Memorandum

April 4, 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.

COMM 446 Communication, Organizations, and Society
COSC 463 Introduction to Construction Law
MARA 440 Global Economy
SOCI 335 Sociology of Organizations
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Nancy Street, Dept. of Communication
    Charles Conrad, Dept. of Communication
    Richard L. Street, Head, Dept. of Communication
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: March 19, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: COMM 446

We recommend that, COMM 446, Communication, Organizations, and Society, be certified as a writing-intensive (W) course for the next four academic years (4/07 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: 100%
2. Course content appropriate to the major
3. Total number of words: 2500-4000
4. Instructor to student ratio for one section: 1:25

Students receive feedback in the form of written instructor comments. In addition, students will receive composite models of strong arguments from the written exams. Writing instruction is provided via class discussions of rhetorical strategies and the use of those strategies in both the assigned readings and student writing.
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):

Comm 446, Communication, Organizing, Society

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: Nancy J. Street / W Course Coord / Dept of COMM
(Course Instructor / Coordinator) (Date)

Received: Valerie Balester 12-14-06
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Donald J. Centor
(Date)

Department Head: TBD
(Date)
COMM 446, COMMUNICATION, ORGANIZATIONS, AND SOCIETY,  
SPRING, 2006,  
DR. CONRAD

COURSE DESCRIPTION: Communicative processes through which organizations influence and are influenced by the societies from which they draw their members.

This course is designed to investigate the communicative processes through which formal organizations influence popular attitudes and public policies. It is grounded in the assumption that U.S. residents hold ambivalent and incongruent views of organizations and the executives who run them. On the one hand Americans long have had a deep cultural suspicion about the social and cultural impact of organizations, especially large, powerful ones. On the other hand we celebrate the ways in which organizations have contributed to our economic independence and standard of living. This ambivalence creates a conceptual space within which organizations can simultaneously be condemned and legitimized. Our goal in this course will be to understand the role that communication plays in both of these processes.

*Note: this is a "W" (writing) course as defined by the university. More information about writing courses, as well as professional help with your writing, are available at the University Writing Center. A summary of their services is available at (http://writingcenter.tamu.edu/resources/)

GRADES AND GRADING:  
Exam I  100 points  
Exam II  100 points  
Exam III  100 points  (same as Paper/Project)

A=270-300; B=240-269; C=210-239; D=180-209; F=0-179

EXAMINATIONS: There will be three. The first will be on Feb 14; the second will be on Mar 23; the third will be during the final exam period scheduled for this course by the university registrar. Each exam will be "cumulative" in the sense that the key concepts of the course tend to build on one another and will be composed of essay questions. Each exam is worth a maximum of 100 points.

PAPER/PROJECT: During the course of the semester we will briefly consider a number of "case studies" of organization-society relationships. The out-of-class essay questions on the first two exams will focus on these case studies.

For your paper I want you to choose one of the case study questions that you answered on one of the first two exams, expand your expertise on that case, and then analyze the communicative strategies used by the various parties who were involved. Of course, I will provide extended feedback on your answer to the exam questions and your term project. The take-home final exam will be a final draft of your term paper.
Recent examples of organizational "reputation management" include the safety of VIOXX (and related drugs); questions about the competence and objectivity of the FDA in terms of drug and food safety; Halliburton, Inc.'s contracts related to the Iraq war; responses to Hurricane Rita (FEMA, the Red Cross, etc.); safety in the petrochemical and mining industries (BP and the West Virginia Coal Industry), and so on. Examples of organizational influence on public policymaking include the role that financial organizations played in the reform of federal law regarding individual bankruptcy; the credibility of the U.S. accounting industry before and after the bankruptcies of Enron, Worldcom, etc.; the federal "bailout" of the airline industry after September 11, 2001, and so on.

READINGS
There will be many.

After the first day of class each session will involve a structured discussion of one or more of the week's reading assignments. STUDENTS SHOULD BRING ANY QUESTIONS THEY HAVE OVER THE READINGS TO THESE CLASSES BECAUSE WE WILL NOT HAVE FORMAL REVIEW SESSIONS FOR THE EXAMINATIONS. It is quite important that students keep up on the readings. Discussion questions are included in this syllabus.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Focal Texts and Readings</th>
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<tbody>
<tr>
<td>Jan 17</td>
<td>Introduction</td>
<td>The focal text</td>
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<td>*Note: our discussion of each set of readings will include an analysis of the rhetorical strategies that are used by the various &quot;sides&quot; in the debate. We also will explore ways in which you can use those persuasive strategies in your own written or oral advocacy.</td>
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<td></td>
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<td>*Kuttner, &quot;Introduction&quot;</td>
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<td></td>
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<td>*Perrow, Organizing America, chp. 2. (e)</td>
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UNIT ONE: TOPOI AND ORGANIZATIONAL DISCOURSE

Discussion Kuttner’s Introduction

Discussion Questions Perrow, chp 2:
--Perrow argues that economies can be organized through markets, hierarchies, communities, or networks. What are the key characteristics of each? What would life be like in each one? Why? Note: the chart on p. 24 could be very helpful in answering these.
--How and why did the US economy move away from “small firm markets” to “hierarchies?” What role did the courts play in this change. Note: the chart on p. 30 might be helpful. There are three related questions: (1) how/why did the corporate form develop, (2) how/why did we shift to a system of easy incorporation, and (3) what role did the “Dartmouth decision” play in all of this?
--Why was it important that federal started to take precedence over state laws?
--What was the impact of the court decisions he summarizes that took place b/t 1824 and 1842?
Jan 24  | **Topic 2. Everything for Sale?** | **Kuttner, Chapter 1**

**Discussion Questions:** (1) what are the assumptions underlying “free market fundamentalism” (Kuttner calls them “heroic” assumptions); (2) what factors/processes create what he calls “market failures;” (3) what is a “second best market” and why would we want one; (4) Under what circumstances are market systems the preferable way to organize a society/economy; (5) Why was the rhetoric of the "Chicago School" successful (or, alternatively, why did the rhetoric of the "progressive" economists fail?)

Jan 26  |  | **Kuttner, Chapter 4**

**Discussion Questions:** (1) what aspects of health care correspond to the assumptions of "free markets?" (2) what aspects violate the assumptions of free markets? (3) what role has "efficiency" played in the development of the U.S. health care system? (4) what other factors have played a role in the development of the U.S. health care system?


**Discussion Questions:** As you'll quickly surmise, this essay is a follow-up to Posner's original proposals regarding a free market in adoptions, one that generated a good deal of controversy. What, according to Posner, are appropriate limits to the free market system? What, according to his critics, are appropriate limits? If one applied those conceptions of limits to an economy as a whole, what would the resulting system look like? By the way, Posner is a very important person--the senior justice of the federal appeals court in Chicago he was pushed by a number of conservatives as one of President Bush's nominees for the U.S. Supreme Court. Kuttner refers to him as a free market extremist who believes that taxation, income transfer from the rich to the poor, and government spending is a form of legalized theft (p. 335). What more could a good Ag want?

Feb 2  | **Topic 4 American Culture, Rationality and the Free Market** | **Kuttner, chp. 2**

Aune, *Selling the Free Market*, pp. 15-28 (e)

**Focal Text:** Readings on Income Inequality

Feb 7  | **Topic 5. Where Does Innovation Come From?** | **Kuttner, chp. 6. Note: this chapter is pretty short, and the next one is pretty long. Reading ahead might be wise**

**Focal Text:** “The Other Drug War.”

**Discussion Questions:** (1) Under what circumstances (economic and otherwise) is innovation most likely? Least likely? Why? (2) Do monopolies/oligopolies enhance innovation? Limit it? It depends (if you choose this answer, explain what it depends on).

Feb 9  | **Topic 6. Those Evil Regulators** | **Kuttner, chp. 7.**

*Focal Text: "Dangerous Rx"

**Discussion Questions:** (1) What are the economic reasons for govt. regulation of "2nd best"
markets? The social reasons? (2) Why is regulation necessary in the power industry? (2) Is regulation alone an adequate way to police "2nd best markets" like power? Why or why not? (3) Why has deregulation had mixed effects in the airline industry? (In other words, why in the world do airlines still serve places like North Dakota? Should they? Would they without government intervention in the marketplace?)

Feb 14
Those Evil Professors (Examination #1). Exams will be written in one of the university's computer labs and submitted to me by email (you will keep a back-up copy of your answers, of course). As I grade them I will extract particular strong arguments and combine them to form a "composite" exam. I will return a copy of the composite with your individual exams (with my comments included). We will discuss the arguments, strategies, and so on used in the composite exam during the class session immediately after I return it to you.

UNIT TWO: MANAGING ORGANIZATIONAL IMAGE(S)

Feb 16
Topic 7a: Organizational Crisis Management, I

*Focal Text: "Meltdown at Three Mile Island"

Discussion Questions: (1) What advantages/disadvantages do the core assumptions of American culture provide for nuclear industry rhetors? (2) What advantages/disadvantages do they hold for anti-nuclear industry rhetors? Why? (3) What role can/does "science" and scientific discourse play in organizational legitimation? (4) What legacy did the accident leave for nuclear industry rhetors?

Feb 21
Discuss composite exams
Compare individual exams to composite exams
Discuss writing strategies
Discuss arguments employed

Feb 23/28
Topic 7b: Organizational Crisis Management, II
(Note: each of you will be assigned one of the following essays):

OR

OR

Allen and Caillouet Discussion Questions:
(1) what strategies did these organizations use with each of the audiences they faced? (2) what impact did those strategies have? (3) Why?
Knight and Greenberg Discussion Questions:
(1) What made Nike such a good target for protest groups? (2) How did the protestors exploit those attributes? (3) What impact did Nike's response have? (4) Why?

**Elsbach Discussion Questions:**
(1) How does organizational structure serve as a resource for the cattle industry's rhetoric? (2) What strategies work with each audience? (3) Why?

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<th>Mar 2</th>
<th><strong>Topic 8a. Reputation Construction/Repair, I</strong></th>
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**Discussion Questions:** (1) What did Shell do wrong? What did it do right? Why the change? (2) Pretend that you have been assigned to write a pamphlet on “reputation repair” based on these readings. What would it say? Why?

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<th>Mar 7</th>
<th><strong>Topic 8b. Reputation Construction/Repair, II</strong></th>
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**Discussion questions:** Pretend that Vice-President Cheney asks you to devise strategies for persuading Americans to support the expansion of nuclear energy. What problems do you face in doing so (for the purpose of this question pretend that the term "Americans" includes those pesky blue states and that your audience has been paying attention to the talk show discussions of "what would happen if a terrorist flew a 747 full of fuel into a nuclear power plant");? What strategies would you employ? Why? How would your approach differ from the one used by the industry after TMI?


**Discussion Questions:** (Note #1: I assigned this primarily for historical reasons—it was one of the first case studies in organizational rhetoric. But, thanks to virtually every energy company with its main office in Houston, the recent passage of the Bush II administration's energy policy, and skyrocketing gasoline prices it's now surprisingly contemporary. God has been good to me.) (1) What factors complicated the "rhetorical situation" that Mobil's rhetors faced? (2) How did they respond to/exploit those factors? (3) What should "big oil" (really big energy) say today in response to criticism of their activities? Why? (Note #2: This may not be a fair question for Texans, since your likely response is "what criticism." If you have friends in California—or Montana, or Illinois, or New York—give them a call and ask them for a summary).

**MARCH 14 and 16: SPRING BREAK!!!**

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<tr>
<th>Mar 21</th>
<th><strong>Topic 9. A Case Study in Reputation Management: Walmart and its Critics</strong></th>
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8 of 46 N
**UNIT THREE:**

**ORGANIZATIONAL INFLUENCE ON PUBLIC HEALTHCARE POLICY**

Specific topics and readings will be determined later in the course, based primarily on the health policy issues that are most pressing at that time. In case you would like to read ahead, we will read almost all of Deborah Stone's *Policy Paradox*.

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Mar 23</td>
<td>Second Examination</td>
<td>Same instructions and process as above</td>
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<td>Mar 28</td>
<td>TBA</td>
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<td>Mar 30</td>
<td>Discuss composite exams, Compare individual exams to composite exams</td>
<td>Chap 6</td>
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<td>Discuss writing strategies</td>
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<td>Discuss arguments employed</td>
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<td>Apr 4</td>
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**FINAL EXAM** as per University schedule

**Reminder:** Final draft of paper will be essay portion of exam. 10-12 pages.

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

**Academic Integrity Statement:** Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the aggie code in the following website: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). In particular, you should read the links under ‘Student Rules’.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Debra Ellis, Dept. of Construction Science
Charles W. Graham, Head, Dept. of Construction Science
Leslie Feigenbaum, AOC Dean, College of Architecture

DATE: March 19, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: COSC 463

We recommend that, COSC 463, Introduction to Construction Law, be certified as a writing-intensive (W) course for the next four academic years (4/07 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: 40%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:18

Feedback is provided through peer review, written instructor comments, and individual consultations with the instructor. Students have the opportunity to resubmit their papers with corrections for a higher 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 COSC 463- Introduction to Construction Law

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)
(Date)

Received: [Signature]
(W Course Coordinator, University Writing Center)
(Date)

Approvals:
College Dean: [Signature]
(Date) 1/30/07

Department Head: [Signature]
(Date) 1/30/07

Received [Signature] 1/31
General Conditions
(Syllabus, Part 1)

1. **SYLLUBUS:** The syllabus in this class consists of these General Conditions (Syllabus, Part 1) and the Special Conditions (Syllabus, Part 2). It is your responsibility to read and understand the entire syllabus. Because of the complexity of the General and Special Conditions (as with real world General and Special conditions) all parties may need to refer to these documents when questions arise. Only these written General and Special Conditions control this class.

2. **COMMUNICATIONS:** You should follow-up all conversations with me with a written note, memo or email in order to assure action is taken because I’m getting old and my memory is likely to fail. I will try to remind you of due dates, but it is ultimately up to you to be responsible for your assignments and exam readiness. You may contact me anytime. I have an open door policy, however, I do not give general legal advice. My contact information is: Phone: 845-7091; e-mail: debrae@archone.tamu.edu;

3. **COURSE DESCRIPTION:** Communication is a large part of what we do everyday. Effective communication involves both the written and oral language. Our focus in the many writing assignments will be to identify and work on problem areas and to hone the skills acquired thus far. You will have many opportunities for review and analysis of contracts/ clauses used in the construction industry; review of law applied to the industry; application of law to case studies; legal argumentation and writing; introduction to dispute resolution methods; discussions of ethics in the industry.

4. **LEARNING OBJECTIVES:** 1) Recognize how the legal system in the United States works, 2) Recognize basic legal principles governing the relationships among contractors, owners, subcontractors, and suppliers. 3) Identify various business entities commonly found in the construction industry, 4) Apply various legal terms and theories commonly encountered in the construction industry, 5) Analyze provisions of selected AIA documents and compare/contrast to other discussed clauses, including developing your own clauses, 6) Assess methods of claims resolution in the construction industry, 7) Create legal arguments to defend/explain solutions presented to legal issues, 8) Use dispute and claims resolution methods such as negotiation, mediation, arbitration and litigation to resolve legal disputes; 9) Analyze and critique ethical problems encountered in the construction industry, 10) Critique a case/hypothetical and present logical arguments (either orally or in writing) defending your position/solution while incorporating legal theories/laws discussed. Many of these objectives will be taught and observed through writing assignments, role-playing, the Socratic method (oral dialogue in class), quizzes, and exams. This course is not intended to give you all the tools necessary to resolve disputes and interpret contract documents and legal issues. However, it is hoped that you will know enough to know when you have a problem and need to CONSULT an attorney! I can’t possibly go over every page or even chapter in the book and outline, nor can we discuss every hypo in class. You are still responsible for the material and you MUST read and comprehend material before you come to class, and before you take the test in order to meaningfully participate and PASS! I will ALWAYS be available to discuss problems/issues with you. If you cannot make it to my office during my office hours PLEASE call for an appointment. DO NOT wait until the day before the test to try to meet with me and figure out several week’s worth of material in one hour.

5. **TEXT and MATERIALS PACKET:** The Student Outline is available at Copy Corner. You must also purchase the book Smith, Currie & Hancock, *Common Sense Construction Law: A Practical Guide for the Construction Professional*. You will need it for this course, and also for COSC 465. It will supplement my lectures and will be a handy resource for you to take with you after college. There are three editions. Make sure to get either the second or third edition.

6. **Assignments:** All assignments will be handed out in class. I may give additional assignments in class to individuals who appear unprepared to participate in class. Those individual assignments are
due the next class period. All other assignments are due when I specify. YOU MUST ATTEND CLASS TO GET YOUR ASSIGNMENTS. Please mark your calendars with the assignment due dates when given. The cases you are required to be prepared to recite on may be downloaded from the West Campus Library LexisNexis online resource, or you can go to Evans Library and copy from the law books there.

The construction industry is one in which accurate and detailed communication is essential to client relations, employee supervision, and project coordination. Because you will often be required to remember details and think on your feet in order to problem solve in this industry, as part of your class participation grade you will be required to stand and recite on selected cases supplied in the materials packet. This means converse intelligently with the professor regarding the facts, issues, rules of law cited by the court, arguments presented by each party, and the conclusion reached (why and how) by the court. Your first recital is noted in the special conditions portion of the syllabus. Your preparedness, or lack of, will affect your class participation grade, and can result in additional assignments given individually if a lack of preparedness is perceived by the instructor.

Should you be assigned an individual project for your lack of preparedness, and you fail to turn in that assignment during the next class period, your class participation grade will be deducted 25% at the end of the semester.

7. ON-TIME HOMEWORK PROVISIONS:
   a) Possible Grades: A checkmark on your paper indicates a "95" grade for that assignment. Unless your paper is perfect, you will not receive a "100". Perfect includes demonstrating an understanding of every nuance presented by the problem and presenting in a manner grammatically acceptable. You will be required to re-do an assignment if I feel you did not understand the problem, or if your work shows a lack of due diligence.
   b) The first draft must be a conscientious effort, otherwise the paper will be returned for a "re-do" and considered late, and will be governed by the Late-Paper Rules below.
   c) "On-time Homework" means: Homework assignments and FIRAC assignments turned in on the due date stated when the assignment is given. You must have assignments turned into my office by 2:00 on that date. You may give the assignments to me in class, or in the box outside my door.

8. LATE HOMEWORK PROVISIONS - Late homework is homework not turned in by 2:00 p.m. on the due date. Five (5) points will be deducted for each day the paper is late. A paper turned in after the 2:00 p.m. deadline will automatically accrue a late penalty. Late papers cannot be rewritten for additional credit unless I specify an exception.

   ** Please don't turn in late homework. It gives you a headache trying to figure out your maximum possible grade, and it does me too.

9. GRADING:
   a) Scale: A: 90% and above. B: 80% to 89.999%. C: 70% to 79.999%. D: 60% to 69.999%. F: 59.999% and below.
   b) Percentages:
      1) 30%: Written Assignments
2) 60%: Tests
3) 10%: Class participation grade (may include quizzes). Please note that this grade is dependent on your coming to class AND participating meaningfully in class discussions. Completely subjective. No apologies.
4) Extra Credit: up to 3 points added to FINAL grade. This is HUGE, and often means the difference between a lower grade and a higher one at the end of the semester. It is your responsibility to accrue these points on your own. See section regarding “Extra Credit” below.
5) I reserve the right to “curve” a lower final grade to the next higher letter grade on an individual basis. I will consider objective factors, such as whether or not all assignments were turned in, on time, and if all three bonus points were achieved. I will also use subjective factors such as class participation, and overall attitude. DO NOT ASK ME TO CHANGE A 59.9 to a D, or a 69.9 to a C, or a 79.9 to a B or a 89.9 to an A if you have NOT completed and turned in your bonus points, or violated any of the rules set forth in this document.

10. In-Class Assignments/Projects/QUIZZES
a) You can expect many in-class assignments/projects and quizzes. These are typically graded by me, however I do have graduate assistants who from time to time may help with portions of grading. All questions and protests regarding grades MUST be presented to me, not my graduate students.
b) Please read EXPECTED STUDENT BEHAVIOR below. If I perceive dishonesty on any assignments, I will persistently and thoroughly investigate the circumstances.

11. Exams
a) Bring a scantron!! The green one. If you need a blue book I will inform you ahead of time. You will write most essay/short answers on your exam form.
b) There will be 3 exams total. None are optional.
c) Exams are cumulative in the sense that the material builds in its understanding. You must master the introductory material in order to understand the later.
d) Flex-exams: I certainly understand that we all are busy. If you have a major project due in another class or a test in another class the week of the exam, and would like to schedule the exam for some later date, (not to exceed 6 days, including weekends), please see me. Upon proof of project or other test you can take my test on a later date.
e) Missed exams must be made up within one week of the exam date unless supported by written verification of major illness of yourself or a family member which goes beyond one week of the exam date.

12. Class attendance: If you miss four or more classes the departmental policy is that you will receive an “F” in this course. THIS MEANS YOU CAN ONLY MISS 3 CLASSES, THIS DOES NOT MEAN YOU CAN MISS FOUR CLASSES.

13. Special Consideration: If you require any special consideration for adequate performance in this class (tests, physical location or props, tutors, etc.) please notify the professor during the first two weeks of class.

14. PLAGARISM: It is OK to work together on some assignments, and frequently this is very helpful. However, each student MUST do their own writing. There have been times when I get a few students who change the font and a few words and then turn in another student’s paper. This is plagiarism
and will be taken seriously. 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 plagiarist destroys trust. If you have any questions regarding plagiarism, please consult the latest issue of Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Please reference the new reporting rules for plagiarism and how that will affect your academic record.

15. **KEEPING TRACK OF YOUR GRADE AND ALL OF THE TASKS**: I keep grades in my computer. You are welcome to come by my office anytime to check grades. I will try to warn those who are in danger of a grade lower than a “C” – However, you must maintain the ultimate responsibility for keeping up with your grades throughout the semester. I also have grades for exams posted on my door.

16. **KEEP ALL PAPERS I RETURN TO YOU. CHECK THEM AGAINST THE GRADE I HAVE ENTERED.** There are many graded tasks in this class. Keeping track of all your graded papers can be a challenge! There have been times where I have misentered grades or not entered it at all. If the number on your paper does not match the number on my grade report, write a note on your original paper and return it to me and I will reenter the grade.

17. **I CANNOT EMPHASIZE ENOUGH THE IMPORTANCE OF KEEPING A COPY OF YOUR WORK – DO NOT GIVE ME THE ONLY COPY.** If you cannot make a copy in the computer lab, email me (or yourself) a copy: Debrae@archone.tamu.edu

18. **Failure to receive paper back**: Sometimes papers do not get back to the students. There are several possibilities for this occurrence and you should check with me if you fail to receive back an assignment.

19. **EXTRA CREDIT OF 3 POINTS (MAXIMUM) ADDED TO GRADE:**
   a) Attending and preparing written report (1-2 paragraphs only needed) on selected presentations relating to the construction industry, dispute resolution, or ethics. Other presentations may be eligible, but check with me first. **Presentations by employers are NOT available for extra credit.**
   b) Student must obtain proof of attendance by obtaining the signature of a person in charge of the presentation or other person taking attendance on a memo to professor with the name of presentation, date, student name and student ID number on it.
   c) A maximum of 3 points of your grade can be from these items of extra credit. Each presentation attended will be considered 1 point.
   d) Extra credit does not replace an absence.
   e) In addition to the above method for gaining extra credit, you may do one each of the following to achieve the maximum of 3 points extra credit. You may only do an item once for bonus purposes. If you are a part of the HOSTS program for the entire semester at one of the local schools, or attend court (three hour minimum) at the Brazos County Courthouse, you may accrue all three points. **PLEASE NOTE:** If it is your own case it does not count. You may attend court in lesser increments for point accrual (1 hour = 1 point, 2 hours = 2 points, 3 hours = 3 points). You may also present or attend three presentations on ethics to achieve a total of 3 extra credit.
points, but the following items may each only be done once: donate blood, plasma, or donate either food/toys/meals/clothing to one of the local charities. You must bring me proof of performance for each of the extra credit attempts. Proof of performance must be presented by deadline in Special Conditions.

20. **FORMAT FOR HOMEWORK ASSIGNMENTS**
   a) *All work turned in must have student name on it.* Failure to include name may result in paper not entered into my computer!
   b) All homework should be *typed*, single-spaced except worksheets (which can be completed by hand) and the ethics memo which is to be double-spaced.
   c) All written assignments must be in memo format. Up to 3 points will be subtracted for improper format or Student name left off of assignment. An example of memo format is on the next page.

21. **The handouts and Text used in this course are copyrighted.** By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, problems, in-class materials, review sheets, and hypotheticals. Because these materials are copyrighted, you do not have the right to copy any handout, unless express permission is obtained.

22. **DEPARTMENT OF CONSTRUCTION SCIENCE - EXPECTED STUDENT BEHAVIOR**

Students in Construction Science are preparing to enter an industry where conservative, traditional behavior is expected. The following rules are promulgated to supplement those published in Texas A&M University Student Rules, and to foster disciplined behavior that will be demanded by the industry.

1. **CLASS ATTENDANCE:** Class attendance is mandatory for receiving a good grade. You must attend class if you want to do well. In addition --
   - Students are expected to be in class at the time class is scheduled to start; repeated tardiness is unacceptable behavior and may result in a reduction in a student's grade;
   - Students may not leave class prior to dismissal by the instructor (except with prior approval); students violating this rule may incur an unexcused absence for the complete class;
   - Students will not receive an excused absence for attending Career Fair or for participating in job interviews, either on-or-off campus.

2. **ATTIRE:** Students are expected to dress appropriately in a manner that is not offensive to other students and faculty. Hats and caps will not be worn in the classroom. Faculty may require students violating this rule to leave the class and receive an unexcused absence.

3. **FOOD and DRINKS:** Food, drinks and tobacco products of any kind are not permitted to be used or consumed in the classroom. Faculty may require students violating this rule to leave the class and receive an unexcused absence.

4. **ACADEMIC HONESTY:** A student's work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior and will result in sanctions in accordance with the Student Rules, available in hard copy or on the University Web Site.
5. **ETHICS**: The construction industry demands the highest standard of ethical conduct. An individual’s word is his/her bond. In all ways and at all times students of Construction Science are expected to uphold the highest standards of professional and ethical conduct. NOTE that if a student agrees to participate in a field trip, and then does not participate in the trip, faculty will counsel the student and the student’s grade may be lowered. If the student signs up for a job interview and then fails to appear, or appears in inappropriate attire, the student embarrasses himself, his colleagues, and the Department; students who abuse this privilege may not be permitted to sign up for additional interviews.

6. **CELL PHONES AND PAGERS**: All cell phone and pager audio signals will be turned off before entering class. Cell phones may not be used in class.

7. **PLAGIARISM**: It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain.

Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.

Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person’s ideas as if they were your own. This is called plagiarism and is a very serious offense.

8. **THE AMERICANS WITH DISABILITIES ACT** or (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.

9. **ACADEMIC INTEGRITY**: We all know the statement:

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

You should familiarize yourself with the policies and statements promulgated at http://www.tamu.edu/aggiehonor

On assignments and examinations you may be required to sign a statement such as the one below regarding the integrity of your work.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

________________________________________
Signature of student

You should read the information contained in the report by the Academic Integrity Task Force, 2004 at http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf
Example of memorandum format to be used:

MEMO

TO: PROFESSOR ELLIS
FROM: STUDENT NAME AND NUMBER
DATE SUBMITTED:
RE: (This stands for “regarding”. Put a short notation here, INCLUDING the assignment number. Example: Assignment #7, Ethics Memo)

***********************

Start typing your assignment here. This is not a cover sheet. Starting the body of the work on the second page will result in 3 points being subtracted from the assignment (format penalty). These can be re-obtained by turning the assignment in correctly. CHECK YOUR SPELLING AND GRAMMAR!! I DO READ THESE!!!

Memos do not usually contain a signature line, though frequently the writer initials her/his name above.

PLEASE DO THIS ASSIGNMENT AS IF YOU WERE GIVING IT TO AN EMPLOYER.
Special Conditions to the Syllabus
COSC 463
Spring 2007

COURSE TIME AND LOCATION: Tues. & Thurs. 9:35 - 10:50 (501); 11:10 - 12:25 (502), Rm. ARCC 205

INSTRUCTOR: Debra Ellis, J.D., Office 433A

OFFICE HOURS: Tues. & Thurs., 8:30 a.m. – 9:30 a.m., & 12:30-1:30 and all other times by appointment. I am also usually in the office on Monday, Wednesday and Friday. You can set up an appointment any time during those days. Email: Debrae@archone.tamu.edu

PLEASE NOTE THAT THIS SYLLABUS IS FOR ALL SECTIONS OF COSC 463. HOMEWORK DUE DATES APPLY TO ALL CLASSES REGARDLESS OF THE SECTION YOU ARE IN.

<table>
<thead>
<tr>
<th>Exam dates are tentative. Exams may be cumulative.</th>
<th>Material covered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 - Thursday - February 13, 2007</td>
<td>Including all lectures, handouts, corresponding chapters in book and cases up to this point</td>
</tr>
<tr>
<td>#2 - Tuesday - March 27, 2007</td>
<td>Including all lectures, handouts, corresponding chapters in book and cases up to this point</td>
</tr>
<tr>
<td>#3 - See final Exam schedule</td>
<td>Including all lectures, handouts, corresponding chapters in book and cases up to this point</td>
</tr>
</tbody>
</table>

DEADLINE FOR ALL EXTRA CREDIT POINTS: APRIL 24

In addition to this syllabus, you will be given a list of case readings, organized by lecture topic. You MUST be prepared to orally recite on these cases as we reach the relevant lecture. It is YOUR responsibility to keep up with the readings and be prepared for class. If you are unprepared you will receive a written assignment in addition to the oral recitation.
COSC 463 Tentative Schedule

Please note that due to changes in field trip dates, guest lecturers that may become available, lengthy class discussions and the general whim of the instructor, these dates and topics may change slightly. Please check the two reading lists posted on WEBCT (elearning.tamu.edu). One is your CASE READING list for the semester, the other is your WRITING SKILLS reading list. We will be referring to BOTH throughout the semester.

1. Week of January 16

Tuesday: JUDICIAL SYSTEM LECTURE: You should have purchased the text: Common Sense Construction Law, Smith, Currie & Hancock (blue book), and material packet at Copy Corner.

Bring text and outline to class each week. Get the 2nd Edition (used version if you can).

By Thursday, January 18, you must BE PREPARED TO ORALLY RECITE on United States ex reo Gerald MAYO. LOOK IT UP on the internet. Go to the West Campus Library website, find the LexisNexis Academic Index/Database, and then type in the Party Name, or Citation (which you don't have for this particular case) in the "Get a Case" box, then PRINT IT OUT FROM LEXIS-NEXIS. Be familiar with this website as you will be looking up many cases here throughout the semester.

You will be conducting what is called a "FIRAC". This involves the following steps: Know the parties, what the case is about (Facts), what the issues were that the court was asked to decide (Issue), what law the court applies to the facts to determine the outcome (Rules), what the parties argued based on the facts (Argument) [NOTE: you should focus on the winning argument], and finally, what the court said about it all (Conclusion). You will be doing both oral and written FIRACs this semester.

Thursday: JUDICIAL SYSTEM LECTURE: (outline only, not in book)

2. Week of January 23

Tuesday: JUDICIAL SYSTEM/COURT PROCEDURES continued from Thursday

Thursday: BUSINESS ORGANIZATIONS

3. Week of January 30

All Week: TORTS

4. Week of February 6

All Week: CONSTRUCTION CONTRACTING PRELIM
5. Week of February 13

**Tuesday: EXAM 1** Bring GREEN Scantron. - don’t forget to re-read cases from lectures, all handouts, and any guest lecture material if applicable. No specific AIA document information will be included, however, you must be able to recognize and categorize types of clauses discussed thus far.

Thursday: BID PROCESS AND MISTAKES IN BIDDING

6. Week of February 20

All week: BASIC CONTRACT LAW

7. Week of February 27

All week: BASIC CONTRACT LAW

8. Week of March 6

Tuesday: Contracts

**WEDNESDAY, MARCH 7** – Mandatory Field Trip to Austin (ALL DAY EVENT)
AGC Legislative Rally

Thursday: No Class- Assignment may be due this day.

March 12- March 16 SPRING BREAK

9. Week of March 20

Tuesday: THE UNIFORM COMMERCIAL CODE

Thursday: AUTHORITY AND RESPONSIBILITY OF THE PROJECT ARCHITECT AND ENGINEER

10. Week of March 27

**Tuesday: EXAM 2** Bring Green scantron. Will emphasize the new material but it is cumulative - don’t forget to re-read cases from lectures since last exam, all handouts, and any guest lecture material if applicable. No specific AIA document information will be included, however, you must be able to recognize and categorize types of clauses discussed thus far.

Thursday: SUBCONTRACT ADMINISTRATION
11. Week of April 3
All Week: CONTRACT CHANGES

12. Week of April 10
Tuesday: DIFFERING SITE CONDITIONS
Thursday: DELAYS

13. Week of April 17
All Week: ETHICS

14. Week of April 24
All Week: INSPECTION, ACCEPTANCE AND WARRANTIES
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Joan Mileski, Dept. of Maritime Administration
    William McMullen, Head, Dept. of Maritime Administration
    Donna Lang, AOC Dean, TAMU Galveston

DATE: March 19, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: MARA 440

We recommend that, MARA 440, Global Economy, be certified as a writing-intensive (W) course for the next four academic years (4/07 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: 60%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

Feedback is provided by peer review or in-class draft workshops, written or oral instructor comments, and/or Calibrated 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):

   WRA 410

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: Valarie Balester
   (Course Instructor / Coordinator)  2-14-07

   Received: Valarie Balester
   (W Course Coordinator, University Writing Center)  (Date)

   Approvals:
   College Dean: Julie Suig  2-14-2007

   Department Head:  2-14-2007

   (Date)

   RECEIVED
   FEB 26 2007 25 of 46 N
PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS/INSTRUCTOR
Joan P. Mileski, PhD

MEETING TIMES AND PLACE
To be announced.

INSTRUCTOR INFORMATION
E-mail: mileskij@tamug.edu
Office Phone: 409-740-4978
Office Location: Kirkham 121
Office Hours: Tuesday and Thursday 1:00 to 2:00 pm, Monday and Wednesday hours are by appointment. I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed.
Web Information: I use WebCT for all my notes.
Contacting Students: The department will use your on-campus Neo E-mail address as the primary means of contacting you. Please check your E-mail daily.

TEXTBOOK
Course Text

Supplementary Text
None

Other Required Materials
Handouts as provided by instructor.

COURSE DESCRIPTION
The main purpose of this course is to introduce you to the economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government interventions in both trade and capital markets. We also discuss the structure, strategy and operations of the multinational firm. This course focuses on general management and integration of functional area skills needed to compete in a complex international business environment. Course material addresses strategic issues, operational practices, and governmental relations of multinational companies. Key topics include identifying, developing, and defending an international competitive advantage; evaluating the international environment; and organizing to become a successful global competitor.

COURSE SEQUENCE IN CURRICULUM
This course is required for the Bachelor of Science in Maritime Administration.

PRE-REQUISITE INFORMATION
The prerequisite for this course include ECON 203, Principles of Economics, and Junior or Senior Classification.

COURSE OBJECTIVES
This is a survey course in international business. With the spread of globalization, managers must now attempt to uncover new markets, understand the forces of change affecting their businesses, develop
appropriate responses, and manage global operations. This course will study the institutional, economic, political and environmental forces affecting international business, examine the risks and opportunities in transnational operations, and relate these forces and opportunities to a firm's strategy and competitive position and daily operations.

WRITING OBJECTIVES
Research and analysis in international business are collaborative efforts. Communication of complex theories and ideas to various academic and business stakeholders requires clear writing. It is important that the student master certain established language and writing conventions in this discipline. This course is intended to improve the student’s writing skill within the Maritime Administration major and for future work in the Maritime Industry.

LEARNING OBJECTIVES:
1. Content Learning Objectives (Upon completion of the course, students will be able to …..):

Define globalization

Identify the drivers of globalization.

Argue the pros and cons of globalization

Understand the benefits and detriments of the three economic systems

Determine how the different political systems interact with the three economic systems

Explain the different legal systems, their history and focus.

Explain how managers must deal with corruption in political systems.

Apply the various determinants of economic development to economies in transition

Determine how culture impacts management decision making

Understand how business ethics is impacted within various religious tenets

Argue how education of the female population impacts economic development and business practices

Apply language and cultural difference to business etiquette

Understand the basic trade theories: comparative advantage, Heckscher-Ohlin, Product life-cycle, Porter’s National Competitive Advantage

Identify the instruments of trade policy and the pros and cons of their use

Make an argument for and against free trade

Understand and identify the conditions of the various theories of Foreign Direct Investment (FDI):
  - Transaction Cost
  - OLI
  - Eclipter
  - Internalization
  - Strategic Behavior
Product life cycle

Argue the pros and cons of FDI to the host country and what government policies are appropriate

Understand the evolution and current status of economic integration

Answer whether locational advantages are regional or country specific

Identify the determinants of foreign exchange, both fundamental and technical

Describe the primary and secondary market for foreign exchange

Explain the history of the international monetary system.

Argue the pros and cons of both a fixed and floating exchange rates system.

Explain the role of the IMF and its recent policies in crisis countries

Explain the growth of the global capital markets

Describe how the global capital markets work:
  - Global bond markets
  - Global equity markets

Describe the benefits and costs of the eurocurrency markets

Explain how foreign exchange risks impact the cost of capital to a multinational firm

Understand the theory of the multinational firm

Determine the benefits and costs of the various strategies of multinational firms:
  - International strategy
  - Multidomestic strategy
  - Global strategy
  - Transnational strategy

Describe the various organizational structures for multinational firms and how the structure implements the various strategies

Explain the unique problems of Maritime International Industry structure

Define the conditions for the various forms of entry into a foreign market:
  - Export
  - License
  - Franchise
  - Contract manufacturing
  - Management contract
  - Turn-key
  - Joint venture
  - Wholly-owned subsidiary
Explain Agglomeration theory

Determine the pros and cons of being the first mover into a market.

Explain the strategies and information a manager may use to improve export performance

Identify the various export and import financing instruments:
  - Letter of credit
  - Draft
  - Bill of lading

Argue the pros and cons of countertrade

Understand how managers determine where to manufacture: a discussion of outsourcing

Explain how to manage the global supply chain
  - Inventory management
  - Transportation and logistics
  - Information management

Determine how to globalize markets and brands

Explain how to take the four P’s global

Understand how to avoid global marketing blunders

Understand the training and development need of expatriate managers

Describe global concerns for staffing policies

Explain how cultural differences impact performance appraisal and compensation

Determine how to deal with organized labor groups in various countries

Explain the various country differences in accounting standards

Determine the issues of non-comparability in consolidating financial statements of multinational firms’ subsidiaries

Understand the importance of global accounting control systems and their determination of management performance

Understand how managers identify and manage financial risk across countries

Determine the various sources of financing and the structure of financing in various countries

Apply an efficiency strategy to global money management

Identify various taxation strategies to reduce the firm’s worldwide effective tax rate.

Explain various strategies to reduce exchange exposure
2. Broad Skills Learning Objectives (Upon completion of the course, students will be able to.....):

Work productively in a group

Critically apply the concepts to real life case experiences through class discussions, research paper and tests

Learn to analyze and critically evaluate ideas, arguments and points of view

3. Writing Learning Objectives (Upon completion of the course, students will be able to.....):

Demonstrate knowledge of the jargon of the discipline

Demonstrate an understanding of the writing conventions of the discipline

Write effective emails, short papers and collaborative research papers.

Demonstrate the ability to write an effective argument.

Limit grammar and mechanical writing errors to a minimum.

**TOPICAL OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Introduction</td>
<td>None</td>
<td>Lecture</td>
</tr>
<tr>
<td>9/1</td>
<td>Globalization</td>
<td>Hill, Chap 1</td>
<td>Articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-class writing: outline of chapter</td>
</tr>
<tr>
<td>9/2</td>
<td>Political Economy</td>
<td>Hill, Chap 2</td>
<td>Articles</td>
</tr>
<tr>
<td></td>
<td>Research questions due</td>
<td></td>
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<tr>
<td></td>
<td>Review of what makes a good outline</td>
<td></td>
<td></td>
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<tr>
<td>9/6</td>
<td>Culture</td>
<td>Hill, Chap 3</td>
<td>Articles</td>
</tr>
<tr>
<td></td>
<td>Discussion of good analysis and logical Arguments</td>
<td></td>
<td>In-class writing: analysis of ethnocentric managers</td>
</tr>
<tr>
<td>9/8</td>
<td>Trade Theory</td>
<td>Hill, Chap 4</td>
<td>Articles</td>
</tr>
<tr>
<td></td>
<td>Discussion on how to critique a paper</td>
<td></td>
<td>Review of in-class assignment</td>
</tr>
<tr>
<td>9/13</td>
<td>Trade Tools</td>
<td>Hill, Chap 5</td>
<td>Articles</td>
</tr>
<tr>
<td></td>
<td>Writing homework: Critique of Loree and Guisinger, 1995</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>References</td>
<td>Description</td>
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<tr>
<td>9/20</td>
<td>Foreign Direct Investment  Hill, Chap 6 Articles</td>
<td></td>
<td>Discussion of writing an international business paper</td>
</tr>
<tr>
<td>9/22</td>
<td>Examination 1</td>
<td></td>
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<tr>
<td>9/27</td>
<td>Return of Exam and Outline for Research paper due for critiquing – student in-class critique (grading sheet provided); instructor critique returned on 9/29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/29</td>
<td>Politics and FDI  Hill, Chap 7 Articles</td>
<td></td>
<td>Review of critique of Loree and Guisinger, 1995</td>
</tr>
<tr>
<td>10/4</td>
<td>Regionalization  Hill, Chap 8 Articles</td>
<td></td>
<td>In-class writing: Think-pair-share on Regionalization</td>
</tr>
<tr>
<td>10/6</td>
<td>Foreign Exchange  Hill, Chap 9 Articles</td>
<td></td>
<td>Review of the writing process</td>
</tr>
<tr>
<td>10/11</td>
<td>International Monetary System  Hill, Chap 10 Articles</td>
<td></td>
<td>In-class writing: Write an email to the Group on the benefits of the Gold standard. Corrections Based on student feedback. Revisions to instructor.</td>
</tr>
<tr>
<td>10/13</td>
<td>Global Capital Markets  Hill, Chap 11 Articles</td>
<td></td>
<td>Models of good writing</td>
</tr>
<tr>
<td>10/17</td>
<td>Midsemester grades due in Admissions and Records, 10:00 AM</td>
<td></td>
<td></td>
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<tr>
<td>10/18</td>
<td>Strategy  Hill, Chap 12 Articles</td>
<td></td>
<td>Review of email assignment</td>
</tr>
<tr>
<td></td>
<td>In-class writing: Short paper on Porter’s Strategy effectiveness in Relation to purpose, style And audience</td>
<td></td>
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<tr>
<td>10/20</td>
<td>Examination 2</td>
<td></td>
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<tr>
<td>10/25</td>
<td>Return of Exam and first draft of paper due through methodology section for critiquing by group</td>
<td></td>
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</tr>
<tr>
<td>10/27</td>
<td>Structure  Hill, Chap 13 Articles</td>
<td></td>
<td>Review of critique by group of first draft.</td>
</tr>
<tr>
<td>11/1</td>
<td>Modes of Entry  Hill, Chap 14 Articles</td>
<td></td>
<td>Review of instructor’s feedback on first drafts.</td>
</tr>
<tr>
<td>11/3</td>
<td>Exporting  Hill, Chap 15 Articles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion of plagiarism.

In-class writing: Submit Porter paper to Turnitin.com.

11/6
Last day to Q drop (drop courses with no penalty)
Last day to change Kinesiology 198/199 grade type on website.myrecord.tamu.edu
Last day to officially withdraw from the University

11/8
Manufacturing Hill, Chap 16 Articles
Results of Turnitin.com and discussion

11/10
Marketing Hill, Chap 17 Articles
Discussion of Using Peer Groups to Respond to Writing

11/14
Preregistration begins for 2008 spring semester

11/15
Human Resources Hill, Chap 18 Articles
Discussion of Punctuation, grammar, style and Usage
Short writing quiz GMAT style

11/17
First draft of completed paper due

11/18
Bonfire remembrance day: Classes will be held.

11/22
Catch-up day

11/24-25
Thanksgiving holiday (Saw’em off)

11/29
Accounting Hill, Chap 19 Articles
In class writing critiques of draft of completed paper

12/1
Finance Hill, Chap 20 Articles
Return of writing quiz and discussion

12/5
Redefined day; students attend Friday classes. Dead day; classes meet but no major exams.

12/6
Last day of fall semester classes. Redefined day; students attend Thursday classes. Dead day: classes meet but no major exams. Final paper due to Turnitin.com.

12/9
Final examination.

12/16
Last day for December undergraduate degree candidates to apply for tuition rebate.

12/16
Commencement and commissioning.

12/19
Grades for remaining students due by 10:00 am

TEACHING STRATEGIES:
This is an activities-driven/seminar/case study class. This means students must be prepared to discuss the material upon arrival in class and apply it to the case. My philosophy for the learning environment is the role of the professor as director of learning among equals. The relationship is a partnership where each, professor and student, are fully prepared for and enthusiastically embrace, each and every learning experience. I believe that insight (truth) can be an exciting experience for faculty and students alike. I try to instill in students that they must be their own lifetime teachers continuously gathering and discarding the appropriate skill sets for life long learning, success, and service to society.

Expectations
a. Instructor
   1. Meet with students with appointments to review questions.
   2. Review and grade and projects and examinations returning detailed comments.
   3. Will direct class discussions and activities

b. Students
   1. Read book assignments in a timely fashion.
   2. Write critically analyzed exams using concepts and terms learned.
   3. Show understanding of the international economics through class case participation.
   4. Will study 4 hours for every hour in class.
   5. Will present effectively orally work completed within a group.

ASSESSMENT OF LEARNING:
A. Course Requirements:

1. Class Preparation, Participation and Homework

   Students can get the full benefit from the class through active participation in class discussions. There will be a strong emphasis on daily preparation and participation. You are required to be fully prepared to discuss assigned readings for each class as they apply to media articles. You will be evaluated on how well you respond orally. Further, students will be expected to turn in solutions to the various questions of the day, and you may be asked to participate in additional class activities.

   Since the class participation is crucial for students' learning, class attendance is mandatory for students' success in this class. Students are evaluated for the participation according to the quality and persistence in their classroom discussion and their attendance. Absences will affect a student's final grade.

   Further, this course is a writing intensive course in your discipline. Every class period you may be asked to write a brief paper and/or another writing assignment. This work will be collected each day; NO LATE WRITING WILL BE ACCEPTED.

2. Examinations

   There will be two examinations given during the course and a comprehensive final. They will consist of multiple choice questions and short answer to lengthy essays.

3. Team Papers

   This project involves team research and writing. Each team will act jointly, researching and writing, its original research work. The ultimate goal of the research project is to prepare a research paper worthy of publication.
The subject of the project is an original research project on any international business subject. The team will develop the research question, design the project, and write the paper. Work should be divided equally among team members in research and write-up. Teams will be graded on analysis and presentation as a TEAM. Team size is limited to 4 members and can be no smaller than 3 members. Individual members will receive the same grade, unless gross lack of effort by some member(s) is obvious to the instructor. In this case, the grade of the member(s) demonstrating lack of effort, as well as the effectiveness of the team, will be discounted.

Drafts of the project will be due during the term. Feedback will be provided by the instructor on these drafts without grade. Suggestions should be incorporated into the final paper.

Each final paper must be submitted to www.turnitin.com. Specific instructions on submission will be provided by the instructor.

B. Grading Standards

40% Class participation/writing assignment
20% Two examinations
20% Final examination
5% Outline of paper
15% Final paper

Each project and all class participation will be given one of the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of courses in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.

STUDENT APPRAISAL:
Students will complete a course evaluation during the semester. These evaluation forms assist in improving course content and methodology. The faculty evaluation forms will be tabulated by the administration and reviewed by the department chair.
CLASS POLICIES:
Academic honesty

AGGIE HONOR CODE

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

Upon accepting admission to Texas A & M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/

Statement on the Americans with Disabilities Act (ADA) of 1990
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 Counseling Office, Northern Student Center, or call (409)740-4587.

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

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Use of Cell Phone, Blackberries, etc.
The student will receive a grade of “F” for the day should the student use through ringing, talking, text messaging etc. inappropriately a cell phone in class.

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

If the absence is excused per the process outlined in the University Student Rules, the student must be given the opportunity to make up work that was missed. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part II, Student Grievance Procedures, Section 49, Unexcused Absences, for more information about appealing an instructor’s decision.
Class Atmosphere
Any true discussion involves personal exposure and risk. Your ideas may not agree with others. However, respect is required from you and thus will be given to you. Rudeness in any fashion will not be tolerated and will result in expulsion from that class meeting.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

_____________________________  ______________________
Instructor’s Signature  Date
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Samuel Cohn, Dept. of Sociology  
    Mark Fossett, Head, Dept. of Sociology  
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: March 19, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 335

We recommend that, SOCI 335, Sociology of Organizations, be certified as a writing-intensive (W) course for the next four academic years (4/07 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: 100%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

Instructor feedback is provided by a one-to-four paragraph set of comments per student.
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: ________________________
(Course Instructor / Coordinator) 2/21/06

Received: ________________________
(W Course Coordinator, University Writing Center) 2/21/07

Approvals:

College Dean: ________________________ 2/23/07

Department Head: ________________________ 2/21/2007
There are no prerequisites for this course.

**HOMEWORK AND EVALUATIONS.**

The grades for the course will be based on you writing ten e-mails. These e-papers are only two pages long. Every other class, I will finish the class with a thought question. Your paper is to be your answer to that question. These papers require no outside research, but merely a) familiarity with the course material and b) intelligent thinking.

There are no other evaluations for this class. 100% of your grade is based on your grade on these e-mails, all of which are weighted equally in the final calculation. There will be a final paper given on the last day of class, and due whenever the final exam for this course would be given. This paper can count towards one of your ten, and will have a format similar to the other papers.

Most students have busy schedules. Therefore, I introduce some flexibility into the evaluation system to allow people reasonable breathing space. (Some weeks you are likely to be distracted by demands from other courses, and everybody gets sick, has personal crises or has amazing opportunities to fly to New York for a weekend.)

Here are the loopholes. The papers given during the semester and finals week add up to more than ten papers. This means you can ignore any extra papers above and beyond your ten. You don't have to ask the professor's permission and you don't have to reserve your skips in advance. If it feels good, just do it.
Likewise, everyone is allowed to take two extensions. This means they can turn in their paper, exactly one class late. (You may not take both extensions on the same paper, and turn it in two classes late.) Several drops plus two extensions buys everybody a lot of flexibility for dealing with the vagaries of the A & M schedule. Since the papers are only two pages long, most people should have no problem managing the workload.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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, Service for Students with Disabilities in Cain Hall or call 845-1637.

**ACADEMIC INTEGRITY STATEMENT**

"AN AGGIE DOES NOT LIE, CHEAT OR STEAL OR TOLERATE THOSE WHO DO."

Academic Integrity and the Aggie Honor Code are taken very seriously in this course.


**BOOKS AND READINGS**

The primary textbook for this course is


The only bookstore with which I have placed an order is Texas Aggieland Bookstore at Northgate.

There will also be various readings on electronic reserve in the library.

**CLASS PLANS AND READING ASSIGNMENTS**
MH = the Michael Handel reader.

I. Setup

II. Weberian Bureaucracy
Weber, Max. 1924. "Bureaucracy and Legitimate Authority". Reading 1 in MH.

III. Bureaucracy and the Industrial Revolution


IV. Human Relations Theory
Homans, George. 1941. "Hawthorne Experiments." Reading 7 in MH.

McGregor, Douglas. 1957. "Human Side of Enterprise" Reading 9 in MH.

Bureaucratic Models." Reading 34 in MH.

V. The Critical Contribution of Victor Vroom

    Chapter 12. pp. 368-75 (Yes, 7 pages only!)

Statistics note: If twenty studies show a median correlation of +.14 between
variable A and variable B – that means there is practically NO relation between
those two variables. That is super super important for understanding the reading.
Look very hard for the two variables that are related at +.14 and think about why
there might be no relationship between them.
VI. Experimental Forms of Work Organization


   Chapter 12. pp. 188-245.

VII. The Golden Years of Japanese Productivity


   Chapter 1. Sections 1.2-1.3. Pp. 3-7 only.

In the 1970’s and 80’s, the Japanese were the kings of industrial productivity. (The U.S. currently holds this title – which it got by combining Japanese tricks with some tricks of its own). This is a reliable account of how Japan obtained its twenty year mastery. Everything in the Alston is correct. However, Japanese secrets are not always what they seem to be.....

VIII. Traditional Contingency Theory I


IX. Traditional Contingency Theory II


X. Second Generation Contingency Theory

XI. The Aston School


This is the most boring class you will ever have to sit through at Texas A & M. It doesn't get any lower than this. Prepare to suffer.

XII. Innovation


Chapter 3, pp. 69-101
Chapter 6, pp. 156-179

XIII. Decision Theory I

Cyert, Richard and James March


XIV. Decision Theory II

Cyert, Richard and James March


Chapter 4. Pp. 52-98.
XV. Historicism and Population Ecology


XVI. Population Ecology and Organizational Births and Deaths

Carroll, Glenn and Michael Hannan. 2000. "Density Dependent Processes." Reading 20 in MH.

XVII. Institutionalism and Isomorphism


XVII. Resource Dependency and External Control


XVIII. Power in Organizations and How It is Obtained


XIX. Internal Labor Markets, Power and Promotion Dynamics


This essay is very difficult to read – but teaches a hard and cynical life lesson that you would be wise to remember in your career. Download it and bring it to class and I will translate it into English.

XX. Organizational and Demographic Determinants of Turnover


XXI. Transaction Costs


   Chapter 1. Pp. 8-10 Only.
   Chapter 3. Pp. 41-56. (The Whole Chapter)

Oliver Williamson is one of the most brilliant organizational theorists in the field. He is also one of the worst writers in the field. You can barely get through a few pages before he disappears into economic jargon that does not especially advance his case. These selections should give you a sense of what he is trying to accomplish. His point is very well conceived – and has major implications for modern business practice.
XXII. The New Economic Sociology: Embeddedness and Social Capital


XXIII. Downsizing


XXIV. Accidental Organizational Deviance: Disasters


XXV. Intentional Organizational Deviance: Corporate Fraud