The University Curriculum Committee recommends approval of the following:

1. **New Courses**

   **ACCT 410. Fraud Examination. (3-0). Credit 3.** Principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills; includes skimming, larceny, misappropriations, fraudulent statements, interviewing witnesses and support for litigation. Prerequisites: ACCT 327 with grade of C or better; junior or senior classification.

   **AERO 445. Vehicle Management Systems. (3-0). Credit 3.** Introduction to vehicle management systems for manned and unmanned air and space vehicles; system centric concepts, requirements definition, specifications, and architectures; reliability analysis, health monitoring, and mission management; SISO digital design of integrated flight control, propulsion control and structural control; introduction to vehicle autonomy; design and analysis methods, industrial examples. Prerequisites: AERO 422; junior or senior classification.

   **AGCJ 281. Journalism Concepts for Agriculture. (1-0). Credit 1.** The role of the news media in covering government, the court systems, corporations, taxation, and insurance; a practical perspective on how journalists interact with public and private institutions from a legal, ethical and social standpoint.

   **ANSC 487. Sensory Evaluation of Foods. (2-2). Credit 3.** Application of sensory science principles and practices to food systems including an understanding of discriminative, descriptive and consumer sensory techniques. Prerequisites: CHEM 222 or 228; junior or senior classification.

   **BIOL 401. Critical Writing in Biology. (1-0). Credit 1.** Reading scientific papers and writing short synopses of papers with a focus on learning how to think and write like a scientist; fills the current Writing Intensive “W” course requirement for biology. Prerequisites: BIOL 213 and 214; junior or senior classification.

   **ENGR 410. Global Engineering. (3-0). Credit 3.** A framework for the systematic study of important facets of an international engineering project; decision making methods that allow the integration of quantitative and qualitative information; applications of the framework and decision methods using real case studies. Prerequisite: Junior or senior classification or approval of instructor.

   **GEOG 420. Geography of Terrorism. (3-0). Credit 3.** Exploration of global terrorism and counter terrorism; regional conflicts and mass violence; construction of places and regions associated with terror; American reactions to global terrorism. Prerequisite: Junior or senior classification.

   **IBUS 460. Academy for Future International Leaders. (3-0). Credit 3.** A practical orientation to international business and cultural issues to prepare selected Texas A&M students for the international marketplace; joint effort among all colleges at Texas A&M; designed to complement any academic major by helping students gain a global perspective of their chosen field of study. Prerequisite: Junior or senior classification.
MATH 439. Differential Geometry of Curves and Surfaces. (3-0). Credit 3. Local and global
type of parameterized curves; regular surfaces, local coordinates, first fundamental form,
orientation, area; Gauss map, second fundamental form; Gauss Bonnet theorem; additional topics to
be selected by the instructor. Prerequisites: MATH 222 and 308 or approval of instructor.

MKTG 438. Strategic Internet Marketing. (3-0). Credit 3. Implications of the internet and
related digital technologies for marketing strategy; evolution of the electronic marketplace; impact of
the electronic marketplace on the marketing mix decisions of firms; competitive advantage; public
policy issues; future trends and developments. Prerequisites: MKTG 321; junior or senior
classification.

wetland and riparian areas link terrestrial and aquatic systems and function hydrologically and
cologically within watersheds; integrated approaches for restoration of degraded wetland and
riparian systems; improving water resources through vegetation management with a special interest in
rangelands. Prerequisites: RENR 205 and WFSC 428 or approval of instructor.

2. Changes in Courses

KNFB 450. Supervised Student Teaching.

Credit hours
From: (0-36). Credit 9.
To: (0-30). Credit 6.

College of Liberal Arts
Department of European and Classical Languages and Cultures
MODL course prefix to EURO.

Course prefix change
EURO 230. Contemporary German Culture. EURO 232. Exploratory German Language and Culture.
EURO 240. Contemporary Russian Culture.
EURO 323. Immigration and Ethnicity in Contemporary France.

Withdrawal of Courses
MODL 337. Russian Drama.
MODL 341. Russia’s Artistic Heritage.
Texas A&M University
Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ACCOUNTING

2. Course prefix, number and complete title ACCT 410, Fraud Examination

3. Course description (not more than 50 words)
   Principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills. Topics include skimming, larceny, misappropriations, fraudulent statements, interviewing witnesses and support for litigation.

4. Prerequisite(s) ACCT327 with grade of C or better; Cross-listed with --

5. Is this a variable credit course? □ Yes □ No If yes, from ________ to ________

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ________ times.
   Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 289/489/689? □ Yes □ No If yes, how many times?
   Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) BBA with a major in Accounting

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters. None applicable

10. Prefix Course # Title (exclude punctuation) ACCT 410 Fraud Examination

<table>
<thead>
<tr>
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<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Academic Year</th>
<th>FICE Code</th>
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Approval recommended by:

Head of Department: ___________________________ Date: 8/10/06

Chair, College Review Committee: ___________________________ Date: 8/21/06

Dean of College: ___________________________ Date: 8/21/06

Submitted to Coordinating Board by:

Dean of College: ___________________________ Date: 8/21/06

Director of Academic Support Services: ___________________________ Date: 8/21/06

* Attach a syllabus according to the guidelines on the Internet site car-us.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
ACCOUNTING 410

FRAUD EXAMINATION

Spring 2007

MEETING TIMES AND LOCATION: ACCT410, Sec. 500, MW 5:45-7 p.m., WCBA 102

INSTRUCTOR INFORMATION:

Mr. Charley Clark
Associate Vice President (TAMU)
cbc@tamu.edu
979.845.0977

SUGGESTED TEXT:
Corporate Fraud Handbook
Author: Wells, Joseph T.
Wiley Publishing, 2004

OFFICE HOURS: To be announced

STATEMENT OF COURSE OBJECTIVES AND LEARNING OUTCOMES:
• To develop an understanding of how and why occupational fraud is committed;
• To recognize how fraudulent conduct may be deterred; and
• To determine how allegations of fraud should be investigated and resolved.

Fraud Examination will cover the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses.

Class sessions will consist of lectures, case studies and discussion. The course will feature a guest speaker who is an expert in fraud examination. The sessions will be interactive, with students working through the cases, developing investigative strategies, and seeking to prove how the fraud was committed.

Upon completion of the course the student will be able to identify vulnerabilities of accounting systems, recognize signs that problems have occurred, and build safeguards to limit system vulnerabilities.

PREREQUISITES: ACCT327 with a grade of C or better.
GRADING POLICIES:
Course grades will be calculated as follows:
- Two examinations (25% each)
- Final examination (35%) Cumulative
- Homework assignments (15%)

CLASS SCHEDULE:

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Week 1</td>
<td>Introduction to Fraud Examination</td>
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<tr>
<td>Week 2</td>
<td>Skimming</td>
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<td>Week 3</td>
<td>Cash Larceny Check Tampering</td>
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<td>Week 4</td>
<td>Register Disbursement Schemes</td>
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<td>Week 5</td>
<td>Exam #1</td>
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<tr>
<td>Week 6</td>
<td>Billing Schemes</td>
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<tr>
<td>Week 7</td>
<td>Payroll Schemes Expense Reimbursement Schemes</td>
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<tr>
<td>Week 8</td>
<td>Non-cash Misappropriations</td>
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<td>Week 9</td>
<td>Corruption</td>
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<td>Week 10</td>
<td>Exam #2</td>
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<tr>
<td>Week 11</td>
<td>Accounting Principles and Fraud</td>
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<tr>
<td>Week 12</td>
<td>Fraudulent Financial Statement Schemes</td>
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<tr>
<td>Week 13</td>
<td>Guest Speaker</td>
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</table>
Week 14: Interviewing Witnesses
Wrapping up the investigation

Week 15: Final Exam

ADA STATEMENT:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, visit http://disability.tamu.edu, call 845-1637, or go to Cain Hall, Room B118.

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. 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/

MAYS FOOD & BEVERAGE POLICY:

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance is greatly appreciated.

ATTENDANCE POLICY:

We will conform in all respects to the stated policy of Texas A&M in regard to class attendance.

Make-up Policy. If an absence is excused, the student will be allowed to make up work within 30 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must
provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university 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 class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see section 7.1.6.1)
   b) Injury or illness of less than three class days – student will provide the following within one week of the last date of the absence: Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

IMPORTANT UNIVERSITY DATES:

January 22 5 p.m. Last day for adding/dropping courses for the fall semester.
January 26 5 p.m. Last day to apply for all degrees to be awarded in May.
April 2 5 p.m. Last day for all students to Q-drop courses with no penalty.
           5 p.m. Last day to officially withdraw from the University.
March 12 – 16 Spring Break
April 12 – 27 Pre-registration for 2007 fall semester.
April 30 Dead day, classes meet but no major exams.
May 1 Last day of fall semester classes.
        Redefined day, students attend their Friday classes.
        Dead day, classes meet but no major exams.
May 2 & 3 Wednesday – Thursday. Reading days, no classes.
May 4, 7 – 9 Friday, Monday - Wednesday. Fall semester final examinations.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 2 copies. Attach a course syllabus to each.  

1. This request is submitted by the Department of Aerospace Engineering  

2. Course prefix, number and complete title AERO 445 Vehicle Management Systems  

3. Course description (not more than 50 words)  
Introduction to vehicle management systems for manned and unmanned air and space vehicles. System-centric concepts, requirements definition, specifications, and architectures. Reliability analysis, health monitoring, and mission management. SISO digital design of integrated flight control, propulsion control, and structural control. Introduction to vehicle autonomy. Design and analysis methods, industrial examples.  

4. Prerequisite(s) AERO 422  
Cross-listed with  
Cross-listed courses require the signatures of both department heads.  

5. Is this a variable credit course? ☐ Yes ☑ No  
If yes, from _____ to _____.  

6. Is this a repeatable course? ☐ Yes ☑ No  
If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No  

7. Has this course been taught as a 489/689? ☐ Yes ☑ No  
If yes, how many times? 1  
Indicate the number of students enrolled for each academic period it was taught. 21 in 06A  

8. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
Bachelor of Science in Aerospace Engineering  

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.  

10. Prefix Course # Title (exclude punctuation)  

<table>
<thead>
<tr>
<th>AERO</th>
<th>445</th>
<th>VEHICLE</th>
<th>MGMT</th>
<th>SYSTEMS</th>
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Approval recommended by:  
Head of Department  
Date  

Chair, College Review Committee  
Date  

Dean of College  
Date  

Submitted to Coordinating Board by:  
Dean of College  
Date  

Director of Academic Support Services  
Date  
Effective Date  

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.  
OAR/AS-504  

8 of 58 D
AERO 445 Vehicle Management Systems
Credit 3: (3-0)

Instructor: Dr. John Valasek, Associate Professor, Aerospace Engineering Dept., 727D HRBB, (979)845-1685, valasek@aero.tamu.edu
Spring 2006 – Tentative: M W F 9:10 - 10:00 AM, 131 HRBB

Prerequisites: AERO 422 Active Control of Aerospace Vehicles or equivalent.

Course Description: Introduction to vehicle management systems for manned and unmanned air and space vehicles. System centric concepts, requirements definition, specifications, and architectures. Reliability analysis, health monitoring, and mission management. SISO digital design of integrated flight control, propulsion control, and structural control. Introduction to vehicle autonomy. Design and analysis methods, industrial examples.

Learning Objectives: This course is intended to familiarize aerospace engineering students with the specification, design, and analysis of vehicle management systems. By the end of this course, students should be able to:

1. Understand the missions and uses of manned and unmanned air and space vehicles, and their unique characteristics.
2. Translate system centric mission requirements into system performance specifications.
3. Develop basic architectures to satisfy mission constraints.
4. Design and analyze basic integrated control systems to meet or improve performance specifications.
5. Understand and apply the principles of autonomy for aerospace systems.

Text: None; only lecture notes will be used.

Software:
Matlab, Mathworks Inc, Natick, MA 2005. Matlab will be used to synthesize and validate the navigation and guidance algorithms.

Office and Office Hours:
Dr. John Valasek, 727D Bright Building
W 10:00 - 11:00 AM; or by email or appointment
845-1685 valasek@aero.tamu.edu

Grading:
midterm exam = 30%
project = 40%
final exam = 30%
Grading Scale

90 - 100 A  
80 - 89 B  
70 - 79 C  
60 - 69 D  
below 60 F

COURSE CONTENT BY TOPIC

1. MANNED AND UNMANNED AIR AND SPACE VEHICLES AND MISSIONS  
2. SYSTEM CENTRIC REQUIREMENTS AND SPECIFICATIONS  
3. VEHICLE MANAGEMENT SYSTEM ARCHITECTURES  
4. MISSION MANAGEMENT  
5. RELIABILITY ANALYSIS  
6. HEALTH MONITORING  
7. FLIGHT CONTROL  
8. PROPULSION CONTROL  
9. STRUCTURAL CONTROL  
10. HEALTH MONITORING  
11. MISSION MANAGEMENT  
12. INTRODUCTION TO AUTONOMY IN AEROSPACE SYSTEMS

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

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On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of ________ Leadership, Education, and Communications ________

2. Course prefix, number and complete title AGCJ 281, Journalism Concepts for Agriculture

3. Course description (not more than 50 words) The role of the news media in covering government, the court systems, corporations taxation, and insurance; a practical perspective on how journalists interact with public and private institutions from a legal, ethical and social standpoint.

4. Prerequisite(s) None

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from ________ to ________. Cross-listed courses require the signatures of both department heads.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. 05C - 15 students; 06a - 22 students

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.S. in Agricultural Communications and Journalism and other students based on interest.

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) AGCJ 281, Journalism Concepts for Agriculture

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Approval recommended by:

Christi [Name] 6/8/06
Head of Department

Chair, College Review Committee 7/13/06
Date

Head of Department (if cross-listed course) 7/14/06
Date

Dean of College 7/14/06
Date

Submitted to Coordinating Board by:

Dean of College 7/14/06
Date

Director of Academic Support Services 7/14/06
Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
October 2, 2006

MEMORANDUM

TO: Dr. Randall Sumpter
   Journalism Education Program
   Department of Communication

FROM: Dr. Deb Dunsford
   Curriculum Chair
   Department of Ag. Leadership, Education, and Communications

SUBJECT: AGCJ 281, Journalism Concepts in Agriculture

The Department of Agricultural Leadership, Education, and Communications is proposing a new course, AGCJ 281, "Journalism Concepts in Agriculture." The course is intended for lower-level students majoring in Agricultural Communications and Journalism. Students from other majors within the College of Agricultural and Life Sciences who are interested in public relations and journalism may also opt to take this course as an elective. We believe this course does not overlap but is complimentary to journalism courses offered in your department. Those students would also be more than welcome to take this course if you believe it would be appropriate and beneficial to their studies.

Attached is the syllabus with a course description for your evaluation. Please review these materials and indicate, by your signature below, that this course does not overlap curricula in your department. We look forward to your response by Friday, October 13, 2006. If you have any questions, please feel free to contact me by email at dunsford@tamu.edu or phone number 458-3389.

[Signature]

Date: 10/3/06
AGCJ 281 Journalism Concepts for Agriculture
A Sophomore Seminar of Learning
One Prerequisite — Your Undivided Interest

Professor Douglas Starr 217 Scoates Hall d-starr@tamu.edu
Starr office 458-3039 Starr cell 979.324.3018 Starr home 693-5625
Teaching Asst Jessica DuBois 112 Scoates Hall Office 458-3391
jdubois@aged.tamu.edu

For appointments, it's best to telephone or e-mail.

AGCJ 281 runs from 18 January to 06 March ONLY,
Mon-Wed 8-8:50 A.M. — 215 Scoates Hall

There are no dumb questions,
only dumb people who don't ask questions.

AGCJ 281 has a good point and a bad point. The good point is that it's a fun course; the bad point, which is not all that bad, is that it lasts only half the semester, seven, instead of 14, weeks. In addition, it's a one-credit-hour course, so it cost less than a three-credit-hour course.

What makes AGCJ 281 fun is that it is a how-does course for education, for career, and for life. When you finish the course, you're going to be smarter. You're going to be able to explain and use the information you will learn about government and the court systems at the federal, state, county, and city levels; the function of corporations; the how and why of taxation; the function and limitations of insurance, the role of the news media, and even how universities function, and how all of that applies to agriculture and affects you, professionally and personally.

And, as you enter the job market, you will be able to construct your own résumé, to draft your own cover letter, and to assemble your own portfolio.

AGCJ 281 will give you a sense of belonging in all aspects of society by providing you information basic to your growth in citizenship and information for day-to-day living, all of which will help you to succeed in your agriculture-related or other career.
To do all that, you will learn **how things work** and how those things fit into various aspects of agriculture and into your life and your career, and some of the language terms affiliated with various aspects of business, government, education, universities, the courts, taxation, etc.

The information you will learn will apply to disseminating information on agricultural and other matters in news reporting and in public relations for any news medium, including the World Wide Web.

To get the most from the course, you should read the handouts before coming to class, and you should participate in class discussions. Your thoughts and ideas are important and pertinent, and enhance class discussions, so please speak up.

As the course progresses, think about what information you might want, and I will try to find it and explain it.

You have three important tasks:

1 — On Thursday 28 January, I need from each of you an autobiographical essay, 500 words ought to be enough. Write it in the first person in plain language and tell about yourself, your family, your education, your talents, your career plans and goals; the significant people, places, and/or events in your life; influential people you have met or worked with; memorable books you have read, and any other facet(s) of your life worth mentioning.

This assignment requires you to think critically, so get started as soon as possible. And keep it because it will serve as an aid to your advancement in all phases of your life.

2 — At the end of the semester, I need from each of you an essay detailing **what you learned** in the course and **how what you learned applies** to your career goals, specifically those in agriculture. And I'd like suggestions on what information to add to or to delete from the course.

3 — **Keep that course booklet** I gave you, and type, print, and keep your class notes, because that information will stand you in good stead in your career and in your life.
Problem?

If you have a problem, come to me or to the Teaching Assistant. Don't try to resolve the problem yourself. If you could solve the problem, you wouldn't have a problem. Don't ask a student for help because your problem is peculiar to you.

Textbooks — just three, and you'll need them from now on, so you may as well get them now.

*The Associated Press Stylebook and Libel Manual* ... spiral bound if available because it lies flat, and it's a good basic stylebook.

*Webster's New World College Dictionary* ... small paperback edition ... to ensure understanding of definitions and usages of words.

The booklet that I gave you at the beginning of the course.

Those books are essential to your present and future education, to your career, and to your day-to-day life. They are small and not all that expensive.

The main reason I chose those books is that, from now on, words and style and general information are your business. Words are how we communicate, so you must know not only their definition but also their usages. That's where the dictionary comes in.

In addition, and important to your career, every publication has its own style for presenting the written word. You must learn and use style or your work will not be published. That's where the AP Stylebook comes in.

Please bring all three books to class every day.

Grading — just what you expected, and your grade will be based upon your two important assignments and upon your class participation. This course is for your benefit, so use it for that.

\[ A = 100-89.50 \quad B = 89.49-79.50 \quad C = 79.49-69.50 \quad D = 69.49-59.50 \]
How To Succeed in This Course

Attend every class, and for three reasons: (1) The only continuity in the course is that it applies to education, career, and life. As a result, each class period discusses and explains a different topic, sort of like a different course each class day. (2) You can learn from discussion and questions from classmates. (3) The entire course is only 14 class days, twice a week over seven weeks. Surely, you can handle that, even though it begins at 8 A.M.

Read each class assignment before coming to class so you can be ready to ask questions and to discuss the topic. And most important, think about how to apply what you are learning, particularly to your career and your university courses.

Topics for Study

Thursday 18 January
Dictionary ... spelling ... definitions ... usages ... synonyms ... punctuation ... grammar ... syntax ... noun-pronoun agreement ... noun-verb agreement ... Convergence ... what it is ... what students need ... writing for various media ... The Associated Press Stylebook ... what it is ... what is in it ... why style is required ... stylesheets of newspapers, magazines ... look up Religions and see what the AP Stylebook says about your own religion ... the major religions of the world ...

Tuesday 23—Thursday 25 January
First Amendment ... how those six freedoms ... from religion ... of religion ... of speech ... of press ... of assembly ... to petition government ... apply to your life, your career ...
Ethics ... copyright ... plagiarism ... accuracy ... objectivity ... honesty ...

Thursday 28 January — Turn in ±500-word autobiography

Tuesday 30 January—Thursday 01 February
Sixth Amendment ... court system ... difference between criminal, civil courts ... misdemeanor, crime ... speedy public trial ... grand jury ...
Courts and Decisions ... Roe vs. Wade ... Brown vs. Board of Education ... trials ... civil ... criminal ... appeals ... jail ... prison ... bail ... crimes ...
Tuesday 06-Thursday 08 February
Federal and State Agencies ... laws ... regulations ... departments ... federal, state departments of Agriculture, Interior ... president's Cabinet ... Federal Communications Commission ... Interstate Commerce Commission ... Fannie Mae ... Freddy Mac ... OSHA ...

Tuesday 13-Thursday 15 February
City and County Governments ... Independent School Districts ... zoning ...
budgets ... how cities function ... city council ... how counties function ...
county commission ...
Taxation ... why tax people ... ad valorem (property) taxes ... sales tax ... gasoline tax why no tax on farm equipment ... utilities ... assessed value ... mil ... why agricultural property tax differs

Tuesday 20-Thursday 22 February
Corporations ... agricultural corporations ... stocks ... bonds ... Securities and Exchange Commission ... gross ... net ... profit ... loss ... annual report ...
quarterly bank call ...
Universities ... table of organization ... teaching ranks ... regalia ... College of Agriculture and Life Sciences ... Extension service ... why you need a master's degree ...

Tuesday 27 February-Thursday 01 March
Insurance ... life ... automobile ... home ... medical ... crop ... who is responsible ...
The News Media ... radio ... television ... newspapers ... why so little news on agricultural matters ... agricultural magazines ... breed and crop associations and their publications ... the World Wide Web ... their differences ... their similarities ... public relations ...

Thursday 06 March
Résumés and cover letters ... how to find a job in agriculture-based corporations, in public relations, advertising, newspapers, television ...
Turn in essay ... detailing what you have learned in the course and how it applies to your career goals, and suggestions for adding, deleting information.
Afterword

Now, think about it. Wasn’t that an interesting course? Didn’t you learn a lot? About life? About government? About your responsibilities?

University-Required Statements

Academic Integrity — Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. For information regarding these policies, please review the Student Rules at <http://student-rules.tamu.edu>

Plagiarism ... Academic Dishonesty ... Copyright Law — Refer to the Aggie Code of Honor, to Texas A&M University Regulations, concerning scholastic dishonesty and its consequences, and to the International Copyright Law, which protects as your own whatever you write — including class notes — from the moment you write it. Copying is violation of copyright under international law. Plagiarism is the use of someone else’s words as your own. When you use the words of another, attribute them. In short, cheat not; the consequences are worse than you can imagine.

In Copyright Law, it is not the idea that is copyright, it is the language in which the idea is couched that is copyright. It is not possible to copyright facts or ideas, thus, each of you may use the same set of facts or idea to write a story, but you many not use the language of anyone else to describe that idea. This prohibition does not apply to quotations or statements properly attributed. Quotations belong to the speaker, not to the publication reporting them.

Americans with Disabilities Act — The American with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe that you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 of Cain Hall. The phone number is 845-1637.

DPS/2006
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ________________ Animal Science

2. Course prefix, number and complete title ANSC 487 - Sensory Evaluation of Foods

3. Course description (not more than 50 words) Application of sensory science principles and practices to food systems including an understanding of discriminative, descriptive and consumer sensory techniques.

4. Prerequisite(s) Chem 222 or 228
Cross-listed with

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. 05A - 11

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.S. in Animal Science, Dairy Science

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
ANSC 487 SENSORY EVAL OF FOODS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0202030109010005027007-08003632</td>
<td></td>
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<td>Do not complete shaded area.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department ________________ Date ________________
Chair, College Review Committee ________________ Date ________________

Head of Department (if cross-listed course) ________________ Date ________________
Dean of College ________________ Date ________________

Submitted to Coordinating Board by:

Dean of College ________________ Date ________________

Director of Academic Support Services ________________ Date ________________
Effective Date ________________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

19 of 58 D
SYLLABUS
SENSORY EVALUATION OF FOODS
ANSC 487/687

Lecture 2 hours per week and Lab 2 hours per week: 1:50 to 3:50 MW  Room 300 Kleberg

COURSE DESCRIPTION

Sensory Evaluation of Foods, (2-2). Credit 3. Application of sensory science principles and practices to food systems including an understanding of discriminative, descriptive and consumer sensory techniques. Prerequisites: CHEM 222 or 228, Junior, Senior or Graduate Classification.

OBJECTIVES

Students will be able to:

1. Understand environmental, psychological and physiological factors that affect sensory verdicts
2. Understand the basic sensory principles for conducting discriminative, descriptive and consumer sensory tests and to be able to apply these principles to food products.
3. Understand how to manage, enter, analyze, and interpret sensory data.
4. Present sensory results in written and oral communication forms based on the results of data analyses.

LECTURER
Dr. Rhonda K. Miller
Room 310 Kleberg Center
rmiller@tamu.edu
845-3901 Office
690-6138 Home
TEXT BOOKS and REFERENCE MATERIALS- SUGGESTED


SCIENTIFIC JOURNALS

Journal of Food Science - Institute of Food Technologists (IFT)
Food Technology - IFT
Journal of Sensory Studies
Journal of Animal Science - American Society of Animal Science
Meat Science
Journal of Food Protection
Journal of Food Quality
Journal of Food Biochemistry
Journal of Food Texture
Journal of Food Technology
Journal of Science, Food and Agriculture

SOCIETIES

American Society of Testing Materials - ASTM - Subcommittee E-18
Institute of Food Technologists, Sensory Section
American Meat Science Association
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 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 945-1637.

ACADEMIC INTEGRITY AND HONESTY

It is the personal responsibility of each student to maintain the highest level of scholastic integrity at the university by refusing to participate in or tolerate any form of scholastic dishonesty. Additional information may be obtained from the Student Handbook or at the Handbook website http://www.tamu.edu/aggiehonors/philosophy.php

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/aggiehonors/

AGGIE HONOR CODE

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

On all course work assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

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.

COPYRIGHT

The handouts used in this course may be copyrighted materials. "Handouts" refers to all materials generated for this class, which includes but are not limited to syllabi, in-class materials, and handouts. Because these materials may be copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

ATTENDANCE POLICY AND MAKE-UP EXAMS

Regular attendance is expected of all students. Anticipated absences should be cleared with the instructor prior to the absence. Emergency absences should be reported as soon as possible, e.g. serious illness, death, injury. Make-up exams and work will be allowed only with university excused absences. If problems arise, please do not hesitate to contact the instructor.

AUDIT POLICY

Regular attendance is expected along with participation in lecture and laboratory sections. Exams must be taken.

OFFICE HOURS

Students are encouraged to see the instructor for individual conferences as needed. DO NOT be reluctant to schedule a conference. Defined office hours are not maintained by the instructor; however, the door is always open to students when the instructor is in the office. If you cannot contact the instructor during non-class hours, please leave a message with Ms. Chanda Kuhn, the secretary in 310 Kleberg, for the Instructor. Remember, it is your right as a student in this class to have conferences with the instructor when needed, do not hesitate to use this right.
## EXAMINATIONS AND GRADING

<table>
<thead>
<tr>
<th>Examination</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discriminative Written Report</td>
<td>100</td>
</tr>
<tr>
<td>Discriminative Oral Report</td>
<td>100</td>
</tr>
<tr>
<td>Descriptive Written Report</td>
<td>100</td>
</tr>
<tr>
<td>Descriptive Oral Report</td>
<td>100</td>
</tr>
<tr>
<td>Consumer Written Report</td>
<td>100</td>
</tr>
<tr>
<td>Consumer Oral Report</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>700</td>
</tr>
</tbody>
</table>

Students will be segmented into groups based on comparable classification and food emphasis. For example, a graduate student will be assigned to each group and will have responsibility for data analyses and interpretation. Each group will be assigned a sensory problem so that groups will be addressing sensory problems across food categories. Each group will independently conduct sensory evaluation for their food using the appropriate tests. Groups will be changed for each of the three sensory testing projects to strengthen student's ability to work in a group.

Data entry will be conducted in a Microsoft Excel Worksheet and data will be analyzed using SAS. The data analyses portion of the class will be conducted with assistance from the instructor. The interpretation of the analyses will be the responsibility of the students within the groups. Graduate students will serve as leaders within each group, will spend additional lab time (TBA) and will lead on data entry, analyses and interpretation.

The written report will consist of up to 6 double-spaced, type-written pages (8x11 size paper) that will consist of Introduction, Materials and Methods, Results, and Conclusion sections written by the group. Additional tables and figures can be used to present data.

The oral presentation will consist of presenting the written report orally by the group. Oral presentations will consist of a presentation segment, 15 to 20 minutes, and a question and answer section. Oral presentations will be given using Microsoft PowerPoint. A projector and computer will be supplied for presenting.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-17</td>
<td>Introduction - Overview of Class and Description of Projects</td>
</tr>
<tr>
<td>1-22</td>
<td>Testing Room Conditions and Environmental Influences on Sensory Verdicts</td>
</tr>
<tr>
<td>1-24</td>
<td>Psychological and Physiological Factors Influencing Sensory Verdicts</td>
</tr>
<tr>
<td><strong>Discriminative Testing</strong></td>
<td></td>
</tr>
<tr>
<td>1-29</td>
<td>Basic Discriminative Sensory Tools; Trained versus Consumer Panelists</td>
</tr>
<tr>
<td>1-31</td>
<td>Selection of Discriminative Experiment and Overview of Testing Requirements</td>
</tr>
<tr>
<td>2-5</td>
<td>Set Up for Discriminative Experiment</td>
</tr>
<tr>
<td>2-7</td>
<td>Conduct Discriminative Experiment</td>
</tr>
<tr>
<td>2-12</td>
<td>Enter Data and Analyze Data; Begin Report Writing</td>
</tr>
<tr>
<td>2-14</td>
<td>Report Writing of Experiment and Development of Oral Presentation</td>
</tr>
<tr>
<td>2-19</td>
<td>Discriminative Testing Report and Presentations</td>
</tr>
<tr>
<td><strong>Descriptive Testing</strong></td>
<td></td>
</tr>
<tr>
<td>2-21</td>
<td>Descriptive Sensory Techniques</td>
</tr>
<tr>
<td>2-26</td>
<td>Selection and Training of Descriptive Sensory Panelists</td>
</tr>
<tr>
<td>2-23</td>
<td>Experimental Design Issues and Data Analyses</td>
</tr>
<tr>
<td>3-5</td>
<td>Selection of Discriminative Experiment and Overview of Testing Requirements</td>
</tr>
<tr>
<td>3-7</td>
<td>Set Up for Discriminative Experiment</td>
</tr>
<tr>
<td>3-19</td>
<td>Enter Data and Analyze Data; Begin Report Writing</td>
</tr>
<tr>
<td>3-21</td>
<td>Report Writing of Experiment and Development of Oral Presentation</td>
</tr>
<tr>
<td>3-26</td>
<td>Descriptive Testing Report and Presentations</td>
</tr>
<tr>
<td><strong>Consumer Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>3-28</td>
<td>Consumer Sensory Techniques</td>
</tr>
<tr>
<td>4-2</td>
<td>Selection on Consumer Panelists and Experimental Design Issues</td>
</tr>
<tr>
<td>4-4</td>
<td>Ballot Development</td>
</tr>
<tr>
<td>4-9</td>
<td>Selection of Consumer Experiment and Overview of Ballot Development</td>
</tr>
<tr>
<td>4-11</td>
<td>Set Up for Consumer Testing and Testing</td>
</tr>
<tr>
<td>4-16</td>
<td>Data Entry and Analyses; Begin Report Writing</td>
</tr>
<tr>
<td>4-18</td>
<td>Report Writing of Experiment and Development of Oral Presentation</td>
</tr>
<tr>
<td>4-23</td>
<td>Consumer Testing Report and Presentation</td>
</tr>
<tr>
<td>4-25</td>
<td>Multivariate Techniques Used in Sensory Analyses</td>
</tr>
<tr>
<td>4-30</td>
<td>Preference Mapping, Course Overview and Summary</td>
</tr>
<tr>
<td>5-7</td>
<td>3:30 to 5:30 Final Exam</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Biology

2. Course prefix, number and complete title BIOL 401 Critical Writing in Biology

3. Course description (not more than 50 words) Students will learn to read scientific papers and to write short synopses of papers with a focus on learning how to think and write like a scientists. This course fills the current Writing Intensive "W" course requirement for Biology.

4. Prerequisite(s) BIOL 213 and 214 Cross-listed with

5. Is this a variable credit course? □ Yes ☐ No If yes, from _______ to _______.

6. Is this a repeatable course? □ Yes ☐ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? □ Yes ☐ No

7. Has this course been taught as a 489/689? □ Yes ☐ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. 16 students/spring 2006; 42 students/fall 2006

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   BA Biology, BS Biology, BS Mol. Cell Biology, BS Microbiology, BS Zoology

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) BIOL 401 Critical Writing in Biol

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>01</td>
<td>1</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department Date 9/1/06

Chair, College Review Committee Date 9/13/06

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Date

Director of Academic Support Services

To have this form reviewed, p. 7.

SEP 1 9 2006
BIOL 401: Critical Writing in Biology

**Instructor:** Dr. Ginger E. Carney  
BSBW 352, 845-6587  
gcarney@tamu.edu  
Office hours by appointment.

**GTA:** Ms. Lisa Ellis  
lellis@tamu.edu  
BSBW 305, 845-6626  
Office hours by appointment.

**Lecture:** Mondays 9:10-10:00am, Butler 309

**Prerequisites:** BIOL 213 or 214

**Course Attendance:** You are expected to attend the lectures and to turn assignments in on time. Only University-excused absences will be accepted (http://student-rules.tamu.edu/rule7.htm).

**Text:** “A Short Guide to Writing about Biology, 6th edition” (Jan A. Pechenik, 2007)

I recommend obtaining a grammar book such as “Easy Writer: A Pocket Guide, 2nd edition” by Andrea A. Lunsford or “The Elements of Style, 4th Edition” by Strunk, White, and Angell. Some grammar help is available in the assigned text and additional material will be provided during the semester.

**Scientific Literature:** (access is available through TAMU Library electronic journals (http://library.tamu.edu/portal/site/Library)


**WebCT:** The course syllabus, lecture material and updates will be placed on WebCT (http://elearning.tamu.edu). You can also access the library through WebCT.

**Calibrated Peer Review™ (CPR):** There will be four graded CPR writing assignments during this semester. In each case you will be provided with a reading assignment and a series of guiding questions and goals to be considered for each writing essay. The assignments will be available through the CPR website (http://cpr.tamu.edu). The four CPR assignments will be based upon two papers from the primary scientific literature. Each CPR assignment will build on the previous one. Be sure to complete all assignments.

*You may not work with anyone else on the CPR assignments at the calibration stage.* However, I encourage you to let your peers read your essays and provide feedback prior to the CPR essay submission stage. If any stage of the assignment is not completed by the due date, you are required to provide a University-approved excuse in order to receive any credit for the assignment. The excuse must be provided within 3 days of the assignment due date.
**Journal entries:** There will be eight short essay "journal" assignments. Some of the assignments will be written at home, while others will be written in class.

The purpose of these essays is for you to hone your writing skills while integrating the course material. You will receive full credit if you complete your assignment on time. Two points will be subtracted from the final score (each journal is worth a maximum of 10 points) for each day an assignment is late without a University-approved excused absence. Your final journal grade will be determined from 7 of the 8 assignments. Therefore, *you may miss one journal assignment without penalty.*

**Course Grades:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam (comprehensive)</td>
<td>15%</td>
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<tr>
<td>CPR Assignments (grades based upon writing quality and content)</td>
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</tr>
<tr>
<td>CPR#1</td>
<td>15%</td>
</tr>
<tr>
<td>CPR#2</td>
<td>20%</td>
</tr>
<tr>
<td>CPR#3</td>
<td>15%</td>
</tr>
<tr>
<td>CPR#4</td>
<td>25%</td>
</tr>
</tbody>
</table>

I reserve the right to either add or remove points from final CPR grades as a particular situation warrants. This policy includes student-initiated grade changes as well as those changes I choose to make if I believe an assignment has been incorrectly scored.

**Americans with Disabilities Act (ADA) Policy Statement:**

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

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**Plagiarism:**

While the instructor encourages discussion among students in the course regarding the reading and lecture material, it is ethically unacceptable for one to copy another's work and present the ideas as one's own. Do not do this!!! You will receive a "zero" for the assignment and be reported to the Aggie Honor System Office. Please ensure that revised CPR assignments are in your own words!

**Copyrights:**

All material for this course is copyrighted. You may make copies of it for personal use for the purposes of this course, but you may not distribute or sell this material for any other reason.

**Re-grading Policy:**

If you feel that your CPR assignment was graded unfairly, you may re-submit your assignment to me or Ms. Ellis within one week of the final due date of the assignment. You must write an argument outlining your rationale for why you deserve additional credit and send it in a Word attachment via email. I will use this information as well as your original CPR assignment to determine a grade. *It is possible that your grade will decrease rather than increase after my assessment because I will re-grade the entire assignment.*
**Important University Dates:**
Sep 1  Last day to drop with no record  
Nov 3  Last day for Q-drop  

**Course Lecture Outline:**
Aug 28  Course Introduction  
Sep 4  Writing Center/Fish Behavior  
Sep 11  Introduction to Genetics and Behavior  
Sep 18  Reproductive behavior (Manoli et al., 2005)  
Sep 25  Reproductive behavior (Manoli et al., 2005)  
Oct 2  Kimura et al., 2005  
Oct 9  Kimura et al., 2005  
Oct 16  Microarrays/Phenotypic Plasticity  
Oct 23  Microarrays  
Oct 30  Social Recognition (mice) (Choleris et al., 2003)  
Nov 6  Social Recognition (voles) (Lim et al., 2004)  
Nov 13  Regulatory/Coding Polymorphisms (Osborne et al., 1997; Ben-Shahar et al., 2002)  
Nov 20  Epigenetics (Francis et al., 2003; Crabbe and Phillips 2003)  
Nov 27  Final Exam (during final class period)  

**Other important course dates (tentative):**
Aug 31 (TH)  Practice CPR due 2pm  
Sep 14 (TH)  Practice calibrations due 2pm  
Sep 28 (TH)  CPR #1 essays due 2pm  
Oct 5  (TH)  CPR #1 calibrations due 2pm  
Oct 12  (TH)  CPR #2 essays due 2pm  
Oct 19  (TH)  CPR #2 calibrations due 2pm  
Oct 26  (TH)  CPR#3 essays due 2pm  
Nov 2  (TH)  CPR #3 calibrations due 2pm  
Nov 16  (TH)  CPR #4 essays due 2pm  
Nov 30  (TH)  CPR #4 calibrations due 2pm
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ____________________________

2. Course prefix, number and complete title ENGR 410 Global Engineering

3. Course description (not more than 50 words) This course provides a framework for the systematic study of important facets of an international engineering project. Decision making methods will be studied that allow the integration of quantitative and qualitative information. Applications of the framework and decision methods will be taught using real case studies.

4. Prerequisite(s) Junior or senior standing or instructor approval Cross-listed with ________________________________

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ______. Cross-listed courses require the signatures of both department heads.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
   
<table>
<thead>
<tr>
<th>ENGR</th>
<th>410</th>
<th>GLOBAL ENGINEERING</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>003</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>003632</td>
</tr>
</tbody>
</table>

   Do not complete shaded area.

   Approval recommended by: ____________________________

   Head of Department Date 09/07/06

   Chair, College Review Committee Date 09/07/06

   Dean of College Date 09/07/06

   Submitted to Coordinating Board by: ____________________________

   Dean of College Date

   Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04
ENGR 410 - Global Engineering

Instructor:
Dr. Jorge Leon, Allen-Bradley Professor
Phone: (979) 845-4993, e-mail: jleon@tamu.edu

Reference Material:

Course Description: Students will learn a framework for the systematic analysis of globalization in technical endeavors. Decision making methods that allow the integration of quantitative and qualitative factors will be studied and applied in the context of global engineering projects. Applications will be based on the analysis of real cases, field trips with industry experts, and student projects. This course may be taught abroad.

Course Activities
1. Invited guest speakers
2. Project
3. In-class discussions

Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Reports(^{(1)})</td>
<td>20%</td>
</tr>
<tr>
<td>Homework(^{(2)})</td>
<td>10%</td>
</tr>
<tr>
<td>Participation(^{(3)})</td>
<td>5%</td>
</tr>
<tr>
<td>Project(^{(4)})</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note 1: The student must prepare a report integrating what was learned in class, guest speaker presentations, and class material.

Note 2: A quiz will be given at the beginning of each class to test on the reading assignments.

Note 3: Participation in class discussions, and answering class questions

Note 4: The final project will consist on a literature research on a specific topic assigned by the instructor. The project grade will consist of a Report (70%) and a presentation (30%).
<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Globalization Fundamentals</td>
<td></td>
</tr>
<tr>
<td>1.1 Globalization pressures and drivers</td>
<td>0.5</td>
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<tr>
<td>1.2 Global players</td>
<td>1</td>
</tr>
<tr>
<td>1.3 International treaties and regulations</td>
<td>1</td>
</tr>
<tr>
<td>1.4 Globalization and engineering</td>
<td>0.5</td>
</tr>
<tr>
<td>2 Global Engineering Model (GEM)</td>
<td></td>
</tr>
<tr>
<td>2.1 Global orientation layer</td>
<td>1</td>
</tr>
<tr>
<td>2.2 Global operations layer</td>
<td>1</td>
</tr>
<tr>
<td>2.3 Global context layer</td>
<td>1</td>
</tr>
<tr>
<td>2.4 Hofstede’s Cultural Dimensions</td>
<td>1</td>
</tr>
<tr>
<td>3 Decision Making Methods</td>
<td></td>
</tr>
<tr>
<td>3.1 Analytical Hierarchy Process</td>
<td>1</td>
</tr>
<tr>
<td>3.2 Probabilistic decision making</td>
<td>1</td>
</tr>
<tr>
<td>3.3 Decision making using GEM</td>
<td>1</td>
</tr>
<tr>
<td>4 Global engineering applications: When Culture Matters</td>
<td>1</td>
</tr>
<tr>
<td>5 Global engineering applications: When Operations Matters</td>
<td>1</td>
</tr>
<tr>
<td>6 Global engineering applications: When Context Matters</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

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 antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

Academic Integrity Statement

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.

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 exculpate any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Texas A&M University
Departmental Request for a New Course
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Geography

2. Course prefix, number and complete title GEOG 420 - Geography of Terrorism

3. Course description (not more than 50 words) Exploration of global terrorism and counter terrorism; regional conflicts and mass violence; construction of places and regions associated with terror; American reactions to global terrorism.

4. Prerequisite(s) Jr. or Sr. Classification Cross-listed with N/A

5. Is this a variable credit course? Yes □ No □ If yes, from _______ to _______.

6. Is this a repeatable course? Yes □ No □ If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? Yes □ No

7. Has this course been taught as a 489/689? Yes □ No □ If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught: 03A - 23, 04A - 29

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) B.S. in Geography

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    GEOG 420 GEOGRAPHY OF TERRORISM

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 3 4 5 0 7 3 1 0 0 1 1 2 5 0 6 3 0 7 0 1 0 3 6 6

    Do not complete shaded area.

    Approval recommended by:
    Head of Department Date 4/14/06
    Chair, College Review Committee Date 4/20/06
    Head of Department (if cross-listed course) Date
    Dean of College Date

    Submitted to Coordinating Board by:
    Dean of College Date

    Director of Academic Support Services Date Effective Date

*Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
SYLLABUS

The Geography of Terrorism
Texas A&M University
Fall Semester 2007

PROFESSOR
Dr. Erik Prout
Office Hours:
CSA 301-C (Teague Annex)
M 12:00-2:00 & R 12:00-2:00
Phone: 979-458-3379

COURSE
Geography 420-500
Three credit hours
Class meets in CSA 303
every M/W 4:10-5:25

Internet: http://geog.tamu.edu/~prout

Statement:
The events of September 11th, 2001 brought modern terrorism into the everyday life of most Americans with powerful visual images and as the topic of ordinary conversations. In reality, terrorism has been a part of international relations for last fifty years, and other forms of control, coercion, and resistance have been equally violent and historically present. As the United States pursues a War on Terror(ism), the academic community should respond and discuss the topic in light of our different backgrounds and points of view.

The Geography of Terrorism (GEOG 420) is a course that examines the current and historical geographies of terrorism at various scales, multiple regions, and differing interpretations. Three themes of inquiry are

(1) Defining terrorism across geographical space,
(2) Using geographical approaches such as regions and proximity to elaborate a better understanding of terrorism, and
(3) Assessing and discussing of individual threats, personal obligations, and collective/citizen responses, which by extension policy ramifications for the American government.

The first theme tackles the definition of terrorism with examples from around the world and even different segments of the federal government. In addition to politico-legal definitions, the aspect of mass-media society dealing with terminology and ordinary people understanding complex events through media hype and misinformation. The perspective of place in tragic events is explored, and how we memorialize sites of violence such as the proposed WTC memorial.

The second theme utilizes the concept of a region, particularly a cultural region, and explores whether a regional geography of terrorism exists. Using core-periphery as a guide, a comparison can be made between the reported terrorist activities with popular American perceptions of the world.

The third theme allows the students to explore questions of what we should do about terrorism. The topics include personal safety, collective responses to acts of terrorism, physical security around specific places, and government policy towards identifiable actors that commit and support terrorism.

The successful outcome of this course, which is my goal, is to (1) facilitate your understanding of global terrorism through the use of various geographical inquiries, (2) increase your knowledge and proficiency of the various international terrorist hotspots, (3) develop a dialogue of "terrorism" that incorporates physical security and counter-measures, and (4) convey the importance of intellectual pursuits that construct geographical places, regions, and ideas.
Requirements / Readings:
The prerequisite for this course is upper level standing. Only Juniors and Seniors will be allowed to enroll in GEOG 420. In addition to the required materials for purchasing, you also need access to an atlas, internet, and current events.

REQUIRED MATERIALS:

Evaluation / Grading:
The final course grade is determined from the total number of points that students accumulate from all of the evaluations. The percent breakdowns and general descriptions of the evaluations are as follows:

RESEARCH PROJECT: The goal is to have you design and conduct significant research, which you should be proud of afterwards. The research paper will be 15-25 pages of writing (excluding figures and maps) and must be on an approved topic. The research papers will be electronically submitted through an anti-plagiarism website, TurnItIn.com, as well as a hard copy by the due date.
- Preparation deadlines 5%
- Research paper 40%
- Oral presentation 5%

PARTICIPATION: Participation is an essential part of the course and grade. There will be group activities and class discussion that require everybody’s contribution; therefore attendance becomes an essential part of the course. You’ll need to keep up with the weekly readings. Weekly “Reaction” write ups will be due every Wednesday before discussions; selected students will help lead the discussions. Excused absences are by university policy!
- Weekly reaction write-ups 25%
- Debates 10%
- Attendance 15%

The final grade is determined by the percentage of points accumulated. I reserve the right to adjust (curve) the grade thresholds at the end of the semester. With no adjustments, the course grades are issued as such:
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F less than 60% is failing.
Classroom Policies:

I have high expectations of my students because we are in a learning environment and we should set high goals and standards. In return, I commit myself to equally reasonable expectations; here are a few key points.

- **Academic Integrity Statement**: The Aggie Honor Code states:
  
  "An Aggie does not lie, cheat, or steal or tolerate those who do."

  Please refer to the Aggie Honor Code and Honor Council Rules and Procedures on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). 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. 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.

- **FERPA/grade disclosure**: All personal information concerning your performance/grade in this course is covered by federal privacy legislation. No grades or status questions will be addressed over the telephone or by email. Remember, serious communication should be in person.

- **ADA Statement**: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall. The phone number is 845-1637; website is [http://studentlife.tamu.edu/](http://studentlife.tamu.edu/).

- **Copyrights**: All materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Reproducing course material for other than personal use will be regarded as copyright infringement and referred to the University lawyers for action.

- **Conducive learning environment**: late arrivals and early departures should be extreme situations; disruptive behavior of any sort is wrong. You must minimize the distractions especially unnecessary noise because it interferes with others ability to hear me. Cell phones and audio devices must be turned off before entering the lecture hall.

- **Student Handbook**: For rules and regulations regarding class attendance; behavior; missed classes, homework, quizzes, and exams; and others, please consult the 2006-2007 Texas A&M University Regulations Handbook at [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)
Tentative Course Schedule

Mondays—Lecture
Wednesdays—Discussion/Debate

Week One
Defining Terrorism
Reaction Write-up 1

Week Two
Characterization of Modern Terrorism
Reaction Write-up 2

Week Three
Root Causes of Terrorism
Reaction Write-up 3

Week Four
Geographical Scales of Terrorism
Reaction Write-up 4
[Research Topic Approval]

Week Five
Terrorism and Regions
Reaction Write-up 5

Week Six
Weapons of Mass Destruction
Reaction Write-up 6

Week Seven
Weapons of Concern—what to worry about & defend against
Reaction Write-up 7
DEBATE 1: Group A (pro) / Group B (con)

Week Eight
Counter-Terrorism 1 (global)
Reaction Write-up 8

Week Nine
Counter-Terrorism 2 (local)
Reaction Write-up 9

Week Ten
Counter-Terrorism 3 (future/technology)
Reaction Write-up 10

Week Eleven
Homeland Security Department: too far or not enough?
DEBATE 2: Group C (pro) / Group D (con)

Week Twelve
Research Papers Due

Week Thirteen
RESEARCH PRESENTATIONS

Week Fourteen
RESEARCH PRESENTATIONS

Week Fifteen
Course Conclusion / Course Evaluations
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Business Administration.

2. Course prefix, number and complete title: IBUS 460 ACADEMY FOR FUTURE INTERNATIONAL LEADERS

3. Course description (not more than 50 words): The Academy offers selected A&M students a practical orientation to international business and cultural issues to prepare them for the international marketplace. The Academy is a joint effort among all colleges at Texas A&M.

4. Prerequisite(s), junior status or above: Cross-listed with

5. Is this a variable credit course? ☐ Yes ☐ No □ If yes, from ______ to ______.

6. Is this a repeatable course? ☐ Yes ☐ No □ If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No □ If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. 15 to 24

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   all degree programs

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation) | ACADEMY FUTURE INTL LEAD
      --- | --- | --- | ---
      IBUS | 460 | ACADEMY FOR FUTURE INTERNATIONAL LEADERS

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code 603632
03 00 00 5 1 1 4 0 1 6 4 9 0 0 7 - 0 8 0 1 0 3 6 6

Do not complete shaded area.

Approval recommended by:

Head of Department: 01/01/06

Chair, College Review Committee: 08/14/06

Dean of College: 08-13-06

Submitted to Coordinating Board by:

Dean of College: Date

Director of Academic Support Services: Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737. A2

OARAS-1099

38 of 58 D
Academy for Future International Leaders  
Spring 2007  
Syllabus and Seminar Schedule

Course: IBUS 460

Time/Place: Thursdays 5:30 – 8:00 p.m.  
Room 1110  
George Bush School of Government & Public Service

Academic Instructor: Dr. T. H. Kwa  
Phone: 260-1200  
E-mail: kwa@cox-internet.com;  
kwa@united-rico.com  
Office Hours: Thu 4:30 – 5:30 p.m. or by appt.  
Bush School, Room 1110

Program Advisor: Ms. Katy Lane  
Phone: 458-1895  
E-mail: katylane@tamu.edu

Prerequisites: junior or senior classification

Course Description

The Academy for Future International Leaders offers selected A&M students a practical orientation to international business and cultural issues in an effort to prepare them for the increasingly international marketplace. The Academy is a program of International Programs for Students and a joint effort among all colleges at Texas A&M. It is designed to complement any academic major by helping students gain a global perspective of their chosen field of study.

The Academy consists of three components: the Honors Academic Seminar during the spring semester, the Mentoring Program and the optional International Opportunity during the Summer Session. There are however three pre-seminar meetings during the fall semester that students are required to attend in preparation to their mentoring and internship experiences (See attached calendar of events).
**Academic Seminar**

The weekly class sessions provide students the opportunity to gain knowledge on a wide array of subjects related to international business and cultural issues with a global and regional focus.

For most weeks there are specific topics that the class will address. Students will have reading and writing assignments pertaining to each week’s topic. At the beginning of class, Dr. Kwa will lead a discussion over the reading assignments and relevant news and current events. This will be followed by a faculty member and a distinguished outside speaker, both with the appropriate international experience and expertise, who will share with the class their experiences, understanding, and knowledge of the issue area. These class sessions are not built around lectures. Rather, students need to be prepared to discuss and participate fully in class.

Other class sessions revolve around three special projects and oral presentations reporting on mentor experiences and as a group, research papers. *(See attached calendar of events.)*

<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Faculty/Instructor</th>
<th>Outside Speaker</th>
</tr>
</thead>
</table>
| **January 19** | Mr. Daniel Hernandez  
Adjunct Visiting Professor  
Center for International Business  
hernandez@tamu.edu | Mr. Luke Atendorf  
Interim Director  
Memorial Student Center  
Office: (979) 845-1515  
luke@msc.tamu.edu |
| - **International Business Behavior in a Cross Cultural Context** |  |  |
| **January 26** | Dr. Maria Barrufet  
Associate Professor  
Petroleum Engineering Dept.  
Office: (979) 845-0314  
barrufet@tamu.edu | Dr. Michael Economides  
Professor  
Chemical Engineering Dept.  
University of Houston  
mje@uh.edu |
| - World Energy Resources and the Environment |  |  |
| - **Special Project 1:** Proposal Outline and Budget Form due |  |  |
| **February 2** | Dr. Jonathan Coopersmith  
Associate Professor  
History Department  
Office (979) 845-7148  
j-coopersmith@tamu.edu | Dr. Ozden Ochoa  
Professor  
Mechanical Engineering Dept.  
Office (979) 845-2022  
ochoa@tamu.edu |
| - Past and Future Impacts of Technology |  |  |
| - **Research Paper:** Group selection and topic due |  |  |
| **February 9** | Dr. George Gwyrch  
Associate Professor  
History Department  
Baylor University  
Office: (254) 710-7832  
gwyrch@ao.com | Mr. Weldon Kruger  
Retired President  
Esso Middle East  
College Station, TX 77845  
Home: (979) 696-0182  
kruger@txcyber.com |
<p>| - Strategic Issues Facing the Middle East |  |  |
| - <strong>International Opportunity Budget Form due</strong> |  |  |</p>
<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Faculty/Instructor</th>
<th>Outside Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 16</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Strategic Issues Facing Africa | Dr. Larry Yarar  
Associate Professor  
History Department  
Office: (979) 845-1736  
Yarar@tamu.edu | Dr. Kairn Klieman  
University of Houston  
History Department  
Office: (713) 743-2814  
kklieman@uh.edu |
| **February 23** |                    |                 |
| **OPEN SESSION**  
*Rudder 701* | Dr. Julian Gaspar  
Director  
Center for International Business Studies  
Office: (979) 845-5234  
j-gaspar@tamu.edu | Mr. Rick Younts  
Senior Advisor to the Chief Executive  
Office on Asia Pacific Affairs  
Office: (512) 338-1688  
Rck.Younts@motorola.com |
| Strategic Issues Facing Asia |                 |                 |
| **March 2** |                    |                 |
| National Defense and Global Security | Mr. Jim Olson  
Lecturer  
Bush School of Government & Public Service  
Office: (979) 862-3496  
Jolson@tamu.edu |                 |
| Research Paper: Outline and Bibliography Due |                 |                 |
| Senate assignments |                 |                 |
| **March 9** |                    |                 |
| Special Project 2 DUE  
Role-playing Seminar:  
U.S. Senate Hearing on International Terrorism | Dr. Ken Ashworth  
Visiting Scholar  
Bush School of Government & Public Service  
Office: (979) 862-6536  
K.ashworth@mail.utexas.edu | Dr. Klaus Aurisch  
Retired Consul General of Germany  
Lecturer  
Bush School of Government & Public Service  
Kaurisch@tamu.edu |
| **March 23** |                    |                 |
| Strategic Issues Facing Europe | Dr. Mike Pustay  
Professor  
Management Department  
Office: (979) 845-4254  
Pustay@tamu.edu |                 |
| Special Project 1 DUE |                 |                 |
| **March 30** |                    |                 |
| Strategic Issues Facing Latin America | Dr. Cecilia Giusti  
Visiting Assistant Professor  
Landscape Architecture & Urban Planning Dept.  
Office: (979) 458-4304  
cgiusti@archone.tamu.edu | Dr. Hilmar Zeissig  
President  
Houston International Business Corp.  
Office: (281) 240-9016  
hzeissig@houston.rr.com |
<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Faculty/Instructor</th>
<th>Outside Speaker</th>
</tr>
</thead>
</table>
| **WEDNESDAY, April 5** | Mr. George Mann  
Professor  
Architecture Dept.  
Office: (979) 845-7856  
g-mann@tamu.edu | Dr. Philip Salem  
President  
Salem Oncology Centre  
Office: (713) 796-1221  
salem@pasalem.com |
| **April 6** | The Association of Former Students, 11:45 a.m. – 1:45 p.m. | Opportunity for Academy students to interact with their mentors. |
| **April 13** | Dr. Ken Ashworth  
Visiting Scholar  
Bush School of Government  
And Public Service  
Office: (979) 862-6536  
k.ashworth@mail.utexas.edu | Dr. Robert M. Gates  
President  
Texas A&M University  
Office: (979) 845-2217  
grates@tamu.edu |
| **April 20** | Dr. Norman Borlaug  
1970 Nobel Peace Prize Laureate  
Distinguished Professor  
Soil and Crop Sciences  
Office: (979) 845-3342 | **Special Project 3 DUE**  
(paper & presentation) |
| | **Final Paper** (rough draft due) | **Final Paper & Presentation Due** |
| **April 27** | Dr. T. H. Kwa  
Academic Instructor | **Open Session** |
| **Wednesday, May 3** | Forsyth Gallery, 11:00 a.m. – 1:00 p.m. | Honor and congratulate the 2006 Academy for Future International Leaders. |
| **Graduation Luncheon** | | |

**Open Session**

The purpose of the open session is two fold. The first objective is to increase the impact of the program on a greater number of Texas A&M University students. Secondly, the open session will serve as a useful tool in recruiting future Academy participants. The topic *Strategic Issues Facing Asia* is chosen as a current topic of great interest and focus. The speakers are key to the open session, as Dr. Gaspar and Mr. Younts’ dynamic interaction with the students creates an opportunity chance for students to sample the Academy experience.
Grading Policy

- Students will be enrolled in IBUS 460 — a 3-hour course.
- Grades will be based on attendance, participation, weekly writing assignments, three special projects, and a final report and presentation. The breakdown will be as follows:
  - Participation: 15 points
  - Writing assignments: 15 points
  - Three Special Projects: 30 points
  - Final report and presentation: 40 points
- Students are expected to attend all classes. These meetings should be thought of as professional commitments and not merely as classes. Documentation will be required for excused absences and unless in case of emergency, the class advisor must be notified in advance. Any other absences will impact your evaluation. Participation in all seminars is important. Students should prepare themselves to be an informed participant and actively take part in all seminar discussions.
- Readings will be assigned for each week’s topic, and students are responsible for all the readings. When students come to class they must turn in a double-spaced, two-page summary paper over some aspect of the week’s readings. Students will also be expected to discuss the readings in the 30-minute discussion to begin each class. Students will be graded by their comments and participation in class.
- Special projects:
  1. International Leadership Challenge
  2. Role playing seminar on a U.S. Senate Hearing on “International Terrorism”
  3. Mentor report and presentation
- Final report and presentation:

  Groups consisting of three students (each student from a different college and not the student with whom you worked for the International Leadership Challenge) will write and present a research paper relevant to one of the class topics (excluding the first two seminars) presented during the course. Students are encouraged to form the groups themselves. However, the final membership of a group must be approved by Dr. Kwa.

  The selection of a topic and the formation of the groups are to be done by Thursday, February 2. An outline of the paper and bibliography is due on Thursday, March 30. The first draft of the paper is due on Thursday, March 30 and the final draft of the paper is due on Thursday, April 13.

  The paper must be double-spaced, and 15-20 pages in length with appropriate footnotes and bibliography. It must be analytical and interpretative of an international issue. A descriptive paper will receive a grade of C. Group presentations (no longer than 15 minutes) will be made on Thursday, April 27.
Final report and presentation grading will be determined as follows:

- The grading for participation, special projects, and the weekly writing assignments will be done by Dr. Kwa.

- The written report and oral presentation will be graded by the faculty member who presented the topic that the group chose. Although the written report and presentation is a group project, group members may receive different grades if Dr. Kwa perceives that a group member did not contribute as much as other group members did.

- The final grade will be obtained by combining the grade on the written report and presentation, and the grade kept by Dr. Kwa throughout the semester.

**Note:** For the research paper, only one group of students will be allowed to write on a particular weekly class topic. If the topic you want has already been selected by another group of students, you will have to make another selection.

**Mentoring**

The mentoring program is a very important component of the Academy, designed to give participants the opportunity to learn from successful international executives whose personal and professional experiences will be of great benefit to students. Every Academy participant is paired with one of the International Program External Advisory Board members who serve as mentors. The mentoring component is not optional; it is a class project on international leadership (Special Project 3).

The paper must be double-spaced, and 5-pages in length. It must be reflective and provide details about the mentoring experience. A descriptive paper of your mentor’s personal or professional life will receive a grade of C. Individual presentations (no longer than 3 minutes) will be made on Thursday, April 20. The presentation should highlight the most important thing the student learned from his or her mentor. The paper and presentation together are worth 10 points of the final grade.

Additional project details will be provided at the beginning of the spring semester. Guidelines for the mentoring program will also be provided.

**International Opportunity**

Academy students are offered an optional (but encouraged) international opportunity following completion of the spring seminar. The purpose of the international opportunity is to gain practical experience in areas relevant to their future international careers. Summer opportunities are for 6 – 12 weeks duration.
Three types of financial assistance may be available to participating students.

1. Students may apply for Academy funding to defray the costs of transportation and living expense. International Opportunity budget forms are due **Thursday, February 9th**.
2. Texas A&M financial aid may be used for students enrolling in programs for credit.
3. Scholarships are available to students enrolling in a Study Abroad program. Study Abroad scholarship applications are due **Wednesday, February 1st**.

Ms. Katy Lane, Academy Advisor, will contact each participant during the fall semester to help students begin focusing on the type of international experience they want to pursue. Ultimately it is the student’s responsibility to meet all deadlines related to applications for various opportunities and help to identify their options. Students are required to complete an International Opportunity Commitment form no later than **November 14th**. Opportunities are not limited to, but may include the following categories: internship, study abroad, research abroad and language study. Within 30 days after returning from their international opportunity, students are expected to turn in a report/evaluation on their experience.

- **Internships**: Students may apply for a limited number of international internships available to Academy students only or may investigate a variety of other resources to identify such internships. Internships outside the US are not always similar to those in the US. For example, in many countries, internships are unpaid or provide minimal remuneration. If students decide to seek additional academic credit for an internship, they should contact their College faculty advisor and make arrangements prior to the beginning of the Summer Semester.

International students (those who are not US citizens or US permanent residents) must have work authorization to participate in US based internships. They must also contact International Student Services prior to submitting an internship application to ensure that the internship meets the limited INS or USIA regulations governing the student’s academic program and that there is sufficient time to obtain work authorization, which in some cases, can take up to three months.

Additional information is available through Katy Lane, Academy Program Advisor, Study Abroad Programs (979-845-0544, katelyne@tamu.edu).

- **Study, Research or Volunteer Abroad**: The Study Abroad Program Office offers 3 types of programs: faculty led group study, reciprocal exchanges, and independent programs (this includes research and volunteer opportunities).

Information on the various programs and options is available at the Study Abroad Program Office, Bizzell Hall West, first floor, tel. 845-0544. You may also visit the webpage: http://studyabroad.tamu.edu. In addition, the Study Abroad Program Office will host ‘Overseas Day’ from 10 a.m. – 2 p.m. on October 4th in the MSC. Students are encouraged to attend Overseas Day to investigate the various options. Students may begin the online application process starting October 1st. Please note that programs are limited and fill up quickly (mid-November).
Language Study: Students wishing to enhance their foreign language skills will benefit by participating in an intensive language program during the summer while experiencing the excitement and challenges of living in a foreign country. Non-credit and credit programs are available. Students seeking credit transfers require an Independent Study Credit form. Through approval, credit will be given for work satisfactorily completed at international institutions offering programs recognized by Texas A&M University.

Additional information is available through Lisa Taufer, Independent Program Advisor, Study Abroad Programs (979-845-0544, ltaufer@tamu.edu).

ADA Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B118 of Cain Hall. The phone number is 845-1637.

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. Ignorance of the rules does not excuse 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/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Mathematics

2. Course prefix, number and complete title MATH 439 Differential Geometry of Curves and Surfaces

3. Course description (not more than 50 words) Local and global theory of parameterized curves; regular surfaces, local coordinates, first fundamental form, orientation, area; Gauss map, second fundamental form; Gauss Bonnet theorem; additional topics to be selected by the instructor.

4. Prerequisite(s) Math 222 and 308 or consent of instructor

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? 1 Indicate the number of students enrolled for each academic period it was taught. Spring 2006 – 5

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   BA and BS in Math, BS APMS in Math

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) Subject Matter Content Code Admin. Unit Acad. Year FICE Code

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<tr>
<td>MATH</td>
<td>439</td>
<td>Differential Geometry of Curves and Surfaces</td>
<td>.</td>
<td>.</td>
<td>010366</td>
<td>Level</td>
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</tbody>
</table>

Approval recommended by: Al Bognar 1/27/06

Head of Department Date Chair, College Review Committee Date

Head of Department (if cross-listed course) Date Dean of College Date

Submitted to Coordinating Board by: Dean of College Date

Effective Date

* Attach a syllabus according to guidelines. To have this form reviewed, please contact the Academic Support Center at 439/8737.
Syllabus for Proposed MATH 439
Differential Geometry of Curves and Surfaces

Instructor: Dr. Joseph M. Landsberg
Office: Milner 329
Phone: 458-0625
Email: jml@math.tamu.edu
URL: http://www.math.tamu.edu/~jml/

1.0 Curves (9 hours): Local and global theory of parameterized curves.
2.0 Surfaces (12 hours): Regular surfaces, local coordinates, first fundamental form, orientation, area.
3.0 The geometry of the Gauss map (12 hours): Gauss map, second fundamental form, vector fields.
4.0 The intrinsic geometry of surfaces (12 hours): Gauss' great theorem, geodesics, Gauss Bonnet Theorem, Poincare-Hopf theorem.

Grading System:
In-class Exams: 30% (2 exams: 15% each)
Final Exam: 20%
Homework: 50%

Prerequisites: Math 222 (Linear Algebra) or equivalent, Math 308 (Ordinary Differential Equations), or permission of the instructor.


Copyright Information: All written and web materials for this course have an implied copyright. In particular, you may photocopy or download these materials for your own use, but you may not reproduce them for others.

Americans with Disabilities ACT (ADA)

Policy Statement:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection to 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, Disability Services Office, in Room B118 of Cain Hall or call 845-1637.

Academic Dishonesty

Policy Statement:
"An Aggie does not lie, cheat, or steal, or tolerate those who do." -- The Aggie Honor Code. Academic misconduct, a violation of the Texas A&M Honor System, involves any of the following offenses: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity in any of these offenses. For explanations and examples of what constitutes academic dishonesty visit the Office of the Aggie Honor System at http://www.tamu.edu/aggiehonor/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Marketing

2. Course prefix, number and complete title: Strategic Internet Marketing

3. Course description (not more than 50 words): Implications of the Internet and related digital technologies for marketing strategy; evolution of the electronic marketplace; impact of the electronic marketplace on the marketing mix decisions of firms; competitive advantage; public policy issues; and future trends and developments.

4. Prerequisite(s): MKTG 321 Cross-listed with

5. Is this a variable credit course? □ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 489/689? ☑ Yes □ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation)
     MKTG 438 Strategic Internet MKTG

     Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
     03 | 06 | 03 | 5 | 4 | 0 | 1 | 0 | 6 | 1 | 5 | 0 | 0 | 7 | 6 | 8 | 0 | 0 | 3 | 6 | 3 | 2

     Approval recommended by:

     Head of Department Date
     Chair, College Review Committee Date
     Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or Phone 847-8733.
OAR/AS-5/04
MARKETING 438
Strategic Internet Marketing

Instructor: Dr. Manjit S. Yadav  
Department of Marketing  
Office: 220S, Wehner Building  
Office Hours: -- and by appointment  
Office Phone: 845-5884 (e-mail: yadav@tamu.edu)  
Course Website: http://elearning.tamu.edu  
Use your NEO User ID and Password to access the course website. If you do not have a NEO account, visit http://neo.tamu.edu

Course Description and Educational Objectives

The primary purpose of this course is to prepare business students to think strategically and operate effectively in networked business environments. Given the increasing strategic significance of the Internet across a broad spectrum of industries, it is imperative that business students develop a deep understanding of the emerging digital marketplace. Guided by these general goals, this course is designed to achieve the following educational objectives:

- Understand how the digital marketplace has evolved in recent years and how this evolution is likely to progress over the long term.
- Understand the strategic implications of the digital marketplace in a broad range of industries.
- Understand how firms can achieve and maintain a position of competitive advantage in the digital marketplace.

Prerequisites: MKTG 321, Junior or Senior classification. Students who do not have the prerequisite must meet me during the first week of classes.

Career Focus

Changes occurring in the electronic marketplace are likely to impact a broad spectrum of industries. Therefore, this course should interest students seeking careers in a broad range of industries. Moreover, the electronic marketplace is accelerating—even demanding—the move toward cross-functional integration in firms. Thus, this course should benefit students pursuing a concentration in functional areas such as marketing, management, finance, and information and operations management. This course focuses primarily on the strategic implications of the Internet and related technologies. The course is designed to complement course-work and/or work experience focusing on software and hardware issues related to the electronic marketplace.

Content and Organization

Representative topics include:

- Lessons from the evolution of mass communication technologies during the 20th century
- Overview of the Internet and related technological developments
- Impact of the Internet on levels of interactivity in the marketplace
- How enhanced interactivity creates value for consumers and firms
• Migration of products to the electronic marketplace
• Evolving business models and marketing mix decisions
• Strategies for sustainable competitive advantage in the electronic marketplace
• Legal and public policy issues pertaining to the electronic marketplace

This course is designed to be interactive. Lectures are integrated with in-class discussion, case studies, student presentations, and occasional guest speakers. A detailed course outline is available on the course website.

Team Project: An Overview

_Industry Analysis and Emerging Web Initiatives._ Student teams will select one industry from the following set: airlines, trucking, railroads, telecommunication, computer and data services, entertainment, education, electric and gas utilities, health care, insurance, diversified financial, commercial banking. Alternatively, student teams can focus on one of the following: a service sector not included above, a manufacturing sector not included above, or wholesaling and retailing. Please note students are NOT limited to just these industry sectors. If your team is interested in another industry, let me know (see [http://www.census.gov/eppo/www/naics.html](http://www.census.gov/eppo/www/naics.html) to learn about industries categorized by the Census Bureau). Each group must have their industry/topic approved before starting work on this project.

This project has two parts, to ensure that project work is completed gradually throughout the semester. Part 1 of the report, which serves as a progress report for the overall project, will be submitted and evaluated about half way through the semester. Feedback received on Part 1 will (hopefully) assist your team in improving the development of Part 2 of the team project. In the first part, students are required to conduct an in-depth analysis of the industry, with an emphasis on the emerging web applications. Each team will identify one application in the selected industry that is likely to have the most significant impact. The second part of the project involves opportunity identification and will be submitted at the end of the semester. Specifically, the goal of this assignment is to brainstorm and propose one new web application (or a significant enhancement of an existing web application) in the selected industry that could be successful in that industry (see project handout for additional details related to Part 1 and Part 2 of the team project).

Grading

<table>
<thead>
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<th>Component</th>
<th>Points</th>
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<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
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<td>Team Project: Part 1</td>
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<td>(serves as Progress Report for the project)</td>
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<tr>
<td>Team Project: Part 2</td>
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<td>Class participation</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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</table>

Letter grades will be assigned using the following criteria: 90-100% (A), 80-89.9 (B), 70-79.9 (C), 60-69.9 (D), and less than 60 (F). If needed, a curve may be employed at the end of the semester to assign individual grades.
Grading Criteria

- Exams

There will be two in-class exams (mid-term and a final). The exams will include multiple-choice and, perhaps, some short-answer questions. Criteria for developing and grading exams: (a) mastery of assigned readings and material presented and discussed in class; (b) ability to apply this material to address business problems and issues; and (c) quality of written communication.

- Team Project

Team projects will be evaluated based on the following criteria: (a) comprehensiveness of the research effort; (b) depth of analysis; (c) new insights offered; (d) innovation; and (e) quality of written and oral communication. Additional details related to Part 1 and Part 2 of the team project are described in a separate handout. I will also collect peer evaluations at the end of the semester to assess the contributions of each team’s members (see project handout for details).

- Class participation

Active involvement in the class is essential not only for mastering new material, but also for developing as an effective business professional. During the semester, I will carefully evaluate your contribution to our class discussions. In general, students demonstrating excellence in class participation have the following characteristics:

Consistent leadership in class activities and discussion. Student is fully prepared for each class. Student’s comments are based on a careful analysis of pertinent concepts, facts, and/or recent developments in the marketplace. Student demonstrates ability to listen well and to respond thoughtfully to instructor’s and other students’ comments.

Please note that our course website has an online discussion forum where students can debate/discuss e-commerce-related issues of mutual interest. I view the online forum as an enhancement and extension of our in-class discussion.

Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Team formation/industry selection</td>
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<tr>
<td>Exam 1 (take home)</td>
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</tr>
<tr>
<td>Exam 2 (take home)</td>
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<tr>
<td>Team Project: Part 1</td>
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<tr>
<td>Report due</td>
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<tr>
<td>Presentations</td>
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<td>Team Project: Part 2</td>
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<td>Report due</td>
<td></td>
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<tr>
<td>Presentations</td>
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</table>
Text and Resources

Required:


- **Articles**: I have selected a number of articles from the business press (e.g., Business Week, Fortune, etc.) that we will discuss during the semester (see course website for details). These articles can be read online or downloaded and printed from the West Campus Library (see EBSCO Business Premier and Proquest databases). [Free access]

- **Note on reading articles**: The readings represent a mix of classics (that are still insightful today) and recent writings focusing on issues related to the electronic marketplace. When reading these articles, it is important to note that just because an article has been published a few years ago does not mean that it is not applicable in the current environment. By the same token, recent writings are not automatically more insightful or applicable either. In general, judge each article on its own merits and not on the basis of when it was published.

Optional:

- **The Wall Street Journal**: Online access to current and selected archived reports (related to the Internet) is included in your subscription. I will circulate sign-up sheets for reduced-rate subscriptions.

Resources you may want to examine and add to your library:


Suggested background reading in marketing/business:


Additional Information and Guidelines

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Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehrner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehrner Building and Cox Hall classrooms.

About the Instructor

Manjit S. Yadav is Associate Professor of Marketing and Mays Research Fellow, Mays Business School, Texas A&M University. He obtained his Ph.D. in marketing from Virginia Tech.

Dr. Yadav’s research focuses on electronic commerce, firms’ pricing strategy, and consumers’ price perceptions. His work has been published in a number of leading journals, including Journal of Marketing Research, Journal of Consumer Research, and Sloan Management Review. He is a member of the Editorial Board of Journal of the Academy of Marketing Science and Journal of Interactive Marketing. He also serves on the Faculty Committee of the Center for Retailing Studies, Texas A&M University.

Dr. Yadav has taught at the undergraduate (Product Management, Marketing Research), masters (Product Innovation), and doctoral levels (Seminar in Consumer Behavior). He is also on the faculty of the Mays Business School’s Executive MBA program. He is actively involved in the Marketing department’s doctoral program, serving on a number of dissertation committees. Dr. Yadav is a recipient of the Faculty Distinguished Achievement Award in Teaching (Mays Business School, Texas A&M University).

Dr. Yadav’s presentations to industry groups focus primarily on electronic commerce and pricing strategy. Consulting and executive development assignments have been completed with The Guest Amenities Group, Halliburton, and Telecom Italia. Dr. Yadav co-chaired American Marketing Association’s Faculty Consortium on E-Commerce held at Texas A&M University.
Texas A&M University

Departmental Request for a New Course

Undergraduate  Graduate  Professional

Submit original form and 2 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of  Rangeland Ecology and Management & Riparian Systems

2. Course prefix, number and complete title of course:  RLEM 420 Ecological Restoration of Wetland and Riparian Systems

3. Course description (not more than 50 words):  How wetland and riparian areas link terrestrial and aquatic systems and function hydrologically and ecologically within watersheds; integrated approaches for restoration of degraded wetland and riparian systems; improving water resources through vegetation management with a special interest in rangelands.

4. Prerequisite(s)  RENR 205 and WFSC 428 or approval of instructor  Cross-listed with  

5. Is this a variable credit course?  Yes  X No  If yes, from  to  

6. Is this a repeatable course?  Yes  X No  If yes, this course may be taken  times.  Will the course be repeated within the same semester/term?  Yes  X No

7. Has this course been taught as a 489/689?  X Yes  No  If yes, how many times?  2  
   Indicate the number of students enrolled for each academic period it was taught.  Fall 05-4, Fall 06C-8

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)  B.S. Ecological Restoration
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. 

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<tr>
<th>Prefix</th>
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</table>

Approval recommended by:

Head of Department  Date  8/10/06  Chair, College Review Committee  Date  9/17/06

Head of Department (if cross-listed course)  Date  9/7-06  Dean of College  Date

Submitted to Coordinating Board by:

Dean of College  Date

Director of Academic Support Services  Date  Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-6/97
Ecological Restoration of Wetland and Riparian Systems
RLEM 420
Room 317 ANIN
MW 10:20 – 11:10
**Lab F 10:20-12:10

Instructor: Dr. Georgianne W. Moore, Assistant Professor
Dept. Rangeland Ecology and Management
325 Animal Industries Building
Phone: 845-3765
gwmoore@tamu.edu

Office hours: MW 11:10-12:00
Website: http://rangeland.tamu.edu/people/gmoore/

Prerequisites: Junior or senior standing; RENR 205 and WFSC 428 (or equivalent – contact instructor if you have questions)

Course Goal: Students in rangeland and other natural resources disciplines will relate an understanding of wetland and riparian ecology to evaluate stream and wetland health and to make informed management decisions that impact water resources.

Course Objectives:
- Students will deconstruct how wetlands and riparian zones link terrestrial and aquatic systems
- Students will translate best management practices for water resources
- Students will interpret restoration from a watershed standpoint based on an understanding of ecological principles
- Students will identify problems specific to Texas rangelands
- Students will gain a global perspective on the role of wetlands in the hydrologic cycle and climate


<table>
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<tr>
<th>Student Evaluations</th>
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<tr>
<td>Homework Assignments</td>
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<td>Field Trip Report</td>
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<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Class Participation &amp; Quizzes</td>
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</tbody>
</table>

**Labs and Field Trip:** Labs will not meet every Friday (see schedule). During week 8, there will be an overnight field trip and outdoor laboratory. Participation is mandatory. Details will be forthcoming. If unavoidable conflicts arise, alternative independent work may be substituted, as determined by the instructor (see Student Rules #7 on attendance).
<table>
<thead>
<tr>
<th>Week of</th>
<th>Subject</th>
<th>*Meets</th>
<th>Reading</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction to wetland and riparian ecological restoration; Texas and global issues and perspectives on restoration</td>
<td>MWF</td>
<td>Ch.1-4</td>
<td></td>
</tr>
<tr>
<td>Sept 4</td>
<td>Restoring the hydrologic cycle; linkages between hydrological and ecological processes in flowing systems</td>
<td>MW</td>
<td>Ch.5</td>
<td></td>
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<tr>
<td>Sept 11</td>
<td>Plant adaptations; plant succession-restoration relationships; phreatophytes</td>
<td>MW</td>
<td>Ch.7</td>
<td>HW1 due</td>
</tr>
<tr>
<td>Sept 18</td>
<td>Landscape overview; How the River Continuum Concept applies to restoration; linkages between terrestrial and aquatic systems; Roads1</td>
<td>MWF</td>
<td>Ch.15</td>
<td></td>
</tr>
<tr>
<td>Sept 25</td>
<td>Restoring geomorphology; flow and flood regulation by wetlands and riparian areas; dam removal</td>
<td>MW</td>
<td>Ch.15</td>
<td>HW2 due</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Role of disturbance: fire, flood, grazing, drought; MIDTERM EXAM</td>
<td>MW</td>
<td></td>
<td>MIDTERM Oct 4</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Removing invasive species; how to assess health</td>
<td>MW</td>
<td></td>
<td></td>
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<tr>
<td>Oct 16</td>
<td>Improving water quality; Sediments and erosion control; Roads2</td>
<td>MWF</td>
<td>Ch.6</td>
<td>Field Trip1 Half-day</td>
</tr>
<tr>
<td>Oct 23</td>
<td>Soils as critical component to restoration; Riparian biogeochemistry; Issues in tidal systems</td>
<td>MW</td>
<td>Ch.6, 9</td>
<td>Field Trip2 Oct 26-29</td>
</tr>
<tr>
<td>Oct 30</td>
<td>Swamps; Restoration in an urban environment; Nutrients and pesticides – sources and sinks; Stream temperature</td>
<td>MW</td>
<td>Ch.6, 14</td>
<td>Report due</td>
</tr>
<tr>
<td>Nov 6</td>
<td>Restoring severely degraded systems; Remediation</td>
<td>MWF</td>
<td>Ch.16</td>
<td>*Field trip3 Half-day</td>
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<tr>
<td>Nov 13</td>
<td>Ecological restoration and remediation case studies</td>
<td>MW</td>
<td>Ch.17, 19</td>
<td>HW3 due</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Best management practices; regulations</td>
<td>M</td>
<td>Ch. 19</td>
<td></td>
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<tr>
<td>Nov 27</td>
<td>Graduate Student Presentations</td>
<td>MW</td>
<td>Ch.18</td>
<td></td>
</tr>
<tr>
<td>Dec 4</td>
<td>Global perspectives revisited; Exam Review; Final Exam</td>
<td>MT</td>
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</tbody>
</table>

**AMERICAN 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 an accommodation, please contact the Department of Student Life Office of Services for Students with Disabilities in Cain Hall. The phone number is 845-1637.

**ACADEMIC INTEGRITY STATEMENT**

"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information see the Honor Council Rules and Procedures on the web at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)