in which you would like to publish. Analyze introductions to theses and dissertations.

✓Assignment 4: Prepare an introduction to an article. Or, work on the introduction to your thesis/dissertation.
Review of Sentence Structure: How to write a clear, concise sentence. Sentence analysis will be studied regularly. 
Short essay to study and edit. Goal: improve readability and clarity. In-class project.

Review of punctuation, usage, and grammar—will occur regularly, as needed. Focus: problems that occur in students’ papers.

Designing Effective Memoranda and Letters

✓ Assignment 5: Memoranda/letters written in response to case situations. Write a letter of inquiry to a journal editor.

Designing Proposals—Dr. Phyllis McBride, Office of Proposal Development, VPR

✓ Assignment 6: Prepare a proposal for an article or a conference presentation.
Scenario: A colleague in your discipline is planning a special issue on a topic. Graduate students are invited to submit one/two-page proposals for articles/presentations. Write the proposal and attach it to a letter to the person who is soliciting proposals for the special issue/conference.

Planning/writing the academic article and the popular article

✓ Assignments 7A: Write an article about a topic in your field of research. Article 7B: Target audience: general readers. Goal: Learn to explain your research to non-technical readers.

How to read an article at a conference; effective use of PowerPoint.

Developing the effective CV and application letter.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.
TO: Mark Clayton, CARS  
Emily Davidson, LBAR 
Skip Landis, VMID 
Walter Haisler, ENGR 
Robert Popp, GEOS 
Buster E. Pruitt, CEHD 
David Reed, COALS 
Bala Shetty, BUAD 
Mark Zoran, SCEN 

DATE: September 7, 2006

THROUGH: Paul Parrish

FROM: Elizabeth Tébeaux

SUBJECT: Proposal to Establish Writing for Publication, a New Graduate Course as 
AGLS 698, CARC 698, BUAD 698, CEHD 698, ENGR 698, GEOS 698, 
LBAR 698, SCEN 698, and VMID 698

PC: J. R. Giardino 
Valerie Balester

Summary

During Spring 2005, Valerie Balester and I began working with Ms. Barbara McQuirk from OGS and Jamie Rae Walker, President of the Graduate Student Council, about the need to offer writing instruction for graduate students. Our efforts emerged from concerns we saw in many theses and dissertations. Graduate students currently do not pay the University Writing Center fee and do not have access to UWC services.

In assessing the need for a communication course for graduate students, we sent a request, via OGS, to the Graduate Council and asked for comments from graduate faculty about (1) problems they encounter most frequently in their graduate students’ writing and (2) suggestions for the content for a course that helps prepare graduate students to write for publication. We also interviewed graduate students and faculty who wished to meet with us to discuss graduate student communication needs.

Two results emerged from this collaborative effort: (1) Under the leadership of Jamie Rea Walker and Rebecca White, Graduate students voted to add the UWC fee that will allow them to use the writing center; (2) I launched a course, Writing for Publication, as a 689 during Summer 2006. These efforts, which we decided to call The Graduate Writing Project would provide financial and pedagogical resources designed specifically to help graduate students interested in improving their writing competencies. We found that a few departments provide writing seminars and courses for their students but more support is needed for students whose departments do not provide communication help.
OGS created nine college-level 689's—one for each college that indicated interest in enrolling graduate students—for a 10-week course offered during Summer 2006. Twenty-five students enrolled for the course, which was offered as S/U. Six more students audited the course.

Assessment showed that 24 of the 25 students improved their writing (clarity, organization, correctness). Students were also asked to recommend changes to the curriculum.

Current Activities

1. The fee proposal to add the University Writing Center fee ($8/student/semester) has been prepared by OGS for submission to the Provost.

2. During Spring 2007, Writing for Publication will again be offered as a 689—students in each college will be able to enroll in the 689.300 established for their college. I will again teach the course.

3. Attached is the proposal to create a new course for your college. Each of you is receiving the same proposal with a different college prefix. Linda Lacey has suggested that the 698 course number be used. By signing this course request, you can create a college-level 698 for your college.

4. My plan is to offer one section of this course every semester—course limit 30. Then, beginning Fall 2007, if the UWC fee proposal passes, graduate students will be able to begin using the services of the University Writing Center. The fee money generated will enable Valerie Balester to hire an expert in teaching English as a Second Language in addition to four consultants who will focus on helping graduate students through workshops and tutorials at the University Writing Center.

5. This new course, 698, will be similar to English 660, Writing for Publication, taught by the English Department for more than 30 years. I taught that course for 10 years and believe such a course can be valuable to graduate students planning for a career that requires sustained academic publication. However, many of the assignments included on the attached syllabus were requested by students enrolled this past summer. Please note that the syllabus will always be adjusted to serve the needs of students taking the course.

6. Also please note that each college will be responsible for selecting students to enroll in 698. Because the new 698, Writing for Publication, is designed to target students nearing the end of their student careers and preparing for employment in academic departments or research organizations, I am asking that only advanced graduate students who have active writing projects be allowed to enroll. 698 will not be a course in advanced remedial English! Once the writing center fee is enacted, targeted workshops for students in the early stages of their graduate work will be created.

If you have comments or questions, please contact me at e-tebeaux@tamu.edu

Attachments (2): Request for a New Course
698 Syllabus
Texas A&M University

Departmental Request for a New Course
Graduate

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

1. This course is submitted by the Department of Marine Biology

2. Course prefix, number and complete title of course: MARB 656 Tropical Marine Ecology

3. Course description (not more than 50 words): Field-oriented experience in coral reef, mangrove, sea grass, cave, and other tropical marine ecosystems. Special emphasis will be placed on biodiversity, ecology and conservation issues specific to the Yucatan Peninsula of Mexico. This course will involve one week course work in Galveston and a two-week field trip to Akumal on the Caribbean coast of Yucatan.

4. Prerequisite(s) Scuba certification

5. Is this a variable credit course? Yes No

6. Is this a repeatable course? Yes No

7. Has this course been taught as a 489/689? Yes No

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A in History) None
   b. An elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

   M.S. and Ph.D. in Marine Biology, Biology, Oceanography, Wildlife and Fisheries Sciences

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)
    MARB 656 | TROPICAL MARINE ECOLOGY
    Lect. Lab SC | Subject Matter Content Code | Admin. Unit | Academic Year | FICE Code
    0 1 0 6 0 3 | | | 0 1 2 9 8

   Approval recommended by:
   Head of Department Date Chair, College Review Committee Date
   Head of Department (if cross-listed course) Date

   Submitted to Coordinating Board by:
   Dean of College Date 42 of 48 G
MARB 656: Tropical Marine Ecology

Dr. Thomas Iliffe, Course Instructor
Rm. 256, Ft. Crockett – (409) 740-4454
E-mail: iliffet@tamug.edu
Course Web Sites: http://webct.tamug.edu/; http://www.marinebiology.edu/tropical.htm

Course description: (3 credits). This course provides for field-oriented experience in coral reef, mangrove, sea grass, cave and other tropical marine ecosystems. Special emphasis will be placed on biodiversity, ecology and conservation issues specific to the Yucatan Peninsula of Mexico. Graduate students will design and implement individualized research projects that relate to the content of the course, making use of undergraduate team members. They will supervise the data collection and analysis and a write detailed report for use by local conservation and scientific organizations. This mandates active participation and leadership in both fieldwork and classroom activities throughout the course. The course consists of 1 week of assigned readings and web based discussion, 1 week of lecture in Galveston, and 2 weeks of fieldwork in the Yucatan Peninsula.

Prerequisites: Scuba certification (Scientific Diver preferred) or permission of instructor.

Textbooks: A Field Guide to Coral Reefs – Caribbean and Florida by Eugene H. Kaplan, 1982; plus required readings from materials on the course web site.

This course involves a 2-week field trip to Akumal on the Caribbean coast of the Yucatan Peninsula. Students will be charged a field trip fee (approximately $1600) which will cover airfare, accommodations, meals, diving and transportation in Mexico. This field trip fee is in addition to normal tuition and fees. Dormitory space is available at the TAMU-Galveston campus for the first week of the course, while housing in Yucatan will be in condominiums at Akumal, Quintana Roo, Mexico.

<table>
<thead>
<tr>
<th>Day</th>
<th>Location</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Galveston</td>
<td>Intro. Lecture, swim test, marine algae lecture</td>
</tr>
<tr>
<td>2</td>
<td>Galveston</td>
<td>Moody Aquarium reef tank, exam</td>
</tr>
<tr>
<td>3</td>
<td>Galveston</td>
<td>Scuba in pool, corals, cenotes lectures</td>
</tr>
<tr>
<td>4</td>
<td>Galveston</td>
<td>Scuba in pool, sea turtles lectures</td>
</tr>
<tr>
<td>5</td>
<td>Galveston</td>
<td>Scuba in open water, rainforest, mangroves, sea grass lectures</td>
</tr>
<tr>
<td>6</td>
<td>Galveston</td>
<td>Moody Gardens rainforest, fish, fisheries lectures</td>
</tr>
<tr>
<td>7</td>
<td>Galveston</td>
<td>Moody Aquarium, final packing &amp; checking of gear</td>
</tr>
<tr>
<td>8</td>
<td>Travel day</td>
<td>Depart Galveston, fly from Houston to Cancun, bus to Akumal</td>
</tr>
<tr>
<td>9</td>
<td>Akumal</td>
<td>General orientation, snorkeling trip to reefs and sea grass beds</td>
</tr>
<tr>
<td>10</td>
<td>Akumal</td>
<td>Shore dives - back reef area (reef structure and biodiversity)</td>
</tr>
<tr>
<td>11</td>
<td>Akumal</td>
<td>Boat dives - barrier reef (reef fish identification)</td>
</tr>
<tr>
<td>12</td>
<td>Akumal</td>
<td>Boat dives - barrier reef (% coral coverage &amp; coral diseases)</td>
</tr>
<tr>
<td>13</td>
<td>Akumal</td>
<td>Trip to Mayan ruins at Chichen Itza (Mayan history and civilization)</td>
</tr>
<tr>
<td>14</td>
<td>Akumal</td>
<td>Mangroves, sea grass studies (zonation, species composition)</td>
</tr>
<tr>
<td>15</td>
<td>Akumal</td>
<td>Rocky shoreline and sandy beach ecology</td>
</tr>
<tr>
<td>16</td>
<td>Akumal</td>
<td>Boat dives - fish census (transect &amp; stationary counts)</td>
</tr>
<tr>
<td>17</td>
<td>Akumal</td>
<td>Boat dives - deep reef (spur &amp; groove structure)</td>
</tr>
<tr>
<td>18</td>
<td>Akumal</td>
<td>Cenote dives (hydrology, speleogenesis, biology)</td>
</tr>
<tr>
<td>19</td>
<td>Akumal</td>
<td>Cenote dives (hydrology, speleogenesis, biology)</td>
</tr>
<tr>
<td>20</td>
<td>Akumal</td>
<td>Trip to Mayan ruins at Tulum, Coba (Mayan history and civilization)</td>
</tr>
<tr>
<td>21</td>
<td>Akumal</td>
<td>Fisheries, conservation issues</td>
</tr>
<tr>
<td>22</td>
<td>Travel day</td>
<td>Bus to Cancun, fly to Houston, return to Galveston</td>
</tr>
</tbody>
</table>
**Grading:** Classroom and fieldwork participation 30%
Fieldwork research reports 40%
Lecture exam 30%

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 a reasonable accommodation of the disabilities. If you believe you have a disability requiring an accommodation, please contact the director of counseling.

**Academic Dishonesty:**
For many years Aggies have followed a Code of Honor, which is stated in this very simple verse: **"Aggies do not lie, cheat, or steal, nor do they tolerate those who do.*** 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 dishonest. The Aggies Code of Honor and the Scholastic Dishonesty section in the TAMUG University Rules will be the stand upon which scholastic integrity is maintained.

**Student Rights, Responsibilities, and Regulations:**
Students should be familiar with the University Rules, which can be obtained from the Office of Student Affairs. This handbook contains valuable information concerning academic dishonesty, appeals processes, incomplete grades, sexual harassment, and many other topics of interest to you.
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 Mechanical Engineering

2. Course prefix, number and complete title: MEEN 607 - Polymer Physical Properties

3. Course description (not more than 50 words): Macromolecular concepts; molecular weight characterization; solubility parameters; phase diagrams; viscoelasticity; rheology; thermal behavior; damage phenomena; morphology; crystallization; liquid crystallinity; nanocomposites

4. Prerequisite(s): MEEN 222 (or other intro to materials science course)

5. Cross-listed with: MSEN 607

6. Is this a variable credit course? □ Yes ☑ No

7. If yes, from _____ to _____.

8. Is this a repeatable course? □ Yes ☑ No

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

10. Has this course been taught as a 489/689? □ Yes ☑ No

11. If yes, how many times? 1

12. Indicate the number of students enrolled for each academic period it was taught. 21 students in Fall 2006

13. 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., Ph.D. in Mechanical Engineering, Aerospace Engineering, Chemistry, Chemical Engineering, Physics, Materials Science and Eng.

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)

| MEEN 607 | POLYMER PHYSICAL PROPERT |

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code

0 3 0 0 - - 0 1 0 3 6 6

Do not complete shaded area.

Approval recommended by:

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

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.
MEEN 689
Polymer Physical Properties

Instructor: Professor Jaime C. Grunlan
Office: ENPH 218
(979) 845-3027 phone (979) 862-3989 fax jgrunlan@tamu.edu e-mail
Office Hours: TR 9:15 – 10:00am, M 9:00 – 10:30pm, or by appointment

Lecture: TTh 8:00 – 9:15pm CHEN 111 (Brown Building)


Additional References:
U. W. Gedde, Polymer Physics (Chapman & Hall, 1995).
D. I. Bower, An Introduction to Polymer Physics (Cambridge, 2002).

Course Description:
Macromolecular concepts; molecular weight; characterization; solubility parameter; phase diagram;
rubber-like elasticity; viscoelasticity; rheology; thermal properties; surface damage phenomena;
morphology; crystallization; liquid crystallinity; nanocomposites.

Course Objectives:
1. Equip students with basic terminology and mathematics associated with physical polymer science.
2. Develop understanding of polymer structure-property relationships.
3. Learn the inner workings of various characterization techniques and how they are able to provide
   information about polymer structure and physical properties.

Lectures:
Lectures are designed to highlight important concepts, but are not a replacement for reading assignments
in the textbook. Please read the book prior to lecture if possible. As you enter the classroom, homework
assignments and occasional handouts will be available in piles. Take one as you enter the classroom.
After the class is called to order, the first several minutes of class will be devoted to announcements,
questions of interest to the entire class and a summary of topics to be covered in the day's lecture.
Lectures will be presented mainly on the blackboard and overhead projector. There will also be
occasional classroom demonstrations. Questions during the lecture are welcome.

Grading:*  
15 Homework**
20 Project (Report & Presentation)
20 Hour exam #1
20 Hour exam #2
25 Final exam
100

* Requests for re-grading must be submitted within one week after the assignment or exam is returned.
** Working hard on the homework will help you understand the course material and perform better
on the exams.
Lecture Schedule and Reading Assignments:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Introduction to Polymers</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>August 31</td>
<td>Introduction to Polymers</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>September 5</td>
<td>Chain Structure and Classifications</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>September 7</td>
<td>Molecular Weight</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 12</td>
<td>Intrinsic Viscosity</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 14</td>
<td>Independent Study (NO CLASS)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 19</td>
<td>Amorphous State</td>
<td>Chapter 5 (Sections 5.1 – 5.3)</td>
</tr>
<tr>
<td>September 21</td>
<td>Macromolecular Dynamics</td>
<td>Chapter 5 (Section 5.4)</td>
</tr>
<tr>
<td>September 26</td>
<td>Glass Transition</td>
<td>Chapter 8 (Sections 8.6 – 8.11)</td>
</tr>
<tr>
<td>September 28</td>
<td>Glass Transition</td>
<td>Chapter 8 (Sections 8.6 – 8.11)</td>
</tr>
<tr>
<td>October 3</td>
<td>EXAM #1</td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>Crystalline State</td>
<td>Chapter 6 (Sections 6.1 – 6.5)</td>
</tr>
<tr>
<td>October 10</td>
<td>Crystalline State</td>
<td>Chapter 6 (Sections 6.6 – 6.9 and 6.11 – 6.12)</td>
</tr>
<tr>
<td>October 12</td>
<td>Liquid Crystalline State</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>October 17</td>
<td>Phase Behavior</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>October 19</td>
<td>Thermodynamics of Mixing</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>October 24</td>
<td>Blends and Block Copolymers</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>October 26</td>
<td>Rubber Elasticity</td>
<td>Chapter 9 (Sections 9.1, 9.3 – 9.7, 9.9 – 9.14)</td>
</tr>
<tr>
<td>October 31</td>
<td>Viscoelasticity</td>
<td>Chapter 10 (Sections 10.1 – 10.3)</td>
</tr>
<tr>
<td>November 2</td>
<td>EXAM #2</td>
<td>Chapter 10 (Sections 10.4 – 10.5)</td>
</tr>
<tr>
<td>November 7</td>
<td>Rheology</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>November 9</td>
<td>Mechanical Behavior</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>November 14</td>
<td>Mechanical Behavior</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>November 16</td>
<td>Electrically Conductive Polymers</td>
<td>Chapter 14 (Section 14.7)</td>
</tr>
<tr>
<td>November 21</td>
<td>Polymer Composites</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>November 23</td>
<td>THANKSGIVING (NO CLASS)</td>
<td></td>
</tr>
<tr>
<td>December 4</td>
<td>Student Presentations</td>
<td>2:30 – 5:30pm in 301 ENPH</td>
</tr>
<tr>
<td>December 5</td>
<td>Student Presentations</td>
<td>8:00 – 10:00am and 2:00 – 4:30pm in 301 ENPH</td>
</tr>
<tr>
<td>December 7</td>
<td>READING DAY (NO CLASS)</td>
<td></td>
</tr>
<tr>
<td>December 8</td>
<td>FINAL EXAM (7:30 – 9:30am)</td>
<td></td>
</tr>
</tbody>
</table>

*Topics and dates are tentative and subject to change.

Course Requirements:

**Homework:** Assignments will be due at the beginning of class. There will be a total of 5 assignments. All assignments are due on the date specified on the handout. Assignments should have your name and ID# in the upper right corner. Problem answers should be given in order and neatly with the final answer in a box, when appropriate. Please use SI units.

**Project:** Each student will write a 15 – 20 page report on a cutting-edge polymer characterization technique. Topics should be chosen within the first three weeks of class and cleared with me before investing too much time. In addition to a written report, each student will present a 15 minute lecture to the class describing the technique and how it characterizes a given polymer property, behavior, or structure. More details on the report and presentation will be provided in a separate handout.

**Exams:** Exams are closed book and will cover primarily material from the beginning of class or since the previous exam. Exams are typically a combination of true/false, short answer and problem solving. An equation sheet is provided with each exam. The final exam is comprehensive and closed book, but will be more heavily weighted toward materials covered since the last hour exam.
Americans with Disabilities Act (ADA) Policy Statement:

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Academic Integrity Statement:

Aggie Honor Code: "An Aggie does not lie, cheat, or steal, or tolerate those who do."
It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty (Student Rule 20. Scholastic Dishonesty, http://student-rules.tamu.edu). New procedures and policies have been adopted effective September 1, 2004. Details are available through the Office of the Aggie Honor System (http://www.tamu.edu/aggiehonor). An excerpt from the Philosophy & Rationale section states: "Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Academic dishonesty is the most corrosive force in the academic life of a university."