Memorandum

September 19, 2006

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.

The following courses were approved at the August 21 meeting:

- BICH 491 Undergraduate Research
- ECON 426 Antitrust Economics
- GENE 491 Undergraduate Research
- MEEN 360 Materials and Manufacturing Selection in Design
- POLS 209 Introduction to Political Science Research Methods

The following courses were approved at the September 18 meeting:

- EPFB 428 Collaboration in School Settings
- HLTH 482 Grant Writing in Health
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Martyn Gunn, Dept. of Biochemistry and Biophysics
    Gregory D. Reinhart, Head, Dept. of Biochemistry and Biophysics
    Karen Kubena, AOC Dean, College of Agriculture and Life Sciences

DATE: August 21, 2006

SUBJECT: REPORT ON PROPOSED W COURSE: BICH 491

We recommend that BICH 491, Undergraduate Research, be certified as a writing-intensive (W) course for the next four academic years (9/06 to 9/10). 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: 100%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:1

This course follows the model established by the Undergraduate Research Office (URO) for 491 W courses. Students work individually with their research advisors on their thesis projects. Students will submit one or more sections of their thesis early in the semester for feedback from their research advisors. Students will participate in workshops conducted by the University Writing Center. Research advisors will provide individual consultation and feedback throughout the semester as students complete the sections of their theses. Each faculty advisor will sign a contract agreeing to the terms of the course.
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 Valeric Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   RICH 491 RESEARCH

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:                      J.M. GUNN  8/22/06
   (Course Instructor / Coordinator)

Received:                      Valeric Balester  9/20/04
   (W Course Coordinator, University Writing Center)

Approvals:

College Dean:      8-22-06
   (Date)

Department Head:  8/22/06
   (Date)
BICH 491-900 Undergraduate Research with Writing Credit (1 credit)

Course Coordinator: J. Martyn Gunn,
Associate Head for Undergraduate Programs in Biochemistry and Genetics

Note: Biochemistry majors are required to take 4 SCH of BICH 491 as part of the degree plan. One (1) SCH of the 4 may be taken as a W course.

Text: Style Guide recommended by your research advisor

This course will be graded.

In order to register for the 900 section and earn W credit, the following requirements must be met
1) You must be an undergraduate major in biochemistry.
2) Your research advisor must sign the application form, agreeing to read and respond to drafts of your work.
3) You must attend 3 writing workshops offered by the Office of Undergraduate Research, the Honors Program, or the Writing Center. You must choose the most appropriate workshop/tutorial for your research area in each of the following topics:
   a. Plagiarism/proper citing of sources
   b. Common stylistic, punctuation, and grammatical errors
   c. Components of a thesis
4) You must participate in a peer-review of your thesis in Week 10, arranged through your research advisor and the Undergraduate Programs Office in Biochemistry and Genetics.
5) You must submit one section of your thesis to your research advisor and the Undergraduate Programs Office in Biochemistry and Genetics by week 3 and another by week 6 for feedback. You will revise these and incorporate them into your final thesis. A draft of your entire thesis must be submitted to your advisor in Week 12. After each of these assignments is submitted, you must have a writing conference with your research advisor.
6) You must submit the final version of your thesis to the Undergraduate Programs Office in Biochemistry and Genetics by Week 14.

<table>
<thead>
<tr>
<th>Week</th>
<th>Writing Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Library Class</td>
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<td>Peer Review of Thesis</td>
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<td>Draft to Research Advisor: Conference with Advisor</td>
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</tbody>
</table>
Application to Earn Writing Credit for Undergraduate Research

Name of Student

Course Number and Title

Thesis Title

Research Advisor

Research Advisor Agreement

I agree to read and respond to drafts of my student’s thesis

Signature of Research Advisor

Approved:
Undergraduate Programs Office in Biochemistry and Genetics
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Steve Puller, Dept. of Economics
    Amy Glass, Head, Dept. of Economics
    Pam Matthews, AOC Dean, College of Liberal Arts

DATE: August 21, 2006

SUBJECT: REPORT ON PROPOSED W COURSE: ECON 426

We recommend that ECON 426, Antitrust Economics, be certified as a writing-intensive (W) course for the next four academic years (9/06 to 9/10). 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: 30% for research paper and essay exams are graded for writing quality.
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:17

The instructor provides feedback on student rough drafts, and students conference with the instructor during office hours. In addition, rough drafts of term papers are submitted for peer review. The major writing assignment is a term paper which is submitted in stages, including a 750-word description of the paper topic, a rough draft, and a final paper. All evaluation of written work is done by the instructor and/or the teaching assistant.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   Econ 426 Antitrust Economics

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

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

Signature: [Signature]
(Course Instructor / Coordinator) 6-21-06

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 9/11/06

Approvals:

College Dean: [Signature] 9/8/06

Department Head: [Signature] 6-21-2006
Proposal: Writing Intensive Course: Econ 426

Econ 426
Fall 2006

Dr. Steven L. Puller (puller@econmail.tamu.edu)
Office: Allen 3046
Office Hours: ____ or by appointment

Antitrust Economics

Course Description: This Writing intensive course ______. Introductory microeconomic theory teaches that perfect competition leads to an efficient (the economist's word for "good") allocation of resources. However, perfect competition is rare and there are a variety of situations in which the market will not achieve the socially efficient outcome. Economists have developed prescriptions for regulation to correct market failures. However, government intervention comes with its own shortcomings. This course will discuss failures of the market to achieve socially efficient outcomes, and the ability and shortcomings of governmental intervention to correct those market failures. We will study economic and social regulation in a variety of industries including airlines, automobiles, electricity, gasoline, and computer operating systems.

Prerequisite: Econ 323

Readings: Bulk Pack of Readings available at Notes N Quotes, 701 University Ave.

Class Web Page: http://econweb.tamu.edu/puller/econ426.htm

Grading: 2 Midterm Exams (20% each) + Research Paper (30%) + Final Exam (25%) + Class Participation (5%)

Class discussion is required by everyone; participating in classroom discussion will help you clarify your own thinking (and improve your participation grade). Peer review work on term papers will be counted in your class participation grade. The tentative dates for the in-class midterms are _____ and _____. The final will be held at the time designated by the Office of the Registrar.

Research Paper: Choose a particular example of regulation, and discuss the goals and effects of regulation (or deregulation) on the industry. A one-page description of your topic and the question(s) you will address is due on ___. A rough draft is due ___. The paper is due on _____ at the beginning of class. The research paper must be a minimum of 2000 words in length. Additional detail on the paper will be provided in class.

Expectations: This is a writing intensive course in applied microeconomics. If you are a bit rusty on your micro, you should review your microeconomic firm theory (perfect competition, monopoly, and imperfect competition). At the end of each lecture, I will tell you the reading material for the next lecture. I expect you to complete the readings before lecture – this will improve your understanding of the material, facilitate class discussion, and very likely raise the grade you receive in the course.

Anything covered in lecture or readings is fair game for the exams; I will test you on material from both lecture and readings. My lectures will help you identify the topics I consider most important.
Writing Intensive Course: This is a writing intensive course for economics majors. There are many resources available to assist you in developing your writing skills. We will spend class time developing writing skills and utilizing peer review. At least one office hour consultation about writing questions is required and additional consultations are encouraged. In addition, you should familiarize yourself with the Writing Center and are expected to take advantage of the services it offers.

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

I. Rationale for regulation and government intervention
   A. When Markets Work – Walters, Ch. 2, pp. 24-45.
   B. When Markets Do Not Work – Walters, Ch. 3.

II. Economic Regulation
   A. Natural Monopoly Regulation
      1. What is the Natural Monopoly Problem?
         Walters, Ch. 12, pp. 337-349 and 361-366.
      2. Pricing Models to Address the Monopoly Problem and their Efficiency Implications
         Walters, Ch. 13.
         a. Marginal Cost Pricing
         b. Price Discrimination: Two Part Tariffs and Value of Service (Ramsey) Pricing
         c. Peak Load Pricing
         d. Traditional Rate-of-Return Regulation / Average Cost Pricing
         e. Price Cap Regulation
         Walters, Ch. 14, pp. 421-434.
         Nicholas Economides, “Telecommunications Regulation: An Introduction”
         AEI-Brookings research paper, 2003, sections to be assigned.

Midterm #1

3. Case Studies in Regulation and Deregulation
   a. Natural Gas
      Walters, Ch. 14, pp. 414-421.
   b. Electricity
      Handouts on the competitiveness of the California and Texas markets.
      Energy Trading: Enron internal memos on trading strategies.

B. Oligopoly and Collusion – Horizontal Market Power
   1. Review of oligopoly theory and the competitive benchmark
      Walters, Ch. 7, pp. 168-186.
   3. Case studies
      a. Gasoline additives:
b. **Airlines:**

**Midterm #2**

C. **Horizontal and Vertical Mergers**
   2. **Vertical Mergers and Restrictions** – Viscusi, Vernon, and Harrington, Ch. 8.
   3. **Case Studies**
      a. **Gasoline Pricing:**
      b. **Microsoft Antitrust Case:**

III. **Social Regulation**
   A. **Environmental regulation and emission permit trading**
      Walters, Ch. 16, pp. 473-490.

   B. **Political Economy of Regulation**

**Missed Midterms and Exams:**
A makeup midterm will be given for any student who misses a midterm with a university-approved excuse. The makeup will be on Friday afternoon in the week following the midterm at a place and time to be determined. The form of the makeup midterms will be determined at a later date, but they are likely to have an essay or oral presentation format. To be able to take a makeup midterm, you **MUST** provide appropriate documentation, **prior to the scheduled day of the makeup**, that the reason for the absence was a **university-approved excuse**. There are several reasons that absence is considered excused. These are listed in Texas A&M University Regulations at http://student-rules.tamu.edu/. No other excuse will be accepted.

If you miss the final exam, you will receive a zero unless i) you contact me in advance and ii) have a university-approved excuse.
Disclaimer: 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.

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: www.tamu.edu/aggiehonor/
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Martyn Gunn, Dept. of Biochemistry and Biophysics
     Gregory D. Reinhart, Head, Dept. of Biochemistry and Biophysics
     Karen Kubena, AOC Dean, College of Agriculture and Life Sciences
DATE: August 21, 2006
SUBJECT: REPORT ON PROPOSED W COURSE: GENE 491

We recommend that GENE 491, Undergraduate Research, be certified as a writing-intensive (W) course for the next four academic years (9/06 to 9/10). 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: 100%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:1

This course follows the model established by the Undergraduate Research Office (URO) for 491 W courses. Students work individually with their research advisors on their thesis projects. Students will submit one or more sections of their thesis early in the semester for feedback from their research advisors. Students will participate in workshops conducted by the University Writing Center. Research advisors will provide individual consultation and feedback throughout the semester as students complete the sections of their theses. Each faculty advisor will sign a contract agreeing to the terms of the course.
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):

   GENE 491 RESEARCH

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: J.M. Gunn 8/27/06
(Course Instructor / Coordinator)

Received: Valerie Balester 9/20/06
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: S. K. 8/22/06
(Date)

Department Head: J. M. Gunn 8/17/01
(Date)
GENE 491-900 Undergraduate Research with Writing Credit (1 credit)

Course Coordinator: J. Martyn Gunn,
Associate Head for Undergraduate Programs in Biochemistry and Genetics

Note: Genetics majors are required to take 4 SCH of GENE 491 as part of the degree plan. One (1) SCH of the 4 may be taken as a W course.

Text: Style Guide recommended by your research advisor

This course will be graded.

In order to register for the 900 section and earn W credit, the following requirements must be met
1) You must be an undergraduate major in genetics.
2) Your research advisor must sign the application form, agreeing to read and respond to drafts of your work.
3) You must attend 3 writing workshops offered by the Office of Undergraduate Research, the Honors Program, or the Writing Center. You must choose the most appropriate workshop/tutorial for your research area in each of the following topics:
   a. Plagiarism/proper citing of sources
   b. Common stylistic, punctuation, and grammatical errors
   c. Components of a thesis

4) You must participate in a peer-review of your thesis in Week 10, arranged through your research advisor and the Undergraduate Programs Office in Biochemistry and Genetics.

5) You must submit one section of your thesis to your research advisor and the Undergraduate Programs Office in Biochemistry and Genetics by week 3 and another by week 6 for feedback. You will revise these and incorporate them into your final thesis. A draft of your entire thesis must be submitted to your advisor in Week 12. After each of these assignments is submitted, you must have a writing conference with your research advisor.

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</tbody>
</table>
Application to Earn Writing Credit for Undergraduate Research

Name of Student

Course Number and Title

Thesis Title

Research Advisor

Research Advisor Agreement
I agree to read and respond to drafts of my student's thesis

Signature of Research Advisor

Approved:
Undergraduate Programs Office in Biochemistry and Genetics
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Terry Creasy, Dept. of Mechanical Engineering
    Dennis O’Neal, Head, Dept. of Mechanical Engineering
    Jo Howze, AOC Dean, College of Engineering

DATE: August 21, 2006

SUBJECT: REPORT ON PROPOSED W COURSE: MEEN 360

We recommend that MEEN 360, Materials and Manufacturing Selection in Design, be certified as a writing-intensive (W) course for the next four academic years (9/06 to 9/10). 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: 35%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:25

Students write six Calibrated Peer Review assignments to be graded by teaching assistants who have been trained to grade using the rubric. The graduate students will attend the first lab section each week, taught by the faculty member, to learn how to present the writing instruction and how to lead the writing exercise at the start of the laboratory. Students complete group editing assignments and write low-stakes collaborative papers. Students receive feedback on their collaborative writing and revise their work based on comments.
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):

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) 21 August 2006 (Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) 9/20/06 (Date)

Approvals:
College Dean: [Signature] 8/21/06 (Date)
Department Head: [Signature] 8/21/06 (Date)
COURSE TITLE AND NUMBER
MEEN 360 Materials & Manufacturing Selection in Design
A Writing Intensive Course in Mechanical Engineering
SYLLABUS for Fall 2006

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Section / Day / Time</th>
<th>Instructor</th>
<th>Contact Information &amp; Office Hours</th>
</tr>
</thead>
</table>
| Lecture for all sections at 8:00 – 8:50 am, MWF, PSYC 338 | T. S. Creasy | Office 309 ENPH
Tel: 979-458-0118
Office Hours: TBD
Email: tcreasy@tamu.edu |
| 501 / Monday / 1:50 to 4:40 p.m., ENPH 307 | T. S. Creasy | TBD |
| 502 / Tuesday / 11:10 a.m. to 2:00 p.m.   | Teaching Assistant #1 | TBD |
| 503 / Tuesday / 2:20 to 5:10 p.m.          | Teaching Assistant #2 | TBD |
| 504 / Wednesday / 1:50 to 4:40 p.m., ENPH 307 | Teaching Assistant #2 | TBD |
| 505 / Thursday / 11:10 a.m. to 2:00 p.m.   | Teaching Assistant #1 | TBD |
| All Sections                                | Undergraduate Teaching Aid #1 | TBD |

Teaching Assistants

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<tr>
<td>Teaching Assistant #1</td>
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<tr>
<td>Mr. Johnny Hallford</td>
</tr>
<tr>
<td>Office: ENPH-CAIN 319 (T)</td>
</tr>
<tr>
<td>Tel: 845-1844</td>
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<tr>
<td>Teaching Assistant #2</td>
</tr>
<tr>
<td>Mr. James Sujewski</td>
</tr>
<tr>
<td>Office: ENPH-CAIN 308 (T)</td>
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<tr>
<td>Tel: 845-1575</td>
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<tr>
<td>Undergraduate Teaching Aid #1</td>
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NOTE: Microsoft WORD automatically generated this table of contents.

1 “With great power comes great responsibility.” Please run the spell checker.
“Write and rewrite until right.”

“Word-smithing is a much greater percentage of what I am supposed to be doing in life than I would ever have thought.” Donald Knuth, Computer Science Engineer

“I am sorry to have wearied you by writing this long letter; but, I did not have the time to write a short one.” Blaise Pascal, French mathematician and philosopher.

PREREQUISITES

Students who take MEEN 360 must have a passing grade in these courses:
- CVEN 305
- ENGR 213 or MEEN 222
- MEEN 260

COURSE TOPICS/CALENDAR FOR LECTURE AND FOR LABORATORY

This is a writing intensive course in materials and manufacturing. The course has a laboratory that is also writing intensive. The lecture covers these topics:
- Mechanical Properties
- Strain Hardening and Annealing
- Principles of Solidification
- Material Removal
- Dispersion Strengthening and Eutectic Phase Diagrams
- Dispersion Strengthening Phase Transformations and Heat Treatment
- Heat Treatment of Steels and Cast Irons
- Corrosion and Wear
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<th>Theme</th>
<th>Content</th>
<th>Reading*</th>
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<td>28-Aug</td>
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<td>Course Introduction &amp; Technical Writing Method (Writing is Rewriting); Know Your Audience; Plagiarism; Calibrated Peer Review</td>
<td>Chapter 1; Writing Handout 1</td>
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<td>Technical Writing: Charts, Tables, and Other Exhibits; Quiz</td>
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<td>6-Sep</td>
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<td>Technical Writing: Memos (Structure and Audience); Quiz</td>
<td>6-7 thru 6-9; 7-1 thru 7-2</td>
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<td>7-3 thru 7-6</td>
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<td>13-Sep</td>
<td>7</td>
<td></td>
<td>Technical Writing: Business Letters (Structure and Audience); Quiz</td>
<td>7-7 thru 7-11</td>
<td>Problems TBD; 1 Page Essay</td>
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<td>15-Sep</td>
<td>8</td>
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<td>4</td>
<td>18-Sep</td>
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<td>10</td>
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<td>Strain Hardening and Annealing</td>
<td>8-1 thru 8-4</td>
<td>Problems TBD; 1 Page Essay</td>
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<td>Technical Writing: Formal Reports (Structure and Audience); Quiz</td>
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<td>25-Sep</td>
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<td>8-5 thru 8-9</td>
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<td>Principles of Solidification</td>
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<td>27-Sep</td>
<td>13</td>
<td></td>
<td>Technical Writing: Which Hunts and Punctuation; Quiz</td>
<td>9-1 thru 9-5</td>
<td>Problems TBD; 1 Page Essay</td>
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<td>29-Sep</td>
<td>14</td>
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<td>6</td>
<td>2-Oct</td>
<td>15</td>
<td>Night Exam 1</td>
<td>9-6 thru 9-10</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture</td>
<td>Theme</td>
<td>Content</td>
<td>Reading*</td>
<td>Homework</td>
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<td>4</td>
<td>Oct</td>
<td>16</td>
<td>Technical Writing</td>
<td>Remove Redundant Technical &amp; Nontechnical Words; Quiz</td>
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<td>6</td>
<td>Oct</td>
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<td>18</td>
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<td>Handout 1</td>
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<tr>
<td>11-Oct</td>
<td>19</td>
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<td>Handout 2</td>
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<tr>
<td>13-Oct</td>
<td>20</td>
<td></td>
<td>Technical Writing</td>
<td>Remove Redundant Verbs, &amp; Discharge Your IONs; Quiz</td>
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<td>Problems TBD; 1 Page Essay</td>
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<td>Writing Handout 8</td>
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<td>16-Oct</td>
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<td>Technical Writing</td>
<td>Prefer Active Voice/Replace Weak Verbs; Quiz</td>
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<td>9</td>
<td>23-Oct</td>
<td>24</td>
<td>Solid Solutions and Phase Equilibrium</td>
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<td>10-Oct</td>
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<td>10</td>
<td>30-Oct</td>
<td>27</td>
<td>Dispersion Strengthening Phase Transformations and Heat Treat</td>
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<tr>
<td>11</td>
<td>Q</td>
<td>28</td>
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<td>3-Nov</td>
<td>29</td>
<td></td>
<td>Technical Writing</td>
<td>Use Lean Words and Verbs; Quiz</td>
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<td>Problems TBD; 1 Page Essay</td>
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<td>11</td>
<td>6-Nov</td>
<td>30</td>
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<td>11</td>
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<td>Date</td>
<td>Lecture</td>
<td>Theme</td>
<td>Content</td>
<td>Reading*</td>
<td>Homework</td>
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<tr>
<td>8</td>
<td>Nov 8</td>
<td>31</td>
<td>Heat Treatment of Steels and Cast Irons</td>
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<td>12</td>
<td>Nov 10</td>
<td>32</td>
<td>Technical Writing: More Lean Verbs and Less Ponderous Writing; Quiz</td>
<td>Writing Handout 12</td>
<td>Problems TBD; 1 Page Essay</td>
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<td>13</td>
<td>Nov 13</td>
<td>33</td>
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<td>13-5 thru 13-10</td>
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<td>Nov 15</td>
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<td>Technical Writing: Being Personal or Impersonal; Quiz</td>
<td>Writing Handout 13</td>
<td>Problems TBD; 1 Page Essay</td>
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<tr>
<td>17</td>
<td>Nov 17</td>
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<td>13-11</td>
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<td>Nov 20</td>
<td>36</td>
<td>Corrosion and Wear</td>
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<td>Nov 27</td>
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<td>Exam Release Time</td>
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<td>Exam Release Time</td>
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<td>Dec 1</td>
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<td>Lab Exam in Lecture</td>
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<td>15</td>
<td>Dec 4</td>
<td>41</td>
<td>Final Exam Review</td>
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<tr>
<td>8</td>
<td>Dec 8</td>
<td>FRI DAY</td>
<td>COMPREHENSIVE FINAL EXAM 10AM-NOON</td>
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</tbody>
</table>

The laboratory includes these activities:

- Metrology/Solidworks IA
- Tensile Test of Metals
- Injection Molding and Tensile Testing of Polymers.
- Hardness
- Welding
- Heat Treatment of Steel
- Casting
- Rapid Prototyping
- Cold Working and Annealing of Brass
- Machining

The laboratory is a set of applied activities in materials processing and processing effects on properties. The scope and content encompass materials properties testing, wordsmithing.²

² The thought of writing something scares most engineers. We think that it should be easy to write and we become discouraged when it is not. I prefer to call technical writing ‘word-smithing,’ which is what Donald Knuth calls it. We take the text of the first draft and hammer away; we work it into a final form. Writing is a difficult, sweaty, and laborious task.
materials processing, machining and design. You will perform the labs and you will submit lab reports, data analysis, business letters, or memos for each experiment. Some assignments are done by each student and some assignments are done by the group. Assignments are due at the start of your next lab period unless the instructor provides other instructions. Table 2 presents the calendar for laboratory activities.

Table 2. Calendar for laboratory activities.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Laboratory Groups</th>
<th>Laboratory Groups</th>
<th>Laboratory Groups</th>
<th>Laboratory Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Jan</td>
<td>Safety, Technical Writing Workshop, &amp; Metrology (Faculty, Staff, TA)</td>
<td>Safety, Technical Writing Workshop, &amp; Metrology (Faculty, Staff, TA)</td>
<td>Safety, Technical Writing Workshop, &amp; Metrology (Faculty, Staff, TA)</td>
<td>Safety, Technical Writing Workshop, &amp; Metrology (Faculty, Staff, TA)</td>
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<tr>
<td>24 Jan</td>
<td>Tensile Test (Staff) / Hardness (TA)</td>
<td>Hardness (TA) / Tensile Test (Staff)</td>
<td>Planning Suite (Staff, Faculty)</td>
<td>Planning Suite (Staff, Faculty)</td>
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<tr>
<td>31 Jan</td>
<td>Planning Suite (Staff, Faculty)</td>
<td>Planning Suite (Staff, Faculty)</td>
<td>Tensile Test (Staff) / Hardness (TA)</td>
<td>Hardness (TA) / Tensile Test (Staff)</td>
</tr>
<tr>
<td>7-Feb</td>
<td>Metallography Workshop (Faculty)</td>
<td>Metallography Workshop (Faculty)</td>
<td>Metallography Workshop (Faculty)</td>
<td>Metallography Workshop (Faculty)</td>
</tr>
<tr>
<td>14-Feb</td>
<td>Welding (Staff)</td>
<td>Heat Treatment (Faculty &amp; TA)</td>
<td>Polymer Injection Molding and Tensile Testing (Staff)</td>
<td>Impact (Faculty and TA)</td>
</tr>
<tr>
<td>21-Feb</td>
<td>Impact (Faculty and TA)</td>
<td>Welding (Staff)</td>
<td>Heat Treatment (Faculty &amp; TA)</td>
<td>Polymer Injection Molding and Tensile Testing (Staff)</td>
</tr>
<tr>
<td>28-Feb</td>
<td>Polymer Injection Molding and Tensile Testing (Staff)</td>
<td>Impact (Faculty and TA)</td>
<td>Welding (Staff)</td>
<td>Heat Treatment (Faculty &amp; TA)</td>
</tr>
<tr>
<td>7-Mar</td>
<td>Heat Treatment (Faculty &amp; TA)</td>
<td>Polymer Injection Molding and Tensile Testing (Staff)</td>
<td>Impact (Faculty and TA)</td>
<td>Welding (Staff)</td>
</tr>
<tr>
<td>14-Mar</td>
<td>Spring Break (Students)</td>
<td>Spring Break (Students)</td>
<td>Spring Break (Students)</td>
<td>Spring Break (Students)</td>
</tr>
<tr>
<td>21-Mar</td>
<td>Casting (Staff &amp; TA)</td>
<td>Casting (Staff &amp; TA)</td>
<td>Cold Work &amp; Anneal (CW&amp;A) (Faculty)</td>
<td>Cold Work &amp; Anneal (CW&amp;A) (Faculty)</td>
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<tr>
<td>28-Mar</td>
<td>Cold Work &amp; Anneal (CW&amp;A) (Faculty)</td>
<td>Casting (Staff &amp; TA)</td>
<td>Casting (Staff &amp; TA)</td>
<td>Casting (Staff &amp; TA)</td>
</tr>
<tr>
<td>4-Apr</td>
<td>Machining (Staff &amp; TA) / CW&amp;A Report Exchange</td>
<td>Machining (Staff &amp; TA) / CW&amp;A Report Exchange</td>
<td>Machining (Staff &amp; TA) / CW&amp;A Report Exchange</td>
<td>Machining (Staff &amp; TA) / CW&amp;A Report Exchange</td>
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<td>18-Apr</td>
<td>Machining / CW&amp;A Final Report Due</td>
<td>Machining / CW&amp;A Final Report Due</td>
<td>Machining / CW&amp;A Final Report Due</td>
<td>Machining / CW&amp;A Final Report Due</td>
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<td>25-Apr</td>
<td>Testing</td>
<td>Testing</td>
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<td>Final exam occurring the last day of the course:</td>
<td>Laboratory Final Exam,</td>
<td>Laboratory Final Exam,</td>
<td>Laboratory Final Exam,</td>
<td>Laboratory Final Exam,</td>
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</table>

060529TSC_NewMEEN360Syllabus_A.doc 7
GRADING POLICY

Table 3 shows the grading policy for the overall course. Please notice that you must perform the writing assignments in order to pass the course. If you do not write, the best grade you can earn is 65%, which is a D. You must earn a C or better grade to continue in Mechanical Engineering.

Table 3. Overall grading policy.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Grade</th>
<th>Technical Writing</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (12)</td>
<td>10</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Homework</td>
<td>10</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Projects</td>
<td>10</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Exams</td>
<td>40</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Writing (In class)</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
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<td>Laboratory</td>
<td>20</td>
<td>10</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>35</strong></td>
<td><strong>65</strong></td>
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</tbody>
</table>

Table 4 shows the credit for each activity in the laboratory. For any assignments with writing credit you will receive a preceding lecture about the document requirements and you will review a model of that style of writing. Also, you will always write a collaborative memo, letter, or formal report prior to writing the individual version of the same document type. Also, the group document will be returned graded and with comments so that you understand what is expected for that document.

Table 4. Laboratory credits for each activity. Your lab points divided by five equal the contribution of the lab work to your overall grade.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Grade</th>
<th>Technical Writing</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Memo (GM) (1)</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Individual Memo (IM) (1)</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Collaborative Business Letter (GB) (1)</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Individual Business Letter (IB) (1)</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Collaborative Formal Report (GFR) (1)</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Individual Formal Report (IFR) &amp; Report Review (RR) (1, 1)</td>
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<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Collaborative Analysis/Data Sheets (GA) (?)</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Individual Analysis/Data Sheets (IA) (?)</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Individual Lab Exam</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Note that collaborative writing assignments, which are shaded in the table, are 15% of the lab grade therefore, they are only 3% of your overall grade.
We grade the laboratory results on this scale:

- $> \pm 10\%$ of standard value, 90%.
- $> \pm 20\%$ of standard value, 80%
- $> \pm 30\%$ of standard value, 70%
- $> \pm 40\%$ of standard value, 60%
- $> \pm 50\%$ of standard value, 50%

**Laboratory Attendance is Mandatory**

We record your attendance in the laboratory. You may not submit a report or business letter if you were not in the lab doing the work. We will not schedule a makeup session unless you submit an instructor-approved excused absence document.

**Lecture Exams**

The 50-minute midterm exams will occur on 2 October 2006 and on 6 November 2006 at 7:00 p.m. You will take the final exam for the lecture on 8 December 2006 starting at 10:00 a.m. and ending at noon.

**Laboratory Final Exam**

You will take a final exam on the laboratory activities during the classroom lecture period on Friday, 1 December 2006. The laboratory final exam is an individual-effort, closed book and notes exercise that lasts 50 minutes.

**Report and Business Letter Grades Defined**

I give letter grades these definitions:

A: Excellence, 90%  
B: Suggests the capability for excellence, 80%  
C: Competence, 70%  
D: Suggests inability\(^3\); 60%  
F: Demonstrated inability, less than 60%

**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 guarantees all students with disabilities a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services (disability.tamu.edu) in Room B118 of Cain Hall or call 845-1637.

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\(^3\) For the D and F grades I found myself uncomfortable with using the word incompetent. I find that too strong a word. Reread my use of 'competence' for a C grade. It seems stronger than the word 'able.' Incompetence suggests permanence rather something that you can remedy with hard work and study. I used an online thesaurus to find several alternative words, to consider their differences, and to select the words that best expressed my intent.
ACADEMIC INTEGRITY STATEMENT

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 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 student shall preprint and sign this Honor Pledge:

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

REQUIRED TEXTS, SAFETY GOGGLES/GLASSES AND CLOTHING

The lecture and laboratory require these texts:

- MEEN 360 Laboratory Manual.

The lab manual is common to all sections. Purchase the manual at the Wisenbaker Engineering Research Center (Bldg. 682) Copy Center. The required materials noted in the lecture section also apply.

- You MUST wear a set of safety goggles or safety glasses. Your safety eyewear MUST conform to the Z87 standard. This designation appears on the side shields or lens. If the Z87 does not appear, you shall not use the eyewear. Some prescription eyewear is safety rated, however, side shields must be present and they must indicate Z87 conformance. NOTE: not all chemical-splash goggles conform to Z87; you may not use those that do not.
- Your clothing must conform to the safety instructions in the manual. If you wear open shoes (flip-flops, sandals, etc.) you will leave the lab and lose credit for that assignment.
EDITOR'S MARKS

These editor's marks come from this web site:
www.colorado.edu/Publications/styleguide/index.html

Use these marks to edit any writing assignment during the semester. You should use these marks as you revise your own work and the work of your collaborators.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Editing Marks</th>
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<tbody>
<tr>
<td>delete</td>
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</tr>
<tr>
<td>delete and close up</td>
<td>Boulder campus events</td>
</tr>
<tr>
<td>replace</td>
<td>Boulder campus events, Denver</td>
</tr>
<tr>
<td>insert</td>
<td>Boulder events</td>
</tr>
<tr>
<td>insert and close up</td>
<td>Boulder campus events</td>
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<tr>
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<td>Boulder events (campus)</td>
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<tr>
<td>insert space</td>
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<td>run on/no new paragraph</td>
<td>She runs, He jogs.</td>
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<td>He jogs.</td>
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<tr>
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<td>She runs, He jogs.</td>
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</tr>
<tr>
<td>instructions (don't set what's circled)</td>
<td>Boulder campus events</td>
</tr>
</tbody>
</table>
OTHER TEXTS AND RESOURCES FOR LEARNING


- Merriam Webster's Free Dictionary & Thesaurus Online http://www.m-w.com/


- David F. Beer, David McMurrey, A Guide to Writing as an Engineer, Wiley, 2004


- S. C. Bloch, Excel for Engineers and Scientists, This book shows you how to program technical calculations and make good charts.

- John A. Brogan, Clear Technical Writing, McGraw-Hill/Irwin, 1973, This book is a definitive text for engineers. It does not ask you to diagram sentences or learn the minutaie of English composition. This book teaches good editing skills without an instructor. Self-paced programmed learning takes you through a set of exercises. One of the instructors uses this book often. He has had it since 1978.

- John A. Brogan, Grab Your Reader's Attention and Hold it in On-the-job Writing, CD-ROM self study course, http://www.grabyourreaders.com/, Clear-Writing Seminars Publishing, "Learn to write clearly and directly--technical writing, business letter writing, report writing, e-mail, essay writing, etc. The teaching contents of the highly praised Brogan Clear-Writing Seminar are now on a CD-ROM programmed to teach you quickly and efficiently. You learn on your own time, at your own pace, without losing time from work and paying high seminar fees."

- Robert M. Pirsig, Zen and the Art of Motorcycle Maintenance: An Inquiry into Values (Society, technology, materials, design, quality in work.) 'On an air-cooled engine like this, extreme overheating can cause a "seizure."...the pistons expand from too much heat, become too big for the walls of the cylinder, seize them, melt to them sometimes, and lock the engine and rear wheel and start the whole cycle into a skid.'

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4 This word means fiddle-faddle, trippery, frivolity, froth, nonsense, small change, small potatoes, trifle, trivia, or triviality. An online thesaurus provided all synonyms used here.
• Tracy Kidder, The Soul of a New Machine, (Working in new product engineering.)
'The people who shared the journey remembered West...the captain remarked, "That fellow West is a good man in a storm." The psychologist did not see West again, but remained curious about him. "He didn't sleep for four nights! Four whole nights." And if that trip had been his idea of a vacation, where, the psychologist wanted to know, did he work?'

SAFETY POLICY

SAFETY PLEDGE

During the course of the lab you will become familiar with a variety of manufacturing processes. We are interested in familiarizing you with as many different types of materials and manufacturing processes as can in order to prepare you to be a successful engineer.

During this lab you will learn the basic principles behind the operations of many different types of heat treatments, mechanical property measurements, machine tools, welding, foundry, injection molding, and others. This lab will concentrate mainly on hands on type of instruction.

You will be exposed to rotating machinery, high temperatures, flying metal chips, molten metals and various other hazards. Paying attention is a must, not just to receive a good grade but also to be safe.

I affirm that during this lab I will do these things:

• BRING my safety glasses to every lab session.
• WEAR my safety glasses at all times after the orientation lab.
• REMOVE watches and jewelry during the lab as directed by staff, assistants, or faculty.
• WEAR shoes that protect the entire foot.
• WEAR leather shoes during welding.
• NOT WEAR baggy, loose clothing.
• PUT UP long hair so that it will not catch in rotating machinery.
• WEAR long trousers during welding, casting, and other labs as required.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Guy Whitten, Dept. of Political Science
     Patricia Hurley, Head, Dept. of Political Science
     Pam Matthews, AOC Dean, College of Liberal Arts
DATE: August 21, 2006
SUBJECT: REPORT ON PROPOSED W COURSE: POLS 209

We recommend that POLS 209, Introduction to Political Science Research Methods, be certified as a writing-intensive (W) course for the next four academic years (9/06 to 9/10). 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:20

Students learn about statistical methods in political science through a series of assignments that lead to a final formal research paper. There is an emphasis on clear communication of statistical findings in the course papers. Students repeat the initial assignment in the second assignment after receiving instructor feedback, and students are given detailed comments about problems they are having with their papers.
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):

   POLS 204  "Introduction to Political Science Research"

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)  
August 24, 2006  
(Date)

Received: [Signature]  
(W Course Coordinator, University Writing Center)  
8/22/06  
(Date)

Approvals:

College Dean: [Signature]  
8/22/06  
(Date)

Department Head: [Signature]  
8/21/06  
(Date)
Political Science 209-508: Introduction to Political Science Research

Instructor: Dr. Guy D. Whitten (Associate Professor)
Office: ALLN 2070
Email: whitten@polisci.tamu.edu
Class Meetings: TR 10:20-11:35 in ALLN 1005
Office Hours: 1:30pm-3:30pm Tuesdays

This course introduces students to the philosophy and practice of political science research. There are two major goals of this course. The first is to have students become critical consumers of current political science literature. The second (more ambitious) goal is for students in this course to develop theories of politics, empirically test them, and eloquently discuss the results of their analyses.

Grades
Course grades will be based on performances on three in class tests (worth 15% each), four written assignments (worth a total of 40%), and periodic quizzes and short homework assignments (15%). You will need a blue book for each of the tests.

Written assignments must be turned in at the beginning of class on the assigned date.

During the semester we will have several unannounced quizzes and short homework assignments on the course materials.

Readings
There will not always be perfect unity between the course lectures and assigned readings. Thus it will be necessary to attend all lectures and to read the assigned materials in order to be exposed to all of the material that you are responsible for in this course. There are three required books for this course:


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

Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty
The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<td>Shively Chapters 4&amp;5</td>
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<td></td>
<td>McCloskey Pages 33-45</td>
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<tr>
<td>September 22</td>
<td>Measurement II</td>
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<td>McCloskey Pages 46-57</td>
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<td>Putnam II</td>
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<td>Putnam Chapters 3&amp;4</td>
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<td>Test #1</td>
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<td>October 4</td>
<td>Statistical Hypothesis Testing I</td>
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<td>Pollock Companion Chapters 1-3</td>
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<td>McCloskey Pages 58-67</td>
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<td>October 6</td>
<td>Statistical Hypothesis Testing II</td>
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<td>October 11</td>
<td>Putnam III</td>
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<td>Putnam Chapters 5&amp;6</td>
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</table>
October 13  Statistical Hypothesis Testing III
Pollock Essentials Chapter 5 & Shively Chapter 7
Pollock Companion Chapter 6
McCloskey Pages 80-89

October 18  Statistical Hypothesis Testing IV
Pollock Essentials Chapter 6
Pollock Companion Chapter 7
Written Assignment #2 is due

October 20  Statistical Hypothesis Testing V

October 25  Statistical Hypothesis Testing VI
Pollock Essentials Chapter 7 & Shively Chapter 8
Pollock Companion Chapter 8

October 27  Statistical Hypothesis Testing VII

November 1  Test #2

November 3  Lab Day

November 8  Rational Choice/Formal Theory

November 10  Experimental Political Science I

November 15  Experimental Political Science II
Written Assignment #3 due

November 17  Statistical Hypothesis Testing VIII
Pollock Companion Chapter 9

November 22  Statistical Hypothesis Testing IX
Pollock Essentials Chapter 8 & Shively Chapter 9
Pollock Companion Chapter 10

November 24  Thanksgiving Holiday—No Class Meeting

November 29  Lab Day

December 1  Test #3

December 6  Lab Day

December 12  Written Assignment #4 is due by noon
PS 209: Written Assignments

In General: All written assignments must be typed and double-spaced. I am not picky about formatting as long as you use citations for all work that is not your own. What I am picky about is proof-reading and plagiarism. You must proof-read each written assignment that you turn in for this class. Ideally you would follow the following steps:

1) Run a spell check.
2) Read the document aloud to yourself or to someone else to make sure that it flows.
3) Read the document at least one time eliminating any words that are unnecessary.
4) Put the document down for at least 24 hours and then read it again.

Assignment #1: Formulate a theory about a particular political phenomenon that interests you by going through the steps of theory building that we have discussed. For the empirical steps, instead of actually collecting data and testing your hypothesis, think about how you would proceed. Write about this in a paper.

This assignment should not exceed two pages. You should write in full paragraphs that communicate your ideas. In other words, do not write in numbered sections.

This assignment is due on September 22nd and counts as 5% of your final grade.

Assignment #2: Redo assignment #1 with a new theory (you must change either your independent variable or your dependent variable, or both). You can not use turnout or the outcome of US Presidential Elections as your dependent variable for this assignment.

This assignment should not exceed two pages.

This assignment is due on October 18th and counts as 5% of your final grade.

Assignment #3: Paper Proposal

On one page discuss the theories that your paper will test, the data that you will make use of, and what you expect to find. You can not use turnout or the outcome of US Presidential Elections as your dependent variable for this assignment.

This assignment is due in class on November 15th and counts as 5% of your final grade.

Assignment #4: Research Paper

Throughout this class we will discuss the expectations for this assignment in greater detail. There are no specific length requirements but you must propose and test multiple theories with a single regression model. You can not use turnout or the outcome of US Presidential Elections as your dependent variable for this assignment.

This assignment is due at noon on December 12th and counts as 25% of your final grade.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Constance Fournier, Dept. of Educational Psychology
Michael Benz, Head, Dept. of Educational Psychology
James Kracht, AOC Dean, College of Education and Human Development

DATE: September 19, 2006

SUBJECT: REPORT ON PROPOSED W COURSE: EPFB 428

We recommend that EPFB 428, Collaboration in School Settings, be certified as a writing-intensive (W) course for the next four academic years (9/06 to 9/10). 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: 3000
4. Instructor to student ratio for one section: 1:30

Students receive feedback on their professional projects from peers and an initial review from instructor on some projects. The instructor reviews the project using rubrics and grading. As needed, students can turn in drafts of any products for initial review and comments. Students have an opportunity to resubmit a project once to be regraded without penalty. Methods of instruction include both direct and indirect strategies, including lecture and in-class activities which apply course concepts.
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):

EPFB 428 Collaboration In School Settings
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:

[Signature]

College Dean

(Date)

Department Head:

(Date)
EPFB 428 Collaboration in School Settings  
Fall 2006

Instructor: Constance J. Fournier, Ph.D.  719 Harrington Tower  
email: cfournier@coe.tamu.edu  
979 458-1864

Description: Strategies and skills for providing collaborative services in school settings, 
with emphasis on problem solving, coordinated team functioning, and delivery of 
services at the individual, classroom, and school building levels.

Prerequisites: Concurrent enrollment in junior block classes, admission to special 
education program, SPED 301.

Goal: This course will assist the learner in developing knowledge and skills to 
collaborate effectively with the stakeholders in school settings.

Objectives with accompanying standards:

CEC Standards Addressed:
CC=Common Core  K = Knowledge  S = Skill
1. CC: Communication and Collaborative Partnerships K1 The learner will have knowledge of 
factors that promote effective communication and collaboration with individuals, parents, and 
school and community personnel in a culturally responsive program.
2. CC: Communication and Collaborative Partnerships K 5 The learner will have knowledge of 
ethical principles for confidential communication to others about individuals with exceptional 
learning needs.

SBEC Standards
1. CC 3: Communication and collaboration S 2The student will foster respectful and beneficial 
relationships between parent/guardian and professionals in the school and community.
2. CC 3: Communication and collaboration S3 The student will use collaborative strategies in 
working with individuals with disabilities, parents/guardians and professionals in the school and 
community.
3. CC 3: Communication and collaboration S4 The student will plan and conduct collaborative 
conferences with parents/guardians.
4. CC 3: Communication and collaboration S7 The student will collaborate with general educational 
setting teachers and other school personnel in integrating individuals with disabilities into various 
learning environments.
5. CC 3: Communication and collaboration S8 The student will serve as a resource person for 
parents/guardians, general education teachers, administrators, and other school personnel about the 
characteristics and needs of individuals with disabilities.

INTASC Standards Addressed:
X. The teacher communicates and interacts with parents/guardians, families, school 
colleagues, and the community to support the students’ learning and well-being.

Required Elements (*denotes a portfolio product):

*Collaborative Coteaching Project (with mentor teacher) 35%
*ABC Analysis Project 20%
*Collaboration with Parents Project 10%
Take Home Exam 15%
In class participation & in class assignments 20%

WEBCT vista: for notes for class; descriptions of projects, rubrics for projects
General Description of Elements

Note: Specific information and rubrics for scoring will be available on WEBCT Vista http://www.coe.tamu.edu/~cfournier/

Coteaching with mentor teacher (portfolio project): Learners will observe, plan, and enter into coteaching with mentor teachers at highest possible levels. Learners will provide evaluation of both observation and coteaching experiences using guiding questions and reflective analyses.

Collaboration with parents (portfolio project): Learners will design, deliver and evaluate a communication tool for parents that provides for an introduction to their presence in the school by using templates, guiding questions, and reflective analysis.

ABC Analysis in classroom setting (portfolio project): Learners will design, develop, and evaluate a dual level analysis of student behavior that assesses classroom and instructional management by using templates, guiding questions, and reflective analysis.

Exams: Learners will demonstrate knowledge and skills on take home exam. Exams will include short answer type exercises to demonstrate skills.

In class participation & in class assignments: The learners will participate in class discussions, complete in class assignments, and maintain an interactive reflective journal. This includes one sentence describing concepts learned as well as any questions or comments. The interactive reflective journal will assessed for content: thoughtful comments, questions (e.g., “I have noticed that since I have been using open-ended questions, even my students give me better information such as when I.....”), “Could you explain the difference between compromising and collaboration again? I am a little confused because they seem to be the same.”), generic comments indicating presence in class without reflection (e.g., “I am here”, “Good stuff”, Ø, “Boring”, etc.) are considered to be inappropriate for an interactive journal.

There will be in-class projects that will be assessed for appropriateness of response and demonstration of learning. The in-class project or alternative assignment may be made-up only with official excused absences or at the instructor’s discretion; otherwise these points are taken off the final grade. Daily grades will be administered as follows: 3 = all elements are professional and thoughtful; 2 = either class work or journal entry could be more professional and thoughtful; 1 = problems with both class work and journal.

Other requirements: All assignments MUST be in at the beginning of class on the due date. Late papers result in 2 points off the course grade for every day the assignment is late. “Redo” may be requested by the instructor if any part of an assignment does not meet proficiency standards. All “redos” must be turned by the next class. If the requested redo is not completed to meet proficiency standards, the student will receive a “0” for that assignment. The first “redo” in the semester will allow for all points possible; any additional “redo” will result in a 2 point reduction of the course grade.

Field Practicum requirements: The learners will participate in field practicum and will pass each required element of professionalism and teaching. Any failures in the field practicum will result in failure of the junior special education block.

Attendance Policy: This is a professional sequence. As such, we are expecting professional behaviors throughout the semester. You are expected to be in class every session on time. One point from your final grade will be deducted for being late. Three points from your final grade will be deducted for any unexcused absence. For any university excused absence, you will be expected to turn in any in class work as assigned by the instructor by one week from the absence. If you have an unexcused absence, at the discretion of the instructor you can complete the in class work by the next class, and receive one point back (making that 2 points off your final grade).
Basic Requirements for All Assignments
* All assignments must be typed (12 point readable font), double spaced, and include a cover sheet with:
  1. Your name, assignment title, mentor school and grade level, date
  2. A brief description of your understanding of the assignment requirements and
  3. A brief description of the effectiveness of the assignment in contributing to your learning.
  4. On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

* All assignments will be graded with the rubric. Rubrics are available off the WEBCT site in the folders for each project

**Collaboration Fall 2006 Calendar**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>August 28</td>
<td>Overview of Course; Overview of collaboration</td>
<td>In class assignment</td>
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<tr>
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<td>August 30</td>
<td>Overview of collaboration Professional product development</td>
<td>In class assignment</td>
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<tr>
<td>Week 2</td>
<td>September 4</td>
<td>Communications &amp; Questioning practices</td>
<td>In class assignment</td>
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<td>September 6</td>
<td>Communications &amp; Questioning practices continued</td>
<td>In class assignment</td>
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<td>Week 3</td>
<td>September 11</td>
<td>Families and Communication</td>
<td>In class assignment</td>
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<td>September 13</td>
<td>Families and Communication</td>
<td>In class assignment</td>
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<tr>
<td>Week 4</td>
<td>September 18</td>
<td>Coteaching &amp; Developing Coteaching Learning Plans</td>
<td>In class assignment</td>
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<td>September 20</td>
<td>Developing Coteaching Learning Plans Peer Review: Draft Letters to Families</td>
<td>Draft of Letter to Families</td>
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<td>Week 5</td>
<td>September 25</td>
<td>Conflict Styles</td>
<td>Final letter to families</td>
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<td>September 27</td>
<td>Conflict Styles</td>
<td>Coteaching Part 1 In class assignment</td>
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<td>Week 6</td>
<td>October 2</td>
<td>Giving Feedback</td>
<td>In class assignment</td>
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<td>Peer review: Coteaching learning plan Draft of Coteaching Learning plan</td>
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<td>Week 7</td>
<td>October 9</td>
<td>Teams and Teaming</td>
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<td>Week 8</td>
<td>October 16</td>
<td>ABC Analysis</td>
<td>*Coteaching Part 2 final version</td>
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<td>ABC Analysis (cont.)</td>
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<td>October 23</td>
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<td>Paraprofessionals (cont.)</td>
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<td>October 30</td>
<td>Peer review of ABC Analysis</td>
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<td>Evaluating Collaboration</td>
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<td>November 6</td>
<td>Developing and Delivering Inservices</td>
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<td>November 13</td>
<td>ARDs &amp; IEPs and collaboration</td>
<td>ABC Analysis; In class assignment</td>
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<td>November 20</td>
<td>Review for Take Home</td>
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<td>Take Home Exam Distributed</td>
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<tr>
<td>Week 14</td>
<td>November 27</td>
<td>Systems and leaders</td>
<td>In class assignment</td>
</tr>
<tr>
<td>November 29</td>
<td>Professional issues in consultation</td>
<td>Take home Exam Due</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>December 8</td>
<td>Finals</td>
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*Note: These times may differ slightly depending on mentor teacher; actual date of teaching MUST be given to instructor as soon as it is determined.

**Note: The evaluative summary is due the week after the coteaching has been conducted.

***Note: The instructor reserves the right to make changes to the calendar to meet students’ needs.
Americans with Disabilities Act

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 accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building (845-1637).

Scholastic Dishonesty

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

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. On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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

Respect Statement

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: James Eddy, Dept. of Health and Kinesiology
Robert Armstrong, Interim Head, Dept. of Health and Kinesiology
James Kracht, AOC Dean, College of Education and Human Development

DATE: September 19, 2006

SUBJECT: REPORT ON PROPOSED W COURSE: HLTH 482

We recommend that HLTH 482, Grant Writing in Health, be certified as a writing-intensive (W) course for the next four academic years (9/06 to 9/10). 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: 100%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:30

Students will be required to complete a mock grant application as the major project for the course. Students submit three iterations of the grant application using the PHS 398 Form. Each iteration will be critiqued by the instructor, and comments and suggestions for improvement will be provided to the student. Students will be required to submit a writing exercise to the instructor each week. These assignments will be graded and feedback will be provided to each student.
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):

   HLTH 492 - GRANT WRITING IN HEALTH

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)  

Department Head: [Signature]  
(Date)
HLTH 482 – GRANT WRITING IN HEALTH

CREDIT HOURS:
1 hour

INSTRUCTOR:
TBA

COURSE DESCRIPTION:
Grant Writing in Health is a writing intensive course, focused on grant writing in the field of Health Education and Health Promotion. Students will write a grant application on a health-related topic using a recursive writing process.

PREREQUISITES:
Admission to an undergraduate program in the Division of Health Education, HLKN.

TEXT:

COURSE REQUIREMENTS:

1). Grant Application. Students will be required to complete a mock grant application using the PHS 398 grant application and form. The grant application will be on a health education topic of choice consistent with the mission and objectives of the National Institutes of Health (NIH) and the Centers for Disease Control and Prevention (CDC).

The first draft of the grant application will be due in the 6th week of the class. This application will be reviewed and feedback on both the content and writing style will be provided to the student at the next class meeting. The second draft of the grant application will be due in the 11th week of the class. Again, the instructor will provide feedback to students on the content and writing style of the grant application. The final iteration of the grant will be due during the final exam week on the day and time of the final.

In addition to class instruction, students will be directed to appropriate NIH websites for background information and guidelines (www.nih.gov).

2). Textbook assignments. The required textbook, Writing for the Health Professions, provides basic guidelines and examples of writing skills using a recursive writing process. Each chapter of the book provides writing exercises to help students master writing skills. Students will be required to submit a writing exercise to the instructor each week. These assignments will be graded and feedback will be provided to each student.
GRADING:
The grant application will be worth 180 points, and the twelve writing exercises will be worth 10 points each or 120 points for a total of 300 possible points.

Students' grades will be based on the following point breakdown.

A= 270-300 pts
B= 240-269 pts
C=210-239 pts
D=180-209 pts
F= less than 180 pts

ATTENDANCE POLICY:
Students will be expected to attend and participate in class activities. HLTH 482 complies with all TAMU rules regarding attendance and approved absences.

TENTATIVE COURSE SCHEDULE:

Week 1 – Introduction and the NIH/CDC Grant Writing Process

Week 2 – The NIH/CDC Grant Writing Process (continued)

Week 3 – The NIH/CDC Grant Writing Process (continued)

Week 4 – Chapter 1 – *Phase One of the Writing Process: From Draft to Idea*  
(Assignment #1 due)

Week 5 – Chapter 2 – *Phase Two of the Writing Process: Developing Precise Sentences*  
(Assignment #2 due)

Week 6 – Chapter 3 – *Phase Three of the Writing Process: Using Precise Words and Developing a Professional Style*  
(Assignment #3 due, 1st draft of grant due)

Week 7 – Chapter 4 – *Phase Four of the Writing Process – Creating Essays that Flow*  
(Assignment #4 due)

Week 8 – Chapter 5 – *Phases Five and Six of the Writing Process: Editing and Proof Reading*  
(Assignment #5 due)

Week 9 – Chapter 6 – Expository Writing  
(Assignment #6 due)

Week 10 – Chapter 7 – *Writing the Argument*  
(Assignment #7 due)
Week 11 – Chapter 8 – *Writing to Inform* – *The Research Paper*  
(Assignment #8 due; 2nd draft of grant due)

Week 12 – Chapter 9 – *Writing the Thesis*  
(Assignment #9 due)

Week 13 – Chapter 10 – *Writing for Publication*  
(Assignment #10 due)

Week 14 – Chapter 11 – *Documentation*  
(Assignment #11 due)

Week 15 – Chapter 12 – *The Business of Writing*  
(Assignment #12 due)

Final Exam – Grant Application Due

**THE AGGIE HONOR CODE:**  
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**ACADEMIC DISHONESTY:**  
Scholastic dishonesty (cheating or plagiarism) will not be tolerated. Refer to the TAMU Student Rules and Regulations (#20 – Scholastic Dishonesty). In section 1.20.1.3 of the *Texas A&M University Student Rules*, plagiarism is defined as, "Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." To avoid plagiarism – **Cite your sources**.

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