Memorandum

October 17, 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.

CPSC 289 Introduction to Computing
KINE 198 Health and Fitness
KINE 482 Seminar in Sport Management Research
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Valerie Taylor, Head, Dept. of Computer Science
Jo W. Howze, AOC Dean, Dwight Look College of Engineering
DATE: October 17, 2006
SUBJECT: REPORT ON PROPOSED W COURSE: CPSC 289

We recommend that CPSC 289, Introduction to Computing, be certified as a writing-intensive (W) course for the next four academic years (1/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 96%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:33

Students submit six graded written reports of one to two pages in length and a final project of five to seven pages about a computer science concept of their choice. Students will receive written comments on the documents that identify areas of improvement and an evaluation document with details about problems with the written assignment. Students must complete six written assignments out of a possible fourteen written assignments based on the lectures and class topics; therefore, students will have ample opportunity to use the feedback from one assignment to improve their writing skills over the duration 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):

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: ___________________________  10/17/06
(Course Instructor / Coordinator) (Date)

Received: ___________________________  10/17/06
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: ___________________________  10/17/06
(Invited/Recommended) (Date)

Department Head: ___________________________  10/17/06
(Recommended) (Date)
CPSC 289 – INTRODUCTION TO COMPUTING
Course Instructor: Valerie Taylor, Professor of Computer Science, taylor@cse.tamu.edu
Office Hours: The hour of class scheduled that we are not meeting each week or by appointment
Website: http://clemency.tamu.edu/WoICT
Total Credits: 1 Hour
Fall 2006

CURRENT CATALOG DESCRIPTION
(6-2), Credit 1, 1, II, S Investigation and report by students on topics of current interest in computer science.
Prerequisite: None

TEXTBOOK
Writing for Computer Science, Justin Zobel, Second Edition, Springer, May 2004. NOTE: This is an excellent reference book that will aid in writing for this course and future courses, including research and course projects.

REFERENCES
None

COURSE GOALS
The major goal of this course is to introduce freshman level students to the broad field of computing. The goal is achieved through presentations from industry and academia of how computer science concepts are used in research and end products. The course also consists of a significant written component, whereby students are introduced to technical writing and have writing assignments consisting of one to two page write-ups about at least six of the invited presentations. A five to seven page final report about a computer science concept of their choice will be required.

PREREQUISITES BY TOPIC
None

LABORATORY PROJECTS (SPECIFY NUMBER OF WEEKS ON EACH)
None

ORAL AND WRITTEN COMMUNICATIONS
Every student is required to submit at least six written reports of one to two pages in length (12 point size, single-space, with at least 1 inch margins) and a final project of five to seven pages about a computer science concept of their choice. Students will receive feedback on all written assignments. Students are encouraged to ask questions in class. Additional reports may be submitted to replace a given report with a poor grade.

COURSE TOPICS
The course will cover the following topics:
- Week 1 – week of 8/28/06: Introduction to the department, computer science and computer engineering curricula, advising staff, brief history of computing
- Week 2 – week of 9/4/06: Technical writing: mastering components of the writing process; ethical conduct, particularly focused on academic experience (e.g., plagiarism, file sharing). The goal is to highlight some issues that students will deal with in school. [Reading: Chapters 1, 2, 8, 9, 13]
- Week 3 – week of 9/11/06: Technical writing: understanding grammar and punctuation [Reading: Chapters 3, 4]
- Week 4 – week of 9/18/06: Invited Speaker (Roger Wolfson, Microsoft – Use of Database with X-box
  Software Development
- Week 5 – week of 9/25/06: Invited Speaker (Faculty)
- Week 6 – week of 10/2/06: Invited Speaker (Industry)
- Week 7 – week of 10/9/06: Invited Speaker (Faculty)
- Week 8 – week of 10/16/06: Invited Speaker (Industry)
- Week 9 – week of 10/30/06: Invited Speaker (Faculty)
- Week 10 – week of 11/6/06: Invited Speaker (Industry)
- Week 11 – week of 11/13/06: Invited Speaker (Faculty) on Monday
  Undergraduate Research Panel on Wednesday
- Week 12 – week of 11/20/06: No Lecture
- Week 13 – week of 11/27/06: Computing and its role in society
- Week 14 – week of 12/4/06: Major issues yet to be solved with computing

SOCIAL AND ETHICAL ISSUES
Students are reminded at the beginning of the semester about the Aggie Honor Code, whereby cheating is not tolerated and that sources other than text must be referenced.

GRADING POLICY
Students will receive a satisfactory grade with the following requirement:

- Six written reports: with a grade of 7 or higher
- Final report: with a grade of 7 or higher
- Class participation: you are expected to ask questions of speakers

Class participation will be based upon questions asked during lecture. Students will be required to state their names prior to asking any questions. This information will be recorded by the graduate assistant during class. Attendance is mandatory for this class. At most, two unexcused absences will be allowed. Students with more than two unexcused absences will fail the course. An absence is considered excused with proper documentation provided prior to the absence or at most two days following an absence. Students must complete the final

WRITING ASSIGNMENT
Each one-two page written report is due at the beginning of class and must cover the previous lecture. Students are encouraged to discuss a given lecture with other students in the course for better understanding; each student, however, is required to write an independent report. The written report must include the following sections in addition to the cover page:

- TOPIC: in your own words describe the topic discussed in class (1-2 paragraphs)
- LECTURE INFORMATION: provide the major points of the class lecture (at least 2 paragraphs)
- PERSONAL VIEW: summarize your personal view of the lecture (1-2 paragraphs)

Each paper summary will receive a grade of 1 through 10. You must receive a grade of at least 7 on the paper summary for it to count toward the course requirements.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Beth Netherland, Dept. of Health and Kinesiology
    Robert Armstrong, Head, Dept. of Health and Kinesiology
    Jim Kracht, AOC Dean, College of Education and Human Development
DATE: October 17, 2006
SUBJECT: REPORT ON PROPOSED W COURSE: KINE 198

We recommend that KINE 198, Health and Fitness, be certified as a writing-intensive (W) course for the next four academic years (1/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 3000-4000
4. Instructor to student ratio for one section: 1:24

Students will be given mini lessons on the mechanics of writing, and the class will have two presentations on organization and citation. Students will write documents for a variety of audiences. Feedback will be provided in the form of peer review and instructor feedback on drafts. Students will have the opportunity to revise their drafts for the final copy of 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):

   KINE 198 Health and Fitness

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:             9/11/06
Beth Nederland  
(Course Instructor / Coordinator)  
(Date)

Received:            9/12/06
Valerie Balester  
(W Course Coordinator, University Writing Center)  
(Date)

Approvals:  
College Dean:  9/14/06  
(Date)  
Department Head:  9/14/06  
(Date)
KINE 198 – Health & Fitness
(Writing Intensive Course)

INSTRUCTOR: _______________________________ PHONE: _______________________________
OFFICE: ___________________________________ E-MAIL: _______________________________
OFFICE HOURS: ______________________________ CLASS TIME: ___________________________
CLASS MEETING SITES: _______________________

PREREQUISITES: None

MATERIALS:


COURSE DESCRIPTION:
KINE 198 qualifies as a writing intensive course and is therefore dedicated to improving writing skills most commonly associated with the discipline. In addition to the technical and analytic content of the assignments, papers and essays will be graded in part for spelling, grammar, punctuation, style, and clarity. Several class periods will be devoted to in-class writing instruction and activities such as revising and proofreading.

The course consists of two components, lecture and activity. Students will meet one day a week for lecture and one day a week for the activity portion. The lecture portion will cover current health issues including mental and physical health, nutrition, human sexuality, communicable and non-communicable diseases, use and abuse of drugs, and safety.

The activity portion will cover basic knowledge and techniques of strength training and improving the individual’s fitness through the utilization of this knowledge.

COURSE RATIONALE:
Research indicates that daily health/fitness related behaviors determine the quality and longevity of our life. This course is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual’s physical, intellectual, emotional and social well being and to increase the civic and professional effectiveness of Texas A&M students once they graduate.

COURSE OBJECTIVES:
1. Differentiate between healthy and unhealthy behaviors regarding physical activity, nutrition, sexuality, drugs, and safety.
2. Identify the social, cultural, and political issues concerning physical activity, nutrition, sexuality, drugs, and safety.
4. Demonstrate an understanding of behavior change models and the complexity of behavior change.
5. Determine factors that contribute to the development of non-communicable diseases and to the spread of communicable diseases.
6. Demonstrate an understanding of the proper techniques of strength training.
7. Prepare a descriptive analysis of a workout program.
8. Develop writing skills in preparation for upper division course work.
9. Integrate information from scientific literature into papers, presentations, and class material.
10. Demonstrate an understanding that writing is a continuous process that requires time, energy, and practice.

ATTENDANCE:

Student absences will be excused for one of the right University approved reasons.
1. Participation in an activity appearing on the University's authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious Holy Day
6. Illness that is too severe or contagious for the student to attend a class (to be determined by Health Center or off campus physician)
7. Required participation in military duty
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled

If an absence is unexcused, the instructor must provide the student an opportunity to make up tests, assignments, or other missed work. Each unexcused absence will result in a deduction of 3 points. One point will be deducted from the final grade for each tardy up to 10 minutes. After 10 minutes, the student is considered absent.

ATTENTION STUDENTS:
1. It is the responsibility of the student to inform his/her instructor if they have a condition that may impair or influence participation in an activity class (e.g., physical handicap, allergies, use of medication, etc.).
2. Should you become unable to participate in your regular activity class, contact your instructor immediately regarding transfer to a modified activity class.
3. The courses in which you have elected to participate are either required as part of your major or elected. Regardless of the case, you must realize that there is a certain amount of risk which you encounter when you participate in activity classes such as these. You must be aware of this assumption.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation, please contact the Department of Student Life, Services for students with Disabilities in Room B-118 of Cain Hall Building, or call 845-1637.

ACADEMIC INTEGRITY STATEMENT

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web [http://www.tamu.edu/academic/honor](http://www.tamu.edu/academic/honor)

*PLEASE NOTE:
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 materials 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 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 crimes, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.
If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."
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<thead>
<tr>
<th>Week/Date</th>
<th>Lecture Topic</th>
<th>Assigned Reading to be completed before class</th>
<th>Reading Activity and Internet Research to be completed before class</th>
<th>Written Assignment to be completed before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (1-18)</td>
<td><strong>WRITING CENTER</strong></td>
<td>Ch. 1 Assignment #1</td>
<td>1st draft - Personalized Paper In class peer review</td>
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<tr>
<td>Week 2 (1-25)</td>
<td>INTRO TO PERSONAL HEALTH &amp; FITNESS</td>
<td>Ch. 2 Assignment #2</td>
<td>2nd draft - Personalized Paper In class peer review</td>
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<tr>
<td>Week 3 (2-1)</td>
<td>UNDERSTANDING HEALTH RELATED FITNESS</td>
<td>Ch. 4 Assignment #3</td>
<td>2nd draft - Personalized Paper In class peer review</td>
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<tr>
<td>Week 4 (2-8)</td>
<td>NUTRITION</td>
<td>Ch. 4 &amp; 3 Assignment #4</td>
<td>Final draft - Personalized Paper In class peer review</td>
<td></td>
</tr>
<tr>
<td>Week 5 (2-15)</td>
<td>NUTRITION CONT. &amp; HYPOKINETIC CONDITIONS</td>
<td>Ch. 3 Movement Mission Statement &amp; Mastery Goal Instructor Feedback</td>
<td>Final draft - Personalized Paper In class peer review</td>
<td></td>
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<tr>
<td>Week 6 (2-22)</td>
<td>HYPOKINETIC CONTENTS</td>
<td>Ch. 10 Assignment #5</td>
<td>1st draft - Small Group Writing Assignment Calibrated Peer Review</td>
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<tr>
<td>Week 7 (3-1)</td>
<td><strong>WRITING INSTRUCTION</strong></td>
<td>Ch. 5 Assignment #6</td>
<td>2nd draft - Small Group Writing Assignment Instructor Feedback</td>
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<tr>
<td>Week 8 (3-8)</td>
<td>ALCOHOL</td>
<td>Ch. 5 Assignment #7</td>
<td>Final draft - Small Group Writing Assignment Instructor Feedback</td>
<td></td>
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<tr>
<td>Week 9 (3-22)</td>
<td>DRUGS</td>
<td>Ch. 5 Assignment #7</td>
<td>1st draft - Descriptive Analysis of a Workout Instructor Feedback</td>
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<tr>
<td>Week 10 (3-29)</td>
<td>SEXUALITY</td>
<td>Ch. 7 Assignment #8</td>
<td>Final draft - Descriptive Analysis of a Workout Instructor Feedback</td>
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<tr>
<td>Week 11 (4-5)</td>
<td>ESSAY EXAM Instructor Feedback</td>
<td>Ch. 8 Assignment #9</td>
<td>Final draft - Descriptive Analysis of a Workout Instructor Feedback</td>
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<tr>
<td>Week 12 (4-12)</td>
<td>DISEASES</td>
<td>Ch. 8 Assignment #9</td>
<td>Final draft - Descriptive Analysis of a Workout Instructor Feedback</td>
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<tr>
<td>Week 13 (4-19)</td>
<td>SAFETY AWARENESS Family Health Portrait</td>
<td>Ch. 9 Assignment #10</td>
<td>Final draft - Descriptive Analysis of a Workout Instructor Feedback</td>
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<tr>
<td>Week 14 (4-26)</td>
<td>ALTERNATIVE MEDICINE</td>
<td>Assignment #10</td>
<td>Final draft - Descriptive Analysis of a Workout Instructor Feedback</td>
<td></td>
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</tbody>
</table>
KINE 198 Syllabus

Personalized Paper - What is your concept of the course? What are you looking for or want from the course? How do the health behaviors from the following topic areas (stress management, fitness, nutrition, diseases, alcohol, drugs, sexuality, and safety awareness) impact our society? What implications does this course have on your future as a professional in the field of kinesiology, sport and/or health promotion? Reflect on your own personal behavior - are there any health behaviors that you would like to change during the semester or in the future? Are these behaviors easy or difficult to change? What behavior change models can apply to your own health (stages of change model, health belief model, PRECEDE model, theory of planned behavior, etc...?) 10% Approximately 500 words

Movement mission statement and mastery goal – The movement mission statement is a reflective writing assignment about what inspires you to be physically active. To achieve credit, answer the 3 philosophical questions from the handout. From these questions, develop a well written movement mission statement. The mastery goal assignment requires goal setting that internalizes motivation. You will focus your mind and body on learning, improving, feeling, or experiencing the activity instead of focusing on the outcome (e.g., losing weight or reducing heart disease). Describe the goal and reflect on your experience. At the end of the assignment write a short summary on what you learned about intrinsic motivation and how intrinsic motivation can encourage long term behavior change. 5% Approximately 300 words

Small group writing assignment (8 groups of 3) – Students will collect data and assess information from one of the following topic areas: stress management, fitness, nutrition, disease, alcohol, drugs, sexuality, and safety awareness. From this research, students will submit a formal paper on a subject within the main topic area. Each group member will combine his/her subject area to create course material for that wellness topic. 20% Approximately 750 words

Essay Exam – 20%
A list of 8 potential exam topics will be given to the students 1-2 weeks prior to the final exam. 3-5 of the topics will be given to the students on the day of the exam. Students won’t know before the test day the topics on which they will be required to write. Therefore they will need to have adequate knowledge of all of the topics.
Paragraph format (so many words) 20% Approximately 750 words

Descriptive analysis of a workout – Students will prepare a technical/analytical analysis of a workout program that is specific to the activity. 12.5% Approximately 750 words

End of semester summary – Students will keep a journal to reflect on their personal experiences and to evaluate the class. This will be used as the basis for a formal paper. 12.5% Approximately 500 words

Skill development/Form testing 20% This involves assessing the students performance on physical activities and does not involve a writing component.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Michael Sagas, Dept. of Health and Kinesiology
     Robert Armstrong, Head, Dept. of Health and Kinesiology
     Jim Kracht, AOC Dean, College of Education and Human Development
DATE: October 17, 2006
SUBJECT: REPORT ON PROPOSED W COURSE: KINE 482

We recommend that KINE 482, Seminar in Sport Management Research, be certified as a writing-intensive (W) course for the next four academic years (1/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:25

Students identify problems in the discipline and conduct a literature review of those problems. Students present their proposals in an oral presentation and receive written peer evaluations of their proposals. Students will be graded on their peer reviews as well as on their own technical reports. Students will also receive writing assistance and/or advice from doctoral students and from the University Writing Center.
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):

   **KINE 482 Seminar in Sport Management**

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

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

Signature: ____________________________ Date: ____________
(Course Instructor / Coordinator)

Received: ____________________________ Date: ____________
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ____________________________ Date: ____________

Department Head: ____________________________ Date: ____________
KINE 482-900
Seminar in Sport Management Research
Instructor: XXX Phone: XXX Office and Hours: XXXX
Email: XXX

Prerequisite:
Admission to the professional phase of the sport management program and KINE 425 or equivalent (concurrent enrollment in KINE 425 is allowed).

Course Objectives:
This writing intensive seminar is designed to complement the curriculum in sport management by introducing the application of sport management research to organizational decision making.

The objectives of the course are:
1. To introduce students to the research process or the ways in which sport management researchers go about their work
2. To develop skills and knowledge to discriminate 'good' from 'bad' research
3. To acquire skills to locate problem areas in organizations, and plan, organize, design, and conduct research to help solve the identified problems.
4. To search and synthesize the primary scientific literature
5. To integrate information from the primary sport management literature into written form in support of decision making in sport organizations
6. To deliver accurate, concise, and effective oral presentations in support of decision making in sport organizations

This course is a writing-intensive (W) course and is therefore dedicated to improve the students' writing skills as well as to provide an opportunity for sport management professional phase students to learn the writing most commonly used when studying sport organizations.

To meet the objectives of the course, writing instruction will be provided toward synthesizing information into a paper, a technical report, as well as for the preparation an oral presentation utilizing PowerPoint. The students' writing abilities will be evaluated on the basis of the problem formulation proposal, the technical report, and the PowerPoint presentation in terms of written content, organization, logic, synthesis, and evaluation of scientific sport management literature.
Assignments:

*Problem Formulation Paper:*  
In the paper (500 words), the students should identify a potential research topic and rationalize or justify the basis of their selection by explaining:  
- The major problem or opportunity under study  
- The main research and management questions relevant to the problem under study  
- Why the topic is interesting and relevant  
- What information will be needed to address the problem so that an informed decision can be made

*Proposal Presentation:*  
Once a topic has been selected and approved by the instructor, the student will be asked to prepare a 10-minute oral presentation of the problem statement and a proposal for solving the problem with the sport management literature. The use of Powerpoint is required.

The presentation will be graded on the following criteria:

- Scientific content (depth and scope)  
- Written content (logical flow, organization, command of language)  
- Quality of visual aids used in the presentation  
- Knowledge of the subject and integration of the sport management literature to the problem

*Technical Report:*  
This technical report (1500 words) will be used to synthesize and integrate the available primary literature available to solve the problem under study. The paper will follow current accepted practices used in technical reports with client sport organizations. Specifically, the report will develop a problem statement, research and management questions needed to address the problem, a conceptual framework explaining the underlying processes under study, a results section indicating the current accepted answers to the problem, and a conclusion on how a client organization can use the information gleaned from the scientific literature to make an informed decision.

A first draft of the paper will be due during week 10 of the semester on due date. The final version will be due at the end of the semester on due date.

*Peer review:*  
The students will write two short research evaluations (400 words) in which they will be asked to evaluate the quality of two presentations given by their peers. In particular, the students will be asked to comment on the strength and weaknesses of the presentations. Clarity, content, depth, and organization are some of the key criteria that will be evaluated.
Description of the writing instruction (class periods)

W-instruction 1 (one class period). Near the beginning of the semester, samples of acceptable and unacceptable papers and technical reports will be given to the students for analysis. The students will be asked to read the samples and analyze them. The contrast between the positive and negative aspects of each sample will be discussed.

W-instruction 2 (one class period). The instructor will offer examples of both “good” and a “bad” 10 minute presentations while students will perform evaluations of each presentation. Remaining class period will be used to compare and contrast students’ notes and evaluations of the content, organization, logic, and use of visual aids in each of the presentations.

W-instruction 3 (one class period). This class period will be spent discussing the positive and negative aspects of the PowerPoint proposal presentations offered by the students. The instructor will also address the most general issues encountered in the various presentations.

W-instruction 4 (two class periods). This class period will be dedicated to providing feedback on the draft of the technical report. The instructor will address the most general issues encountered in the various drafts.

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<tr>
<th>Week</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Research in business settings and addressing problems in organizations</td>
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<td>2</td>
<td>Web research - Data base searching for scientific literature</td>
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<tr>
<td>3</td>
<td>Writing 1</td>
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<tr>
<td>4</td>
<td>Developing a conceptual framework of a sport management problem/Research Proposals</td>
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<td>5</td>
<td>Writing 2</td>
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<tr>
<td>6</td>
<td>Creating the Final Technical Reports for Sport Organization Decision Makers</td>
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<tr>
<td>7</td>
<td>Presentations 1-4, 5-8 (two rooms, split class) Peer review assignments</td>
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<tr>
<td>8</td>
<td>Presentations 9-12, 13-16 (two rooms, split class) Peer review assignments</td>
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<tr>
<td>9</td>
<td>Presentations 17-20, 21-24 (two rooms, split class) Peer review assignments</td>
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<tr>
<td>10</td>
<td>W-instruction 3, Feedback session on presentations Technical Report (Draft)</td>
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<td>11</td>
<td>W-instruction 4, Feedback on draft</td>
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<td>12</td>
<td>W-instruction 4, (cont.)</td>
</tr>
<tr>
<td>13</td>
<td>Question and answer session related to final draft</td>
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</table>
Grading:
Proposal Presentation: 10%
Technical Report: 60%
Problem Formulation Paper: 20%
Peer reviews: 10%

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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, the 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 845-1657.

Academic Integrity 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, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor, as a symbol to all Aggies, promotes the understanding and loyalty to truth and confidence in each other. All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.