Memorandum

February 23, 2007

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
      W Course Advisory Committee

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

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

ECON 440 Experimental Economics
GEOG 324 Global Climatic Regions
GERM 310 German Conversation and Composition
RUSS 302 Advanced Grammar and Composition
WFSC 201 Wildlife Conservation and Management
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Brit Grosskopf, Dept. of Economics
Amy Glass, Head, Dept. of Economics
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: February 22, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: ECON 440

We recommend that ECON 440, Experimental Economics, be certified as a writing-intensive (W) course for the next four academic years (3/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:24

Students receive feedback on the rough drafts on their papers both via instructor comments and by peer review.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   ECON 440 - Experimental Economics

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: ___________________________________________________________________________ 2/5/07
(Course Instructor / Coordinator) (Date)

Received: ___________________________________________________________________________ 2/3/07
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: ___________________________________________________________________________ 2/1/07
(Date)

Department Head: ___________________________________________________________________________ 1/31/2007
(Date)
"Taking a course in experimental economics is a little like going to dinner at a cannibal's house. Sometimes you will be a diner, sometimes a part of dinner, sometimes both."

From Experiments with Economic Principles by Bergstrom and Miller.

EXPERIMENTAL ECONOMICS
Econ 440 • Spring 2007

PROFESSOR: Brit Grosskopf
OFFICE: Allen 3042
E-MAIL: bgrosskopf@econmail.tamu.edu
WEBPAGE: http://www.bgrosskopf.com
PHONE: 845-7357
FAX: 847-8757

CLASS MEETINGS: MW, 4:45 - 6:00 pm, Allen 1004
OFFICE HOURS: MW, 3:00 - 4:30 pm, or by appointment

TEACHING ASSISTANT: Elizabeth Watson, Allen 3077
OFFICE HOURS: TR, 10:00 - 11:30 am

OBJECTIVES:

Economic experiments are conducted in controlled laboratory environments in order to test economic theory, look for behavioral regularities, formulate new theories to explain unpredicted regularities, and make policy recommendations by testing new policies and fine-tuning existing ones. This writing-intensive course in Experimental Economics will look at what economic theory has to say about economic choices and strategic interactions and what people actually do when faced with strategic decisions. We will conduct a large number of in-class experiments in order to either identify systematic deviations or to confirm theoretical predictions. Beginning with the history and purposes of experimental economics, this course will cover the latest methods and survey existing experimental research. Most importantly, this course will teach you how to set up an economic experiment and write about how economic experiments are useful in reshaping your economic thinking. Groups of students (preferably 3) will pose a research question, design an experiment, and run a pilot session. At the end of the course, you will present your results in classroom presentations.
TEXTBOOK:

There is no required textbook for this course. Below are a few books which you may enjoy browsing (in the library) and from which we will get some of our readings. All the readings you need for this course (some of which are mentioned in the tentative course outline) will either be available electronically or will be distributed to you in class.


GRADING:

In this writing intensive course you are required to participate in in-class experiments and discussions (5% of your grade); keep a journal of classroom experiments (30% of your grade); write one midterm exam (25% of your grade) and undertake a research project (40% of your grade). There will be no final exam.

What does participation mean?

Participating in classroom experiments and their discussion is required by everyone. Both will help you clarify your own thinking (besides improving your participation grade) and intensify your learning experience and determine what you take home from this class.

What do I expect of your "journal of classroom experiments?"

(Individual Writing Assignment)

You are required to keep a "journal of classroom experiments," in which you record all the experiments you do in class. Each entry should include (1) the date the experiment was done, (2) the structure of the experiment (how it was conducted, sequencing of choices, number of subjects interacting, number of rounds etc.), (3) what it was designed to test (i.e. theoretical predictions),
(4) a summary of the results obtained in class and whether they differ from the theoretical predictions and (5) what you have learned from participating in the experiment and the subsequent class discussion. The journal is meant to organize your thoughts and help you learn in this course. A rough draft of your journal will be collected before the final draft is due. You will have the chance to improve upon your draft after receiving feedback from me. Your journal should be type-written and have a minimum of 2000 words in length. I will provide additional details about my expectations for the journal in class and you will find some writing suggestions on my webpage.

What is a research project? (Group Writing Assignment)
Work in groups of two or three and design and conduct your own experiment, collect and analyze experimental data, and report on your results. Reporting on your results means handing in a written paper and giving a 10 minute presentation in front of the class at the end of the course.

DATES AND DEADLINES
There are four deadlines in this course:

- Discuss ideas for research project: February 19
- Discuss experimental design: March 26
- Rough draft of journal due: April 9 (before class)
- Final journal and paper due: April 30, by 5pm.

The midterm exam will be held on February 28 during class time.

WRITING INTENSIVE COURSE
This a writing intensive course for economics majors. There are many resources available to assist you in developing your writing skills. We will spend class time developing writing skills and we will use some peer reviewing of sample writings. At least one office hour consultation about writing questions and additional consultations are encouraged. In addition, you should familiarize yourself with the Writing Center and are expected to take advantage of the services it offers.

The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

TENTATIVE COURSE OUTLINE
The following is a schedule for lectures, midterm and deadlines. We will try and work according to the schedule, but the pace might vary over the course of the semester and there is a margin for adjustments. However, the date for the midterm and other deadlines are firm, not subject to change, and independent of the pace of the class. You are expected to come to class, follow the lectures and participate in class.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
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<tr>
<td>1</td>
<td>1/17</td>
<td>Introduction</td>
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<td>Individual Decision Making I</td>
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<td>Individual Decision Making II</td>
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<td>Bargaining I</td>
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<td>Public Goods I</td>
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<td>Markets I</td>
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<td>Midterm</td>
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<td>8</td>
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<td>Some Thoughts on Writing</td>
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<td>Strategic Behavior I</td>
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<td>Strategic Behavior II</td>
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<td>Auctions</td>
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<td>14</td>
<td>4/9</td>
<td>Experiments (Rough draft of journal due)</td>
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<td>4/30</td>
<td>Final draft of journal and paper due</td>
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Check my webpage (www.bgrosskopf.com) for updates!

Here are some readings for the topics I am planning to cover. Since this is an experimental course, I am also experimenting with the readings and topics.
1. Some history of experimental economics and why we do them

One possible way of figuring out economic laws ... is by controlled experiments. ... Economists [unfortunately] ... cannot perform the controlled experiments of chemists or biologists because they cannot easily control other important factors. Like astronomers and meteorologists, they generally must be content largely to observe. [Samuelson and Nordhaus, 1985, p. 8]

- Chapter 1, Markets, Games, & Strategic Behavior.
- Chapter 1, The Handbook of Experimental Economics.
- Chapter 2, Economics Lab.

2. Individual Decision Making

“The problem seems to be that while economists have gotten increasingly sophisticated and clever, consumers have remained decidedly human. This leaves open the question of whose behavior we are trying to model. Along these lines, at an NBER conference a couple of years ago I explained the difference between my models and Robert Barro’s (a well-known rationalist) by saying that he assumes the agent in his model are as smart as he is, while I portray people as being as dumb as I am. Barro agreed with this assessment.” [Richard H. Thaler, The Winner’s Curse, pp.120–121.]

- Chapter 4, Markets, Games, & Strategic Behavior.
3. Bargaining

"Shall I tell you what I've noticed: People are quite on the wrong track in offering less than they can afford to give; they ought to offer more, and work backward."
Soames raised his eyebrows.

"Suppose the more is accepted?"

"That doesn't matter a little bit," said Mont; "it's much more paying to abate a price than to increase it. For instance, say we offer an author good terms - he naturally takes them. Then we go into it, find we can't publish at a decent profit and tell him so. He's got confidence in us because we've been generous to him, and he comes down like a lamb, and bears us no malice. But if we offer him poor terms at the start, he doesn't take them, so we have to advance them to get him, and he thinks us damned screws into the bargain."

[John Galsworthy, The Forsyte Sage: To let (London: Heinemann, 1921), pt. 3 chap.4]

4. Trust

"Virtually every commercial transaction has within itself an element of trust."

[Arrow (1972)]

5. Public goods

While Hearst and Pulitzer are often criticized for their sensationalizing of news, there is another side of their journalism that is seldom mentioned - the accomplishments for the public good. Both editors went beyond simply editorializing whom people should vote for in the next election. Rather, both extensively used their newspapers as platforms for the public good. One such example is the New York World in 1885. The newspaper successfully carried out a campaign to raise funds to erect a pedestal in New York harbor for Bartholdi’s Statue of Liberty.

It only took the World 5 months to raise the $300,000 needed to erect the pedestal. The money didn’t come from big business or corporate sponsors - there were over 120,000 contributors with many contributing only 5 or ten cents.


6. Markets

“I am still recovering from the shock of the experimental results. The outcome was unbelievably consistent with competitive price theory. But the result can’t be believed, I thought. It must be an accident, so I will take another class and do a new experiment with different supply and demand schedules.”

[Smith 1991, Papers in Experimental Economics, pp.155-156]

7. Strategic Behavior

Before we leave these portals • To meet our paramortals • There’s just one final message I would give to you. We all have learned reliance • On the sacred teachings of science • So I hope through life you never will decline • In spite of philistine defiance • To do what all good scientists do.
Experiment. • Make it your motto day and night.

Experiment. • And it will lead you to the light.

The apple from the top of the tree • Is never too high to achieve • So take an example from me.

Experiment.

Be curious • Though interfering friends may frown.

Get furious, • At each attempt to hold you down.

If this advice you’ll only employ • The future can offer you infinite joy • And merriment.

Experiment, • And you will see.

[Experiment, by Cole Porter]

• Chapter 5, Behavioral Game Theory.


8. Auctions

Under Charles II, the Admiralty auctioned ships by lighting a one-inch section of wax candle for each lot. Whoever bid highest before the candle went out won the prize.

Samuel Pepys writes as follows in his diary for September 3, 1662:

After dinner, by water to the office; and there we met and sold the Weymouth, Sucesse, and Fellowship Hulke.

Where pleasant to see how backward men are at first to bid;

and yet when the candle is going out, how they bawl and dispute afterward who bid the most first.

And here I observed one man cunninger than the rest, that was sure to bid the last man and carry it;

and enquiring the reason, he told me that just as the flame goes out the smoke descends, which is a thing I never observed before, and by that he doth know the instant when to bid last – which is very pretty.

[Robert Latham and William Matthews, eds. The diary of Samuel Pepys, 11 volumes.]

• Chapter 7, The Handbook of Experimental Economics.

• Chapter 19, Markets, Games, & Strategic Behavior.


• For a summary of the European UMTS auctions see http://e lse.econ.ucl.ac.uk/auction/auction.php.

SPECIAL ASSISTANCE

If you need special assistance, please let me know during the first week of classes, so that the required accommodations can be provided. 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 Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

ACADEMIC INTEGRITY

Texas A&M encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at http://student-rules.tamu.edu for more information regarding these policies. Always remember the aggie honor code “An Aggie does not lie, cheat, or steal or tolerate those who do.” See http://www.tamu.edu/aggiehonor for additional information.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Stephen Quiring, Geography, Dept. of Geography
     Douglas Sherman, Head, Dept. of Geography
     Vatch P. Tchakerian, AOC Dean, College of Geosciences
DATE: February 22, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: GEOG 324

We recommend that GEOG 324, Global Climatic Regions, be certified as a writing-intensive (W) course for the next four academic years (3/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Students receive feedback on their research paper on three occasions prior to final submission. In addition, the papers are peer-reviewed, and students present the results of their research in class and receive feedback in order to improve their papers. Writing instruction is provided on writing in climatology, reviewing a research paper, and citing references.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   GEOG 324 Global Climate Regions

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: _______________________________  Feb. 13, 2007
(Course Instructor / Coordinator)

Received: ________________________________  2/19/07
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ________________________________  2/13/07
(Date)

Department Head: ________________________________  2/13/07
(Date)
Global Climatic Regions (GEOG 324)

Fall 2007

Instructor: Dr. Steven M. Quiring
Office: CSA 305C
Office Hours: MW 1:30 – 3:00 p.m. and by appointment
Phone: 458-1712
Email: squiring@geog.tamu.edu
Web: http://geog.tamu.edu/~squiring/

Class Meeting Time and Place: MWF 12:40 –1:30 p.m., CSA 303 (Teague)
Online Course Information: http://webctvista.tamu.edu/

Prerequisite: GEOG 203 or ATMO 201, or consent of instructor

Course Objective:
To provide students with an understanding of the processes that determine climates, and how and why the climates of the world vary.

Course Description:
We will examine climatological processes at all scales (e.g., micro to macro) to arrive at an understanding of how and why climates vary spatially and temporally. We will investigate the characteristics of the global climate system, but the climate of the Northern Hemisphere and North America will be given special attention.

The lectures and readings will cover the fundamental principles that are necessary for understanding climatology and the exercises will require you to apply these principles. The exercises will also help you to develop research skills by requiring you to collect, analyze, and present climatological data. The term paper will be an opportunity to do an in-depth study on a climatological topic that interests you. This is an individual assignment that will require you to review the relevant literature and (in most cases) analyze climate data. GEOG 324 is a writing intensive course (W Course) that satisfies the writing requirement for GEOG, ENST, and ENGS students. This course is designed to train students how to write and think like a climatologist. Writing is a process and revision is an important part of that process. This course provides opportunities for you to improve your writing based on feedback that you receive from the instructor, from your peers, and from proof-reading your own work.

Learning Objectives:
As a result of taking this course you should know certain things (knowledge objectives) and be able to do certain things (skill objectives).

Knowledge objectives (Things you should know by the end of the course):
• Define climatology and describe why it is an important science
Describe what is meant by the term normal (as it relates to climatology), and how climate normals are calculated
• Describe the processes that are responsible for the world's climates (this statement encompasses what we will be spending 70% of our time learning in this course)
• Describe the spatial distribution of each climate type and why they are distributed in this manner
• Discuss the major sources of climate variability and climate change (both natural and anthropogenic)
• Discuss some of the contemporary issues in climatology. What are climatologists researching? Why are these issues important?

Skill objectives (Things you should be able to do by the end of the course):
• Interpret formulas, graphs, tables, and schematics, and draw inferences from them
• Convert climate data into SI units
• Create graphics (line graphs, pie graphs, box plots, etc.) that effectively communicate information and support your arguments
• Represent climate information symbolically, visually, numerically, and verbally
• Calculate and interpret statistics to describe different climates
• Create a climograph from daily weather data and provide a detailed written description of the climate
• Analyze trends in climate data
• Calculate correlations and explain the results
• Perform library research
• Write a literature review (synthesis of the literature)
• Write a paper outline
• Proof-read and edit your own work
• Critically evaluate your own writing and the writing of your peers
• Clearly communicate research results and information in written form and through oral presentations
• Write a scientific research paper that conforms to the style of the International Journal of Climatology

Required Textbook:

The textbook will cover the basic material for each unit and the other assigned readings (which will be drawn from the scientific literature) will provide more depth on certain topics. The journal articles will also show how to write a scientific article for a peer-reviewed journal in climatology and therefore they will demonstrate the style and format that you should use to write your research paper.

Additional readings may be assigned throughout the semester. These readings will be placed on and will be placed on WebCT (http://webctvista.tamu.edu/).
The University Writing Center (UWC) is located on the second floor of Evans Library. The University Writing Center provides students with one-on-one consultations with a trained writing consultant. They can help you with all aspects of the writing process (e.g., how to start writing, how to proofread your work, how to write an introduction). Please call (458-1445), click (http://writingcenter.tamu.edu), or visit the UWC to make an appointment or to find out more about the services that they offer.

Course Outline:
We will begin by examining the fundamentals of climatology, such as the composition of the atmosphere, the global energy balance, atmospheric moisture, and global circulation. We will then apply our understanding of these concepts to investigate the distribution and characteristics of global climates. Finally, we will examine a couple of the key mechanisms responsible for climate variability and climate change.

Topics to be Covered:

1) What is climatology? Why is it important? [August 28 to September 1]

2) The atmosphere (Chapter 2) [September 6–8]
   - Composition of the atmosphere
   - Mass of the atmosphere
   - Structure of the atmosphere

3) Solar radiation and the global energy balance (Chapter 3) [September 11–22]
   - Electromagnetic radiation
   - Solar radiation (shortwave radiation)
   - Spatial and temporal distribution of radiation
   - Transmission, absorption, and reflection
   - Convection, conduction, and radiation
   - Terrestrial radiation (longwave radiation)
   - Sensible and latent heat
   - Surface energy budget (net radiation)
   - Horizontal energy transport

MIDTERM EXAM 1 [September 29]

4) Atmospheric moisture and precipitation (Chapter 4&5) [September 27–October 6]
   - Measuring atmospheric moisture & spatial and temporal variability
   - Global hydrological cycle
   - Evaporation
   - Condensation
   - Precipitation
     - Cloud formation
     - Causes & mechanisms
o Spatial and temporal variability of precipitation
  • Atmospheric instability

5) **Atmospheric motion** (Chapter 6 & 7) [October 9–20]
  • Pressure gradient force
  • Coriolis force
  • Centripetal acceleration
  • Friction
  • Global pressure patterns
  • Global wind belts
  • General circulation of the atmosphere
  • Oceanic circulation

MIDTERM EXAM 2 [November 1]

6) **Mid-latitude cyclones** (Chapter 9) [October 23–November 3]
  • Air masses
  • Air mass modification
  • Frontogenesis and frontal characteristics
  • Weather forecasting

7) **Climate variability and climate change** (Chapter 13) [November 6–November 17]
  • Natural sources of climate variability and change
    o El Niño/Southern Oscillation (ENSO) (Chapter 11, p. 302–306)
  • Anthropogenic sources of climate variability and change

8) **Climatology Presentations** [November 20–December 1]

RESEARCH PAPER DUE [December 1]
FINAL EXAM [December 11]

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**Grading:**

Exercises (5) 15%
Exam 1 (Friday, September 29) 15%
Exam 2 (Wednesday, November 1) 15%
Exam 3 (Monday, December 11, 10:30 a.m.–12:30 p.m.) 15%
Research Paper (Friday, December 1) 30%
Research Presentation (November 20 to December 1) 10%

Since this is a W course you must earn a passing grade on the written assignments (research paper and exercises) to receive a passing grade in the course.

*No late papers or exercises will be accepted. Students who do not hand in an assignment by the due date will receive a grade of zero.*
The grading system follows the Texas A&M University grading system:
A = Excellent
B = Good
C = Satisfactory
D = Passing
F = Failing

It is likely that grades will be assigned based on the following cutoffs: A = > 90%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%. An average performance in this class will receive a satisfactory grade (C).

Exams (15% each):
The three exams will be based on the material covered in the lectures, the readings, and the exercises. The exams will involve short answer, application and problem solving (based on the exercises), and some paragraph/essay questions. Students seeking an excused absence on an exam day must notify the professor or the Department of Geography by the end of the next working day following the absence, as described in Texas A&M University Student Rules. For an absence considered excused by the university (see Student Rules), the student will be required to make-up the missed exam. At the instructor’s discretion, the make-up exam might be in a different format (i.e., essay instead of multiple choice) than the original exam. Please see the instructor in advance if you know you will not be able to take an exam on the scheduled date.

Research Paper (30%; 3% of which is based on the paper outline):
The research paper will provide you with an opportunity to do an in-depth study on a climatological topic that interests you. This assignment will require you to apply the knowledge and skills that you have learned in this course. This is an individual assignment that will require you to review the relevant literature and analyze data (if appropriate). You will be required to write a research paper that conforms to the format and style employed by the International Journal of Climatology. A rough draft of your paper will be reviewed by three of your classmates (and the professor). These reviews will be returned to you so that you can address the comments and suggestions made by the reviewers prior to final submission (December 1).

The exercises in this course are designed to provide you with the skills you will need to complete the assignment. In addition, a number of classes will be devoted to teaching you additional research and writing skills. For example, these classes will cover how to perform library research, how to appropriately cite peer-reviewed literature, how to write a paper outline, how to write an abstract and introduction, and how to critically review a research paper.

There are two different types of research papers to choose from. If you choose to complete the first paper you will be required to develop a climatology for a region of your choice. This paper will involve collecting, analyzing, and discussing climate data. If you choose to write the second paper you will be required to examine one of the causes...
of climate variability/climate change. This paper will require you to perform a comprehensive literature search (15+ different journal articles) and write a review paper.

**Paper Option 1: Develop a regional climatology.** You can choose to develop a regional climatology for any region of the world. The focus of the paper will be developing a detailed description of what the climate in this region is like and why it is the way it is. The first step will be to gather climate data from a number of stations in your selected region and use these stations to calculate climate normals (and other relevant statistics). These data will be used to generate tables and graphs that describe the thermal and moisture characteristics of the climate (What are the normal monthly and annual temperatures? How much precipitation normally occurs annually (and in each month)? Is the precipitation seasonal? How variable is the climate?). In addition, you should also describe other aspects of the climate in this region such as the amount of sunshine, extreme events (hurricanes, drought, floods, tornadoes, hail, and heat), the average date of the first frost/last frost, the number of days when rain occurs, etc.). You may also wish to describe the trends in the climate data (Is this region becoming wetter or drier, hotter or colder?). The second part of this paper will involve describing what processes are responsible for determining the climate of this region (Why is the climate the way it is?). Your paper should also include a map that shows the location of the region you are describing. The results of your research and analysis will be summarized in a paper of **approximately 2500 words** (approximately 10 pages of double-spaced text).

**Paper Option 2: Examine one aspect of climate variability/climate change.** Possible topics for this paper include examining how any one of the following affects the climate:
- Human activities (e.g., greenhouse gas emissions)
- Land-Use/Land Cover change
- Trends in hurricane activity
- Volcanic eruptions
- Thermohaline circulation
- Milankovitch cycles
- Solar variability (sunspot cycles)
- ENSO or NAO
- ... or any other any topic that interests you (all topics need to be cleared with me before you start your research)

The first step will be to perform a literature search to find relevant articles about your topic. The material that you use to write this paper should come primarily from the peer-review scientific literature (e.g., journal articles). Other sources of material (newspapers, encyclopedia, the web, etc.) should generally not be used. Based on the literature that you collect you should write a paper of about **4000 words** (roughly 15 pages of double-spaced type) that summarizes how your topic affects the climate. Specifically you should address the magnitude of the impact (how much does it affect the climate... quantify if possible), the spatial scale of the impact (is it local, continental, or global), the temporal scale of the impact (is it days, years, or millennia), and how often the climate is affected (is it regular or sporadic). You may also want to perform some type of data analysis to
enhance your paper (e.g., if you were writing a paper on ENSO you calculate some correlations to determine how much impact it has on, for example, winter temperatures in College Station).

**Exercises (15%):**
The five exercises will help you to develop the research skills (data analysis, problem solving, etc.) that a climatologist needs. These research skills will help you with your research paper and will also be useful for solving real-world climate problems. While you are encouraged to work with your fellow students to solve these problems you must do your own work (no group write ups or sets of calculations). Each of these exercises will require you to provide a **500 to 1000 word** write-up (approximately 2 to 4 pages of double spaced text) explaining your results. The exercises will cover the following topics:
1) Interpretation and analysis of temperature and precipitation data
2) Creating a regional drought climatology for Texas
3) Examining daily temperature records for evidence of climate change
4) Influence of ENSO on Texas climate
5) Reviewing a research paper

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**Cellular Telephones**
As a courtesy to the instructor and other students please turn off all cellular telephones and two-way pagers before the class begins. I find it extremely impolite to be interrupted by a cellular telephone when I am lecturing.

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**Email**
All Texas A&M students should use their neo email accounts when emailing the instructor and teaching assistants. I may also send out class announcements via the neo email system as well. It is your responsibility to check your neo email account regularly.

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**Scholastic Dishonesty**
It is my hope that academic dishonesty will not be a problem in this class. Texas A&M docs, however, have a **Scholastic Dishonesty** policy to which both students and faculty must comply. If you have any questions about the University’s Scholastic Dishonesty policy please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. The Aggie Honor program website is located at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

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.

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

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

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7
21 of 42
Aggie Code of Honor: “An Aggie does not lie, cheat, or steal or tolerate those who do”
http://www.tamu.edu/aggiehonor/

Student Support
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 B118 of Cain Hall. The phone number is 845-1637.

For more information please contact:
Services for Students with Disabilities
Room B118 of Cain Hall, 845-1637, http://studentlife.tamu.edu/ssd/

There are numerous other student support organizations on campus including:
Center for Academic Excellence and Academic Assistance Clearinghouse
525 Blocker, 845-2724, http://www.tamu.edu/cae

Student Counseling Service
Henderson Hall, 845-4427, http://www.scs.tamu.edu/
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Christoph J. Steppich, Dept. of European and Classical Languages
Richard J. Golsan, Head, Dept. of European and Classical Languages
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: February 22, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: GERM 310

We recommend that GERM 310, German Conversation and Composition, be certified as a writing-intensive (W) course for the next four academic years (3/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:22

Students receive feedback from the instructor on their first graded paper, but they have the opportunity to use the feedback and revise that paper for resubmission and a separate grade based on improvement. Students receive writing instruction in the form of discussion and textual material.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: Christopher J. Steppich ___________________________ Feb. 7, 2007 (Date)
(Course Instructor / Coordinator)

Received: Valerie Balester ___________________________ 2/12/07 (Date)
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ___________________________ 2/12/07 (Date)

Department Head: ___________________________ 2/12/07 (Date)
GERM 310-500  German Conversation & Composition  Fall 2006

Instructor:  Christoph J. Steppich
Office:  ACAD 322 C
Office Hours:  Tue / Thu 11:00-12:00
Office Phone:  845-4799
E-mail:  steppich@tamu.edu

Prerequisite:  German 202


Recommended:  A substantial hardbound English German / German English Dictionary (such as Collins or Langenscheidt) and the Leo [website] Dictionary (English German / German English), http://dict.leo.org/, an Online Service by Informatik der Technischen Universität München

About the course:

The course combines German conversation with essay writing and will be conducted in German. It is designed to lead students towards higher confidence in oral expression in the target language and to help them acquire the skills of producing grammatically correct and idiomatically accurate coherent texts that focus on particular issues and themes. Emphasis will be on both oral and written communicative effectiveness. Selected short literary texts of contemporary German authors as well as functional texts from the media, including German web sites, will be analyzed, their discussion serving as a basis for written compositions on the same topics. Students will also be introduced to the writing of Application letters and various types of German Business letters.

Testing and Grading:

Oral proficiency and progress is determined by active participation in classroom conversation and meaningful contributions to the discussion of topics. Written homework, including creative writing of shorter texts, will be assigned on a regular basis. Quizzes are announced in advance. There will be four major essays. A first version of these essays will be returned to students with the instructor's suggestions for corrections and improvements; the mandatory revised version will also be graded. The Final consists of a 3-page [double-spaced] printed composition written at home.
Grading policy:

- 30% active oral class participation
- 15% written homework and quizzes
- 40% four major compositions
- 15% final [3-page essay]

Absences:
An authorized absence entitles you to complete any assignments you have missed. You must contact me within 24 hours of the absence. Exams and assignments can be made-up only after legitimate absences.

Please refer to University Rules (L.7) for University-approved absences.
Note especially the new Student Attendance Rule 7.1.6 concerning absences due to injury or illness. If a health-related absence is fewer than three days, a note from a medical provider confirming day and time of the visit is sufficient; it does not have to specify that the student cannot attend class. For absences of three or more days, the note of the medical provider must specify inability to attend.

Academic Integrity Statement:

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


Disabilities:
The American with Disabilities Act (ADA) is a federal anti-discrimination statute providing 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 that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, Room B-118 of Cain Hall. The number is 845-1637.
Weekly Schedule

Week:


7. Redemittel / übungen, p. 56-77. Gesichtspunkte, p. 36-42. Discussion/write short essay to voice your opinion on >Gewalt in den Medien<


	===>web site http://www.vienna.cc: Use their business letters as models


Final due Thursday, Dec. 7th: “Mein Verhältnis zur deutschen Sprache.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Elisabeth Rich, Dept. of European and Classical Languages and Cultures
Richard J. Golsan, Head, Dept. of European and Classical Languages and Cultures
Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: February 22, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: RUSS 302

We recommend that, RUSS 302, Advanced Grammar and Composition, be certified as a writing-intensive (W) course for the next four academic years (3/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:10

Students receive feedback in the form of instructor comments on papers and in class lectures. They revise their compositions after receiving instructor feedback and resubmit them for a grade.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):
   RUSS 302 (Advanced Grammar and Composition II)

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: 
(Course Instructor / Coordinator) 
2/02/2007 
(Date)

Received: 
(W Course Coordinator, University Writing Center) 
2/06/07 
(Date)

Approvals:

College Dean: 
2/4/07 
(Date)

Department Head: 
2/06/2007 
(Date)
Russian 302: Course Description and Syllabus

Instructor: Dr. Elisabeth Rich
Office: Academic 230 A
Office Hours: MW 11:40-12:40, or by appointment
Office Phone: 845-2106
E-Mail: e-rich@tamu.edu

Course Description: This course combines a review of grammar at an advanced level with a substantial writing component; some attention is given to the development of conversational skills. Focuses on the acquisition and active use of high-frequency vocabulary relating to practical topics from daily life (e.g., sickness and health, transportation and the city, travel and time, education, family and behavior, and intellectual processes). Students will also read authentic texts from Russian literature.

Prerequisites: RUSS 202 with a grade of “C” or better


Course Requirements: Daily homework
Six compositions (At the end of each lesson, students will write a composition that incorporates the vocabulary and grammatical concepts covered in that particular lesson.)
Three exams (essay questions, as well as exercises based on grammatical concepts covered in class)

Grading Policy:

Classwork/Homework
Compositions (each composition will be 10% of your final grade) 60%
Testing
Exam I 10%
Exam II 10%
Exam III 10%
100%

Attendance and Excused Absences: For an absence of fewer than three days, students must provide either a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu), or confirmation of visit to a health care professional affirming date and time of visit. For an absence of three or more days, students must furnish written documentation from a medical provider, stating date and time of illness and confirmation of needed absence. Exams and assignments can be made-up only as a result of legitimate absences. For further information about Student Rules pertaining to Attendance and Excused Absences, please see Rule 7 of Student Rules (http://student-rules.tamu.edu/rule7.htm).
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing 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 Department of Student Life, Services for Students with Disabilities (845-1637) in Room B118 of Cain Hall.

Class Program

Jan. 19: Introduction

Jan. 22: Presentation of New Grammar (Impersonal Sentences; Reported Speech)
Jan. 24: Grammar Exercises
Jan. 26: Grammar Exercises

Jan. 29: Reading: “Записка врача”
Jan. 31: Composition: У врача; Oral Prewriting Exercises
Feb. 2: First Composition Due

Feb. 5: Method of Self-Correction
Feb. 7: Presentation of New Grammar (Unprefixed Motion Verbs; Perfective Motion Verbs; Prefixed Motion Verbs; Translating to Bring, to Take, and to Leave)
Feb. 9: Grammar Exercises

Feb. 12: Reading: “Звёздный билет”
Feb. 14: Composition: Экскурсия по московскому Кремлю; Oral Prewriting Exercises
Feb. 16: Second Composition Due

Feb. 19: Exam #1
Feb. 21: Presentation of New Grammar (Numbers; Time and Dates; Other Expressions of Time)
Feb. 23: Grammar Exercises

Feb. 26: Grammar Exercises
Feb. 28: Reading: “В вагоне”
March 2: Composition: Все дороги ведут в Рим; Oral Prewriting Exercises

March 5: Third Composition Due
March 7: Presentation of New Grammar (Modals; Generalizations; Imperatives; Teaching and Learning)
March 9: Grammar Exercises

March 12-16: Spring Break

March 19: Grammar Exercises
March 21: Reading: “Школа права ищет юристов”
March 23: Composition: Как готовиться в вуз; Oral Prewriting Exercises

March 26: Fourth Composition Due
March 28: Exam #2
March 30: Presentation of New Grammar (Conditional Sentences)
April 2: Grammar Exercises
April 4: Grammar Exercises
April 6: Reading day, no classes

April 9: Reading: “Рассказ Катьи”
April 11: Composition: Серёжа; Oral Prewriting Exercises
April 13: Fifth Composition Due

April 16: Presentation of New Grammar (Complex Sentences)
April 18: Grammar Exercises
April 20: Grammar Exercises

April 23: Reading: “Письма о добром и прекрасном”
April 25: Composition: Вильгельм Телль; Oral Prewriting Exercises
April 27: Sixth Composition Due

April 30: Evaluations and Review
May 1: Review

May 7: Exam #3
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: R. Douglas Slack, Dept. of Wildlife and Fisheries Sciences
    Delbert Gatlin, Head, Dept. of Wildlife and Fisheries Sciences
    Karen S. Kubena, AOC Dean, College of Agriculture and Life Sciences
DATE: February 22, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: WFSC 201

We recommend that, WFSC 201, Wildlife Conservation and Management, be certified as a writing-intensive (W) course for the next four academic years (3/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 3000-4000
4. Instructor to student ratio for one section: 1:23

Students receive comments, primarily on content, on their low-stakes reaction papers. Instructors give students feedback on one draft of a microtheme and students receive peer feedback on the microthemes. They also receive in-class writing instruction in the form of small-group discussions.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valarie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   WFSC 201 Wildlife Conservation and Management

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: [Signature]
(Course Instructor/Coordinator) 2/2/07

Received: Valarie Balester
(W Course Coordinator, University Writing Center) 2/2/07

Approvals:

College Dean: [Signature] 2-5-07

Department Head: [Signature] 2/2/07
SYLLABUS
WFSC 201W: Wildlife Conservation and Management

Instructor:
Dr. R. Douglas Slack, Regents Professor
Department of Wildlife and Fisheries Sciences
311 B Nagle Hall
Tel: 845-5777
E-mail: d-slack@tamu.edu

Goal: This is a writing intensive course (W course). As a result of taking WFSC 201: Wildlife Conservation and Management, students will be able to define the scope and nature of the conservation science professions. Students will know the major paradigms associated with both wildlife and fisheries conservation. Further, topics in the course will examine current issues and perspectives relevant to modern conservation. In addition, the course will include graded, written and oral assignments that foster growth in communication skills, particularly writing skills.


Grades: Grades will be based on a percentage of total points in the course and will follow a standard 90%, 80%, 70%, 60% delineation for letter grades. Failure to earn a passing average grade on the writing requirements precludes the assignment of 'W' credit, irrespective of the student's making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive 'W' credit for this course without earning a passing grade on the writing component, no matter the total number of points the student has earned for the course as a whole.

1. Midterm examination ................................................................. 75 pts (15%)
2. Final examination ................................................................. 80 pts (16%)
3. Reaction papers (7 @ 10 pts each) ........................................ 70 pts (14%)
4. Microthemes (2 @ 75 pts each) ............................................. 150 pts (30%)
5. Group Project ........................................................................... 75 pts (15%)
6. Participation and attendance* ............................................... 50 pts (10%)
Total ......................................................................................... 500 pts (100%)

* There will be an automatic deduction of 15 pts if the trip to TPWD on the 5th or 6th of April 2006 is not attended.

EXAMS

Tentative date for the midterm examination is 7 March 2006.
The final examination will be given on 5 May 2006 (Friday: 12:30 – 2:30 PM). The final examination will be partially comprehensive (15%) and partially over material covered since the midterm examination (85%). However, all new material builds on previous material, so the final exam is definitely comprehensive from that perspective.
Both the midterm and final examinations will consist of 50 multiple-choice questions. Exams will be scantron graded. You must provide your own scantrons (Form NO. 0-101607-TAMU). Make-up exams will be offered to students with authorized university excuses (see TAMU Regulations).

REACTION PAPERS

You will write seven (7) short reaction papers over the course of the semester for a total of 70 points. Four (4) of the seven will be based on class readings; three (3) will be based on readings outside of class that you choose. The readings outside of class can be from current newspapers or magazines of your choice (e.g., Time, National Geographic, Science, the Audubon Society, etc.). “Current” in this situation is defined as no older than two months at the time you turn your response paper in. The topics must be directly relevant to the topic we are discussing in class at the time you turn in your response paper. You choose which four are based on class readings and what readings they are based on. The remaining three are based on the current news articles you find and choose.

Readings from Internet sources such as most Web sites are not acceptable. However, a reputable print source also available via Internet (e.g., the New York Times, National Geographic, the Eagle) is fine. If you are unsure, consult the instructor.

In a response paper, you need to summarize the author’s thesis and main point(s) very briefly (2-3 sentences). The rest of the response paper is your reactions and thoughts about the reading/article. How do the author’s thesis and supporting arguments/information sound to you? Reasonable, outrageous, scary, ridiculous, useful, thought-provoking, ...?? State your position (response) and explain why you reacted that way. Feel free to draw on your personal experience and connections that you make between your personal experiences and the content of the reading. Be sure to also use the reading itself to support your thesis. For example, which sections/statements/information are the basis of your response? What are they and why do they create that reaction in you? Then develop those ideas to some conclusion such as a practical solution to an issue or a logical conclusion which follows from the author’s ideas and arguments.

Each reaction paper must be a minimum of 400 words but no more than 500 words and should be double-spaced with margins of 2.54 cm (1 inch) in 12-point Times New Roman font. By turning it in with your name on it, you are certifying that your work is independent and original.

MICROTHEMES

You will write two (2) Microthemes during the semester. The Microthemes will follow a typical memorandum format (see individual assignments). The work will be typed (Times New Roman font, font size 12), single spaced and no longer than one page in length. I will not read more than one page. Margins for the Microtheme will be at least 2.54 cm (1 inch) on all sides of the page. Your signature after your name in the memo heading will certify the independence and originality of your work.

The required Microthemes will account for 150 points (30%) of your course grade. For each Microtheme you will be expected to use a writing process to develop your writing. Each assignment will include an two drafts that are reviewed and the final draft. The writing process, initial draft and sequential reviews will account for 25 points of your grade (out of 75) for each Microtheme. The final paper will account for the remaining 50 points of each Microtheme.

Time will be provided during class for the peer review of Microtheme 1. You will be expected to document (turn in) two peer reviews for Microtheme 2, though you will not be given class time to complete them, i.e., you are responsible for arranging the two peer reviews for Microtheme 2.
GROUP PROJECT

Group projects will account for 75 pts of the total grade in the course. Project Groups will be chosen by the instructor and will be composed of 4-5 individuals each. A pair of Project Groups will be assigned the same conservation issue or concern. Each group will be directed to address the issue from a different perspective. Groups will investigate the issue and develop a summary paper. Each group will make a class presentation (20 min. total in length) summarizing the group’s findings and position on the topic. At least 5 minutes of the 20-minute presentation must be allocated to questions. All presentations will be expected to use PowerPoint and to be informative. All members of the group will participate in the presentation.

The group project paper will summarize the findings of the group on the assigned conservation issue and perspectives. The summary of the group project will use margins of 2.54 cm (1 inch) on all sides of the page. The paper will use Times New Roman font, font size 12, and line spacing 1.5. The summary paper will be from 7-9 pages in length, including literature cited. Each paper should have an Introduction (a brief outline of the conservation issues), Findings of the Conservation Issue (a definition or description of the major findings), Recommendations of the Group (precise list of recommendations), and References (a listing of sources cited in the summary paper; you will be expected to follow the handout below “Style conventions for WFSC 201”).

At the time of the presentation each group will turn in its summary paper. In addition, at the time of the presentation, each group will turn in 3 multiple choice questions that are related to the most significant content from the group presentation. The audience should be informed about the significant content (i.e., questions) of your presentation.

The 7-9 page group position paper will account for 30 points (40%) of the total 75 points. The oral presentation will be worth 30 points and the questions worth 5 points. Ten points (10) will be based solely on how well the group worked together. The specific duties of each member (defined below) and how well they performed them will be assessed through the results the group produces.

Each group will be responsible for the following: election of recorder who will transmit to me (via e-mail) a record of all meetings, including those in attendance; election of a process manager who will add a statement of responsibilities to each report; exam question coordinator; presentation coordinator; and a group-project paper coordinator. In addition the group will designate an editor to assist the paper coordinator.

Group projects will be assigned such that each group will have three (3) weeks from the date of the assignment to the date of the group presentation. This procedure will ensure that all groups have the same period of time in which to complete the assignment. They will spread out over the course of the semester so that they can be presented when most relevant to course material. On the date of the assignment, I will announce group membership and assign each group its conservation issue and specific perspective. The group position paper is due on the date of the presentation.

IMPORTANT CONCERNS

1. 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 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, Disability Services in Room B118, Cain Hall or call 845-1637.
II. "An Aggie does not lie, cheat or steal or tolerate those that do."

Integrity is a core value of a society that offers hope, the promise of security, and meaning to individuals within that society. Within the university, academic integrity is the most critical core value of the learning community. Integrity makes trust among people possible. Without trust – and honesty that breeds trust – our society and our universities cannot flourish.

III. Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty and academic misconduct (http://student-rules.tamu.edu/rule20.htm). Section 20 declares, "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." Further, Section 20 defines a variety of categories of academic misconduct. I strongly encourage you to read the rules and definitions; they are a good resource of critical information.

As a professional responsibility, and as the instructor in WFSC 201, I am obligated to follow the provisions of Section 20, Texas A&M University Student Rules on Academic Dishonesty.

If you are unsure about anything relating to scholastic honesty or academic misconduct, please ask me and I will help you clear up confusing issues. When in doubt, better to err on the side of caution.

IV. I would encourage all students to bookmark the University Writing Center web site (http://writingcenter.tamu.edu). This site has many helpful tips for editing your microthemes or group summary reports. You may find all the help that you need on the web site or you may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library.

WFSC 201 - Wildlife Conservation and Management
Tentative Schedule & Important Dates
Spring 2006

<table>
<thead>
<tr>
<th>Lecture Topics &amp; Assignments</th>
<th>Readings</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>WEM¹</td>
<td>SCA²</td>
</tr>
<tr>
<td>II. Conservation and Management – Terminology</td>
<td>Chap. 1</td>
<td>January</td>
</tr>
<tr>
<td>Reaction Paper #1 DUE</td>
<td></td>
<td>19 January</td>
</tr>
<tr>
<td>III. Development of Conservation Science</td>
<td>Chaps. 2, 3, 22</td>
<td>February, March, On a Monument to a Pigeon</td>
</tr>
<tr>
<td>• Overexploitation</td>
<td></td>
<td>24 January</td>
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<td>• Successes and failures</td>
<td></td>
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<td>• Legislative solutions</td>
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<td>• Ownership and public management</td>
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<tr>
<td>/ Writing: Developing a thesis &amp; brainstorming (planning); forming a hypothesis</td>
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<tr>
<td>/ Writing: How to do constructive peer reviews</td>
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<tr>
<td>Reaction Paper #2 DUE</td>
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<td>31 January</td>
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<tr>
<td>Reaction Paper #3 DUE</td>
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<td>7 February</td>
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<table>
<thead>
<tr>
<th>Lecture Topics &amp; Assignments</th>
<th>Readings</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Microtheme #1 (in-class peer review #1)</td>
<td></td>
<td>14 February</td>
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<tr>
<td>Microtheme #1 (review #2 by instructor)</td>
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<tr>
<td>IV. The Public &amp; Animal Resources</td>
<td>Chaps. 2, 20, 22</td>
<td>April, May,</td>
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<td>Stakeholders</td>
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<td>Conservation</td>
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<td>Why do they care?</td>
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<td>The land ethic</td>
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<td>Reaction Paper #4 DUE</td>
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<tr>
<td>V. Wildlife &amp; Fisheries Professionals</td>
<td>Chap. 1</td>
<td>June, July,</td>
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<td>Writing: Developing a topic (writing a first draft)</td>
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<td>VI. Management Perspectives</td>
<td>Chap. 4</td>
<td>American</td>
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<td>Adaptive resource management</td>
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<td>Culture</td>
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<td>Systems management</td>
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<td>Writing: Supporting your thesis &amp; ideas to persuade your reader</td>
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<td>MIDTERM EXAM</td>
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<td>VII. Regulations and Conservation</td>
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<td>9 March</td>
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<td>Wildlife vs. Fisheries</td>
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<td>Why, who, what, how</td>
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<td>Writing: Revision, revision, revision!</td>
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<td>SPRING BREAK</td>
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<td>13-17 March</td>
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<td>Reaction Paper #6 DUE</td>
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<td>28 March</td>
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<td>VIII. Population Management</td>
<td>Chaps. 4, 5, 6</td>
<td>September,</td>
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<td>Population attributes</td>
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<td>October,</td>
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<td>Behavior and management</td>
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<td>Migratory animals</td>
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<tr>
<td>Writing: Technical check (capitalization, grammar, punctuation,</td>
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<td>citing sources, etc.)</td>
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<td>Ecological Integration Symposium</td>
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<td>31 March &amp;</td>
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<td>Last day to Q-Drop</td>
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<td>1 April</td>
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<td>Microtheme #2 (2 peer reviews—outside class)</td>
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<td>Required Field Trip to Austin:</td>
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<td>5 - 6 April</td>
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<td>Texas Parks &amp; Wildlife Commission Meeting</td>
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<td>Chaps. 10, 17, 19</td>
<td>December,</td>
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<td>IX. Special Population Concerns</td>
<td></td>
<td>Marshland Elegy,</td>
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<td>Harvesting populations</td>
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<td>X. Ecosystem Management</td>
<td>Chaps. 4, 7, 14,</td>
<td>The Sand Counties,</td>
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Lecture Topics & Assignments | Readings | Dates
---|---|---
• Natural processes | WEM\(^1\) | 15, 20, 21
• Habitat management | Illinois Bus Ride |
• Fragmentation and mitigation |
Last day of Class |
Reading Days — no classes | 27 April
| 3 - 4 May |
FINAL EXAMINATION |

**Style conventions for WFSC 201**

**Examples of proper citations using Journal of Wildlife Management format**

*REMEMBER*: The goal of citing sources is to give proper credit to the original author for an idea, words, data or other academic property. Citations must allow a reader to find the original source without difficulty. If the type of citation you need is not here, use the Journal of Wildlife Management.

Below is an example of citing references in text:

In 1984, the Key Largo Woodrat (KL WR) was classified as a federally endangered species because of concerns over habitat loss and the impact of commercial development ([U. S. Department of Interior](https://www.doi.gov) 1984). Forty-seven percent of the KLWR's tropical hardwood hammock habitat has been lost ([Strong and Bancroft](https://example.com) 1994), and since 1973 the KL WR has been confined to approximately 850 ha of remaining forest on the northern third of Key Largo ([DOI 1973, Barbour and Humphrey](https://example.com) 1982). Most of these 850 ha are within the bounds of 2 protected areas: the Dagny Johnson Key Largo Hammock Botanical State Park and the Crocodile Lake National Wildlife Refuge ([Frank et al.](https://example.com) 1997).

Below are examples of complete citations of references at the end of a text:

**Journal articles**

**Chapters in book**

**Books**

**Multiple citations from the same author**

**Web citations - MLA format**

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