TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Edward Rister, Joe Outlaw, Pam Vernon, Agricultural Economics
    John Nichols, Head, Agricultural Economics
    Karen Kubena, AOC Dean, College of Agriculture and Life Sciences
DATE: June 29, 2006
SUBJECT: REPORT ON PROPOSED W COURSE: AGEC 429

We recommend that AGEC 429, Agricultural and Food Policy, be certified as a writing-intensive (W) course for the next four academic years (6/06 to 1/10). 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 (44%)
2. Course content appropriate to the major
3. Total number of words (2000+)
4. Instructor to student ratio for one section: 1:25

Agricultural and Food Policy puts emphasis on the writing skills and communication styles needed by policy officials. Writing assignments, which mainly consist of one-page memos or short essays designed to mirror the types of activities that will be required of students if they do internships in Washington D.C. or Austin, are graded by teaching assistants and the instructor. Students receive ample writing instruction. For example, approximately one half hour is spent after returning each writing assignment reviewing the objectives of the assignment and how different students achieved them. Examples of good papers are read aloud and discussed. Students are asked to rewrite drafts and receive extensive comments to help them improve. In addition, revision is encouraged and supported throughout the course. Students must turn in their first paper with their second draft so the instructor can see how feedback was incorporated into the second draft.
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):

AGEC 429 "Agricultural and Food Policy"

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) 5/5/06  

Received: ___________________________  
(W Course Coordinator, University Writing Center) 5/9/06  

Approvals:

College Dean: ____________________________  5-8-06  

Department Head: ___________________________  5-8-06  

2 of 13 D
AGEC 429 Agricultural and Food Policy
Room 101, Richardson Building
9:35 a.m. - 10:50 a.m., Tuesdays & Thursdays

Fall 2006 Syllabus

Course Description: Analysis of the causes, nature, and effects of government participation in agriculture; and interrelationship of the American agriculture and agribusiness sector with the political and economic system, public administration, and interest group representation. Special emphasis is given to learning the writing skills and communication style of policy officials.

Prerequisites: AGEC 105 or ECON 202 or ECON 203; ENGL 104; and Junior or Senior Classification (i.e., 60 or more completed hours)

Instructor:
Joe L. Outlaw
E-mail: jotoutlaw@tamu.edu
Office: Blocker 450
Phone Number: 979-845-5913
Office Hours: 11:00 a.m. to 12:00 p.m., Tuesdays & Thursdays, or by appointment

Teaching Assistants:
TA #1: To be assigned.
TA #2: To be assigned.
TA #3: To be assigned.

Email: Please, ALWAYS put "AGEC 429" on subject line of your e-mails to me.

Course Web Address: www.afpc.tamu.edu/courses/
The website contains a copy of the syllabus, old exams, and major bullets for class notes.

Attendance:
Attendance is taken each day at 9:50 a.m. Although not required, attendance will assist me in dealing with borderline situations.

Grade Determination:

- Weekly Writing Assignments 9 x 35 = 315 possible points 44%
- Exam I 1 x 100 = 100 possible points 14%
- Exam II 1 x 100 = 100 possible points 14%
- Final Exam 1 x 200 = 200 possible points 28%

715 total points 100%

Note: Graded writing assignments constitute 44% of the total grade.

Grades: 89.5% - 100% will be needed for an "A"
79.5% - 89.4% will be needed for a "B"
69.5% - 79.4% will be needed for a "C"
59.5% - 69.4% will be needed for a "D"
59.4% or lower will be an "F"

Examinations and Assignments:
- Examinations will consist of essay and short answer questions, along with graphs.
- Two exams and a comprehensive final exam will be given. The first exam will count 100 points, the second exam will count 100 points, and the final exam will count 200 points.
- Students will be allowed to make-up a missed exam ONLY if the absence was due to a University-excused absence. To be excused, the student must notify the instructor in writing (an acknowledged e-mail message is acceptable) by the end of the second working day (i.e., Monday - Friday) after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Within one week of the last date of the absence, the student must also provide documentation substantiating the reason for the absence that is satisfactory to the instructor. For illness, documentation should include a note from a doctor or clinic.
- Review sessions will be offered prior to the exams.
- There will be nine writing assignments during the semester. Each of the nine assignments will count 35 points.

Writing Instructions:
- Writing expectations and guidelines will be covered on the first class day. A representative from the University Writing Center will present a review of basic grammar, spelling, and punctuation. Writing concepts and principles covered in AGEC 217 will be further developed.
- Attached is a list of the writing topics for this class. Each paper should be written to an audience of legislators and legislative aids. The papers are to be single-spaced and no longer than one page.
- Only sources may be cited on a second page.
- A minimum of two papers will be returned with feedback from the instructor on how students can further improve their writing skills. Students should use these comments to improve the final drafts and other writing assignments throughout the semester. Revisions for these two papers will be due the following week, providing a chance for students to improve their grades and writing skills. Final grades will then be assigned.
- Each student will participate in at least one peer review throughout the semester, in which they will read at least one other student's paper and provide helpful comments for its improvement.
Use of Calculators During Examinations in the Department of Agricultural Economics:

Unless specifically authorized by an instructor, the use of all programmable calculators is prohibited during examinations and quizzes in the Department of Agricultural Economics classes. That is, only simple (e.g., addition, subtraction, multiplication, division, square root, exponential, etc., but no programmable features) calculators may be used. Unauthorized use of a programmable calculator during an examination or quiz is considered cheating and will result in a grade of zero on the examination or quiz, a grade of “F” in the course, and subsequent reporting of the incident to the Aggie Honor System Office.

Copyright:

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

Americans with Disabilities (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Texas A&M University has a strong institutional commitment to the principle of diversity in all areas. In that spirit, admission to Texas A&M University and any of its sponsored programs is open to all qualified individuals without regard to subgroup, class, or stereotype.

If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Room B118 of the Cain Hall Building. The phone number is 845-1637. ADA accommodations will be made in accordance with the law.

Academic Integrity Statement:

As commonly defined, plagiarism consists of passing off as one’s own ideas excerpts or total reproduction of work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section Academic Misconduct.
Scholastic Honesty and Classroom “Rules”:

A note on cheating – it is not tolerated! If you are caught in the act, you will automatically receive a zero on the work in question. Your instructor will then proceed in completing the Honor Code Violation Report form and report you, through the Department of Agricultural Economics Undergraduate Office, to the Honor Council. For many years, Aggies have followed a Code of Honor, which is stated in this very simple statement:

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

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

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 Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: www.tamu.edu/aggiehonor. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Signature: ___________________________ Date: ________________

Printed Name: ________________________ UIN: ________________
AGEC 429 SCHEDULE BY WEEK
Room 101, Richardson Building
9:35 a.m. - 10:50 a.m., Tuesdays & Thursdays

WEEK  TOPICS
1* Agriculture in the U.S. Economy;
   Overview of Grammar and Writing Expectations for the Class
2  Government and Agriculture Interest Groups;
   Writing Assignment #1 Due
3  History of Agricultural Policies;
   Assignment #1 returned with feedback;
   Writing Assignment #2 Due
4  Review of Economics;
   Final Draft of Writing Assignment #1 Due
5  Loan Rates and Acreage Reduction Programs;
   Writing Assignment #3 Due
6  Define the U.S. Farm Bill and discuss past Farm Bills;
   Writing Assignment #4 Due
7  1990 Farm Bill;
   Exam I
8  1996 and 2002 Farm Bills;
   Assignment #4 returned with feedback
9  Agriculture and the Energy Policy;
   Final Draft of Writing Assignment #4 Due;
   Writing Assignment #5 Due
10 Dairy Policy and Payment Limits;
    Writing Assignment #6 Due
11 Environmental Policy;
    Exam II; Writing Assignment #7 Due
12 Environmental Policy;
    Peer Review of Assignment #7 Due
13 Food Safety;
    Writing Assignment #8 Due
14 Overview of Class;
    Writing Assignment #9 Due
15 In-Class Review;
   Final Exam (Friday, December 8th, 12:30 p.m. - 2:30 p.m.)

*First day of class: The expected basic writing requirements will be covered, including spelling, grammar, and punctuation.
<table>
<thead>
<tr>
<th>Week</th>
<th>AGEC 429 Topic</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture in the U.S. Economy</td>
<td>August 28, First Day of Fall Classes</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>21</td>
<td>Sept 1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Commodity and Agricultural Interest Groups</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>Writing Assignment 5 Due</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>History of Agricultural Policies</td>
<td>15</td>
<td>15</td>
<td>12</td>
<td>Assignment 4 received</td>
<td>13</td>
<td>Writing Assignment 4 Due</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Review of Economics</td>
<td>17</td>
<td>18</td>
<td>15</td>
<td>Review</td>
<td>20</td>
<td>Final Exam of Writing Assignment 3 Due</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>Least Rate and Average Protection Program</td>
<td>24</td>
<td>23</td>
<td>26</td>
<td>Writing Assignment 5 Due</td>
<td>27</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>U.S. Farm Bill and Domestic Food Bill</td>
<td>Oct 1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>Writing Assignment 4 Due</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>2000 Farm Bill</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>EXAM 1</td>
<td>12</td>
<td>Oct 14</td>
</tr>
<tr>
<td>8</td>
<td>1996 and 2002 Farm Bills</td>
<td>15</td>
<td>16</td>
<td>11</td>
<td>Assignment 4 received with feedback</td>
<td>16</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>Agriculture and the Energy Policy</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>Final Draft of Writing Assignment 4 Due</td>
<td>25</td>
<td>Writing Assignment 6 Due</td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>Dairy Policy and Payment Limits</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>Nov 1</td>
<td>Writing Assignment 6 Due</td>
<td>2</td>
<td>Exam Day in Q Group</td>
</tr>
<tr>
<td>11</td>
<td>Environmental Policy</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>Exam 1</td>
<td>9</td>
<td>Nov 11</td>
</tr>
<tr>
<td>12</td>
<td>Environmental Policy</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>Peer Review of Assignment 6 Due</td>
<td>15</td>
<td>Writing Assignment 7 Due</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>Fuel Strategy</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>Writing Assignment 7 Due</td>
<td>22</td>
<td>Recess or Q Group</td>
<td>23</td>
</tr>
<tr>
<td>14</td>
<td>Overview of Class</td>
<td>26</td>
<td>27</td>
<td>26</td>
<td>Writing Assignment 8 Due</td>
<td>29</td>
<td>Dec 4</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>In-Class Review</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>Last Day of Fall Classes</td>
<td>6</td>
<td>Reading Day</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>15</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>In a one-page essay, identify a current controversial issue that is being discussed in Washington D.C. Provide a background paragraph about the issue, and identify people for and against the issue (i.e., Congresspersons, Groups, Associations, Coalitions, etc.). Who do you believe makes the best argument and why? Assignment #1 will be returned with feedback and suggestions for improvement on Tuesday, September 12. The final draft, with corrections, is due on September 21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #2</td>
<td>Chapter 2 explains the role economists play in the policy making process. In your own words, describe this role. Why is it important to maintain objectivity?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #3</td>
<td>Discuss the relationship between capitalization and land rental rates. What impact does this relationship have on farmers? Use economics to explain your answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #4</td>
<td>Discuss the situation with Dan Sumner, Bruce Babcock, the Brazilian Government, and the World Trade Organization. Explain why Sumner and Babcock now have difficulty presenting their work in Washington D.C. What do you believe Sumner did wrong, if anything? Your answer should be one page, single-spaced. Assignment #4 will be returned with feedback and suggestions for improvement on Tuesday, October 17. The final draft, with corrections, is due on October 24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #5</td>
<td>Chapter 7 (pp. 5-6) includes a list of several goals of the farm bills and farm policy. Develop a one-page discussion of: 1. Which goal do you think is the best and why; 2. Which goal do you think is the worst and why; and 3. Cite one source outside of the book that lists and discusses farm policy goals. What point of view is taken by your source?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #6</td>
<td>Explain loan deficiency payments, marketing loans, and counter-cyclical payments. Discuss the difference between these three income support methods. Show examples using graphs. Your answer should be one page, single-spaced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #7</td>
<td>One of the biggest issues in agricultural policy is payment limitations. Develop a one-page, single-spaced essay that either supports or does not support tighter payment limits. Include a thesis statement, supporting paragraphs, and a final conclusion. Cite any references. The students will participate in a peer review, in which they will read another student's paper and provide helpful comments for improvement. This review will be due on November 14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #8</td>
<td>In a one-page essay, describe the difference between coupled payments and decoupled payments. Be sure to include examples of each and what brought about the change in payment types.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #9</td>
<td>Write a memo to your Congressperson stating your concerns over specific issues contained in the current farm bill. What changes would you like to see occur in the next farm bill? Use graphs to explain the impact of these changes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

DATE: May 2, 2006

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 355

We recommend that ENGL 355, Rhetoric of Style, be certified as a writing-intensive (W) course for the next four academic years (5/06 to 1/10). 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 (80%)
2. Course content appropriate to the major
3. Total number of words (4000)
4. Instructor to student ratio for one section: 1:35

Students receive feedback on their writing in class workshops, peer review, oral comments on drafts, and written comments on three short papers. The written comments suggest strategies for revision and direct students to specific elements of their writing they should work on for the next assignment. Class meetings are a mixture of short lectures, discussions, and workshops, which focus on analysis on published discourse and student writing. The semester portfolio requires students to practice writing on a daily basis.
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):

   ENGL 355 Rhetoric of Style

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)  
5/1/06

Received: 
(W Course Coordinator, University Writing Center)  
5/4/07

Approvals:

College Dean: 

Department Head: 
Paul A. Parrish  
5/1/06
Instructor: Dr. Jimmie Killingsworth, email Killingsworth@tamu.edu
Office Hours, Blocker 224: Office Hours: MTh 10 a.m.-noon, W 2-4 p.m.

Required Readings:

Aims of the Course:
English 355 is a study of style—language use in various contexts and genres—and in particular a study of how writers create varieties of language to express themselves, accommodate different readerships, accomplish special purposes, and join different discourse communities. We will begin the course by studying diction (word choice), sentence structure, and paragraphing in some detail, forming a vocabulary we can use to discuss style. From there, the course will develop in concentric circles, reaching outward first to the analysis of whole texts, then to the development of flexibility and awareness in our own styles of writing, and finally to the idea of style as it works in the general culture—in fashion, in public taste, in music and the arts, even in food. Our aim in the final section will be to develop a theory of style that grounds our understanding of language use in the widest possible cultural context.

Requirements of the Course:
For the writing portion of the course, you will produce three short papers (3-4 pages each, double-spaced, typed), each worth 20 points (total of 60 points). The papers will be a mixture of analytical and creative nonfiction. A final exam based on the lessons in style and the course readings will be worth another 20 points. You will also create a portfolio of daily exercises and homework for the final 20 points of the course. The assignments for the portfolio will be announced on a daily or weekly basis and you are expected to keep up. Daily attendance and participation are required. All assignments must be completed on time and in sequence. Late papers will be penalized by one letter grade.

Three Short Papers (3-4 pages) 60%
Writing/Homework Portfolio 20%
Final Exam 20%

Schedule of Assignments (subject to change to allow for student progress):

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 30</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Killingsworth, Lesson 1, Sentence Grammar in English</td>
</tr>
<tr>
<td>6</td>
<td>Killingsworth, Lesson 2, Why I Stickle</td>
</tr>
<tr>
<td>8</td>
<td>Anzaldua 44, Sanders 311 (all readings listed thus are in DiYanni’s collection)</td>
</tr>
<tr>
<td>13</td>
<td>Killingsworth, Lesson 3, Readability</td>
</tr>
<tr>
<td>15</td>
<td>Cofer 71, Didion 89</td>
</tr>
</tbody>
</table>
20 Killingsworth, Lesson 4, The Stylistic Mystique and the Problem of "Voice"
22 Dillard 94

27 Workshop for Paper 1
29 More Workshop

Oct. 4 Paper 1 due. Killingsworth, Lesson 5, Style in the Rhetorical Tradition
6 Douglass 100, Wright 394

13 Killingsworth, Lesson 6, Convention and Deviation
15 Gates 127, Swift 344

18 Killingsworth, Lesson 7, Tropes
20 Workshop for Paper 2

25 Paper 2 due. Portfolio Check.
27 Killingsworth, Lesson 8, Interchanges of Verbal and Visual Style

Nov. 1 Hoagland 188, Kincaid 204
3 Killingsworth, Lesson 9, Style and Identity
8 King 216, Kingston 234
10 Lee, 244, Mairs 267

15 Killingsworth, Lesson 10, Cultural Styles
17 Workshop for Paper 3

22 Orwell 292
24 Thanksgiving, no class

29 Paper 3 due.

Dec. 1 Tan 353, Woolf 390

6 Portfolio due.

14 Wed., 8-10 a.m. Final Exam.

Additional Policies:
This course, like all courses at A&M, is bound by the Aggie Code of Honor: "An Aggie does not like, cheat, or steal or tolerate those who do." (See the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.)

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