Memorandum

March 4, 2008

To: Executive Committee
Faculty Senate

From: Valerie Balester, Chair
W Course Advisory Committee

RE: Request for course additions to the W Course graduation requirement

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W Course status requirement. Therefore, these courses should be included in the “W Designated Course” category to meet the writing intensive requirement for graduation.

Courses Submitted for Certification:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 491</td>
<td>Undergraduate Research with Writing Credit</td>
</tr>
<tr>
<td>ANTH 340</td>
<td>Folklore and the Supernatural</td>
</tr>
<tr>
<td>COMM/WMST 411</td>
<td>Representations of Motherhood</td>
</tr>
<tr>
<td>CVEN 424</td>
<td>Civil Engineering Professional Practice</td>
</tr>
<tr>
<td>ECON 436</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>FSTC/DASC 313</td>
<td>Food Chemistry Laboratory</td>
</tr>
<tr>
<td>HIST 367</td>
<td>Colonization of North America</td>
</tr>
<tr>
<td>MAST 425</td>
<td>Thesis and Technical Writing</td>
</tr>
<tr>
<td>NAUT 301</td>
<td>Seamanship II</td>
</tr>
<tr>
<td>NUTR 481</td>
<td>Seminar</td>
</tr>
<tr>
<td>OCEN 410</td>
<td>Ocean Engineering Laboratory</td>
</tr>
<tr>
<td>PHIL 381</td>
<td>Ethical Theory</td>
</tr>
<tr>
<td>POLS 481</td>
<td>Senior Research Seminar</td>
</tr>
<tr>
<td>RLEM 430</td>
<td>Ecosystem Science and Management</td>
</tr>
<tr>
<td>WFSC 403</td>
<td>Animal Ecology</td>
</tr>
</tbody>
</table>

Courses Submitted for Recertification:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRO 429</td>
<td>Turfgrass Management Systems</td>
</tr>
<tr>
<td>BESC 314</td>
<td>Pathogens, the Environment, and Society</td>
</tr>
</tbody>
</table>

1214 Sterling C. Evans Library ♦ College Station, Texas 77843-5001 ♦ (979) 458-1455 voice ♦ (979) 458-1466 fax ♦ http://writingcenter.tamu.edu
Request for course additions to the W Course graduation requirement (cont.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 440</td>
<td>Political Communication</td>
</tr>
<tr>
<td>COMM 443</td>
<td>Communication and Conflict</td>
</tr>
<tr>
<td>COMM 450</td>
<td>Media Campaigns</td>
</tr>
<tr>
<td>COSC 494</td>
<td>Internship</td>
</tr>
<tr>
<td>ENGR/PHIL 482</td>
<td>Engineering Ethics</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Fundamentals of Discrete Mathematics</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Donna Witt, Dept. of Animal Science
     Chris Skaggs, Dept. of Animal Science
     Gary Acuff, Head, Dept. of Animal Science
     Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: February 29, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: ANSC 491

We recommend that ANSC 491, Undergraduate Research with Writing Credit, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 2000-3000+
4. Instructor to student ratio for one section: 1:3

Students will submit the literature review sections and research results sections of their papers early in the semester (before week 9) for written feedback from their faculty advisors. Students will participate in a required review in Week 10 in which a graduate student working with the faculty advisor will comment on their work up through the results section. In weeks 11-13 students will revise and add their discussion sections, appendices, and anything else required. During this time, students will have at least one conference with their faculty advisors about their work in progress. Workshops will be offered on issues that affect all our writers. Students will be required to attend three workshops.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ANSC 491 - Research

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

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

Signature: Donna M. White
(Course Instructor / Coordinator) 08/31/07

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 9/17/07

Approvals:

College Dean: Donald L. Keenan 5 Sept 2007

Department Head: 9/3/07

RECEIVED
SEP 11 2007
ANSC 491-900 Undergraduate Research with Writing Credit (1 credit)

Course Coordinator: Dr. Chris Skaggs – Professor, Undergraduate Programs

Text: Journal of Animal Science, or a style guide recommended by your instructor

This course will be graded. Final thesis needs to be 2000-3000 words.

In order to register for the 900 section and earn ‘W’ credit, the following requirements must be met.

1) You must be an undergraduate major in Animal Science or Dairy Science.
2) Your research advisor must sign the application form, agreeing to read, or have your immediate research supervisor read and respond to drafts of your work.
3) You must attend 3 writing workshops in coordination with the Animal Science department and/or the Writing Center. You must choose the most appropriate workshop/tutorial for your research area in each of the following topics:
   a. Plagiarism/proper citing of sources
   b. Scientific writing style
   c. Components of a thesis
4) You must participate in a graduate student mentor/peer-review of your thesis in Week 10, arranged through your major professor and the Animal Science Undergraduate Advising Office.
5) Submission of drafts and revisions should meet the schedule below.
6) You must submit the final version of your thesis to the Animal Science Undergraduate Advising Office by Week 14.

<table>
<thead>
<tr>
<th>Week</th>
<th>Writing Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td>Workshop # 1 completed –Avoiding plagiarism</td>
</tr>
<tr>
<td>4</td>
<td>Introduction Due: Conference with Advisor</td>
</tr>
<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td>Workshop # 2 completed –Scientific writing style</td>
</tr>
<tr>
<td>7</td>
<td>Experimental/Methods Due: Conference with Advisor</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Workshop # 3 completed –Components of a Thesis</td>
</tr>
<tr>
<td>10</td>
<td>Graduate student mentor/Peer review of Thesis</td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Complete draft of research project report to Research Advisor</td>
</tr>
<tr>
<td>13</td>
<td>Conference with Advisor</td>
</tr>
<tr>
<td>14</td>
<td>Final Thesis Due</td>
</tr>
</tbody>
</table>

Complete the information on the reverse side.
# Application for Writing Credit for Undergraduate Research in Animal Science

<table>
<thead>
<tr>
<th>Name (print)</th>
<th>UIN</th>
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</thead>
<tbody>
<tr>
<td>ANSC 491</td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Section Number</td>
</tr>
</tbody>
</table>

## Working Thesis Title


## Faculty Research Advisor


## Faculty Research Advisor Agreement

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

<table>
<thead>
<tr>
<th>Signature</th>
<th>Name (print)</th>
<th>Date</th>
</tr>
</thead>
</table>

## Approved: Date entered in SIMS

Animal Science Undergraduate Advising Office
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Thomas Green, Dept. of Anthropology
    Donny L. Hamilton, Head, Dept. of Anthropology
    Pam Matthews, Associate Dean, College of Liberal Arts

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: ANTH 340

We recommend that ANTH 340, Folklore and the Supernatural, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 3000-4000
4. Instructor to student ratio for one section: 1:20

Draft workshops will be conducted in class, and the professor will provide written feedback on students' rough drafts of their proposals and term project. Writing instruction will be provided through readings, lecture, in-class workshops with instructor, and individual conferences.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

ANTH 340 "Folklore and the Supernatural"

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

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

Signature: [Signature]
(Course Instructor / Coordinator) [Date]

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

Approvals:

College Dean: [Signature] [Date]
Department Head: [Signature] [Date]
FOLKLORE AND THE SUPERNATURAL

Instructor: Dr. Thomas Green
Office: 309E Anthropology Building
E-mail: t-green@tamu.edu
Telephone: 845-9916
Office Hours: TR 11-12 & by appointment
Webpage: http://anthropology.tamu.edu/faculty/green/profile.htm
Department Website: http://www.tamu.anthropology.edu

"Folklore and the Supernatural" offers a cross-cultural introduction to folk expressions of the supernatural (e.g., superstition, belief tale, divination, magical healing) as they develop outside the contexts of academic medicine or institutionalized religion. The topic is analyzed utilizing theory drawn from anthropology, folklore, and related social sciences.

COURSE OBJECTIVES:
1. To enhance understanding of human diversity through the study of cross-cultural examples of supernatural folklore.
2. To develop an understanding of the ways in which various genres of folklore have been used as vehicles for the expression of human relationships to the supernatural.
3. To acquire a familiarity with the methods and goals of anthropological writing.
4. To gain practical familiarity with written discourse by taking a research project through the stages of defining a topic, posing a research question, submitting a proposal, and revising preliminary drafts.

TEXTS:

GRADING:
Exams (2) = 50%
Proposal (250-300 words) = 10%
Term Project (2000-2500 words) = 40%

Lab classes provide instruction in phases of the research and writing process.
Workshop classes provide opportunities to work on specific phases of the writing process under supervision of the instructor.
ASSIGNMENTS

Weeks:

1. Anthropology: Central issues and concepts

2. Folklore: Central issues and concepts
   Walker 1-71

3. The Supernatural: Definitions and cultural expressions
   “Body Ritual Among the Nacirema” Miner
   **Writing Lab 1** (Academic Discourse and Research Resources)

4. Knowledge, Belief, and Superstition
   “Taboo” Douglas, “Rational Mastery by Man of His Surroundings” Malinowski, “The Real Vampire” Barber

5. Ritual and Anxiety
   “Baseball Magic” Gmelch
   **Writing Lab 2** (Subjects, Topics, Research Questions, and Hypotheses)

6. Spiritual Worlds, Death, and Afterlife
   Walker 73-106

7. Priests, Shamans, and Diviners

8. **Exam 1**

9. Supernormal Powers
   *MWR:* Ch. 7 Intro, “Betwixt and Between: the Liminal Period in Rites de Passage” Turner, “Serpent-Handling as Sacrament” Daugherty, Walker: 122-142;
   **Proposal Due**

10. Ethnomedicine
    *MWR:* Ch. 6 Intro, “Eyes of the Ngangas” Lehmann, “Mothering and the Practice of Balm” Wedenoja, “Swallowing Frogs” Rebhun “Spontaneous Memorialization” Haney, et al

11. Supernatural Assault
    **Writing Lab 3** (Drafting)

12. Supernatural Responses to Social Crisis
    *MWR:* “Revitalization Movements” Wallace, “Ghost Dance Religion” Kehoe, “Cargo Cults” Worsley; Walker 122-142
    **Preliminary Draft Due**

13. Supernatural Responses to Social Crisis in Complex Societies
14. **Exam 2**

**Term Project Final Draft** due at last class meeting

**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 Office of Support Services for Students with Disabilities in Caine Hall B-118. The phone number is 845-1637."

**Academic Integrity Statement**

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

See: http://www.tamu.edu/aggiehonor for a full discussion of Honor Council Rules and Procedures. Each of you is responsible for upholding these ethical principles.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Claudia Nelson, Dept. of English
Richard Street, Head, Dept. of Communication
Pam Matthews, Associate Dean, College of Liberal Arts

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: COMM/WMST 411

We recommend that COMM/WMST 411, Representations of Motherhood, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:25

Students are required to turn in rough drafts for both major writing assignments and receive extensive comments on the drafts. Students also receive feedback during paper conferences with the instructor.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

_CO MM 411 Representations of Motherhood

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

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

Signature: Charles Nelson
(Course Instructor / Coordinator) 10/16/07
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 10/19/07
(Date)

Approvals:

College Dean: 10/17/07
(Date)

Department Head: 10-14-07
(Date)

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OCT 2 3 2007
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   WMST 411 Representations of Motherhood

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

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

Signature: Claudia Nelson __________________________ 10/16/07 (Date)
(Course Instructor / Coordinator)

Received: Valerie Balester __________________________ 10/16/07 (Date)
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: _________________________________________ (Date)

Program Department Head: Claudia Nelson _____________ 10/16/07 (Date)
WMST/COMM 411
Dr. Claudia Nelson
Office: Academic 306D
Office hours: TWR 2:15-3:15 & by appt.
Ph 845-8777, email claudia_nelson@tamu.edu

Representations of Motherhood

Required texts for purchase (additional texts available online and on reserve, as below):
Louisa May Alcott, *Little Women* (Broadview edn.)
Stephen King, *Misery*
Fannie Hurst, *Imitation of Life*
Ann Petry, *The Street*
Sian Busby, *The Cruel Mother*

Course Description: This course will examine figurations of motherhood in America and England from the mid-nineteenth century to the present. We will explore rhetorical approaches to motherhood in the contexts of the "cult of domesticity," psychology, feminism, misogyny, and racial discourse, asking (among other questions) about the extent to which apparently outmoded attitudes continue to inform cultural views after their historical moment might seem to have passed. How important are Victorian views about ideal, irresponsible, or terrifying mothers to outlooks in the 1930s, the 1980s, or the 2000s?

Policies: Doing the reading is vital to good class discussion. To reward timely attendance and consistent preparation, most days will feature a brief free writing on the day’s reading. Each writing is worth a maximum of three points: one point for attendance, two more for thoughtful commentary reflecting completion of the assignment. If you cannot attend class on a given day owing to a University-approved reason (see http://student-rules.tamu.edu/rule7.htm for a list of excusable absences), your free writing requirement for that day will be waived, but free writings may only be turned in to me in class on the day they are due. In the case of the longer essays due 2/23 and 4/6, extensions may be negotiated in advance of the due date, but essays turned in late without benefit of an extension will be penalized 3 points per day (except in cases of documented University-excused absences, for which extensions may be granted retroactively).

Academic Integrity: The Aggie Honor Code is as follows: "An Aggie does not lie, cheat, or steal or tolerate those who do." Students who commit acts of academic dishonesty will face the penalties mandated by the University. Students unsure about what constitutes plagiarism and other forms of academic dishonesty may consult the Honor Council Rules and Procedures on the Web at www.tamu.edu/aggiehonor/. Please note that 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.

Americans with Disabilities Act (ADA) Policy Statement: 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.
Semester schedule:

1/17  Introduction

The Good Victorian Mother
1/19  (1) Alcott, "Transcendental Wild Oats" (online at http://www.vcu.edu/engweb/transcendentalism/ideas/wildoats.html);
(2) "Louisa May Alcott's Defence of Woman Suffrage," p. 611 of Broadview Little Women;
(3) Abbott, "Responsibility" (9 pp.) from The Mother at Home (on e-reserve);
(4) Long, "The Role of the Victorian Mother" (9 pp.), Editorial Essay #3 in Defining Gender, 1450-1910 (online database accessible through library catalogue).

1/24  (1) Alcott, chs. 1-9 of Little Women (think especially about Marmee here);
(2) Eyer, ch. 2 of Motherguilt (on e-reserve)
Sign up for presentation day/topic

1/26  Alcott, chs. 10-23 of Little Women

The Horrifying Victorian Mother
1/31  Essay workshop for essay #1
(1) Clifford, "The New Mother" (17 pp, in Demers anthology, on e-reserve);
(2) Silver, "The Didactic Carnivalesque in Lucy Lane Clifford’s ‘The New Mother,’” Studies in English Literature 40.4 (Autumn 2000): 727-43 (available as e-journal through library catalogue)

2/2   (1) Stoker, "The Squaw" (online at http://www.blackmask.com/books29c/draccomplete.pdf);
(2) Nayder, "Virgin Territory and the Iron Virgin: Engendering the Empire in Bram Stoker's 'The Squaw,'” pp. 75-97 of Nelson and Holmes, Maternal Instincts (on e-reserve)

The Horrifying Twentieth-Century Mother
2/7   (1) Freud, “Femininity” (1932), pp 112-35 of New Introductory Lectures on Psychoanalysis;

2/9   (1) Alien (film; may be screened on 4th floor of Evans Library Annex);
(2) Creed, "Alien and the Monstrous Feminine," in Kuhn, ed., Alien Zone, 128-44;
(3) Greenberg, “Reimagining the Gargoyle: Psychoanalytic Notes on Alien,” Camera Obscura 15 (Fall 1986): 86-109 (both articles on e-reserve)

2/14  (1) King, Misery, through Part II, ch. 6 (pp. 1-147 of the Signet edition);

ESSAY #1 ROUGH DRAFT INTROS DUE: Your introduction should include (1) a strong thesis that makes an argument instead of merely describing the topic of your paper and (2) an indication of the subsidiary questions that the body of the paper will consider and the kind of evidence that you’ll bring into play. It should not raise questions beyond what your paper will in fact discuss; avoid openings such as “Throughout human history, mothers have....”).

2/16 Misery, remaining chapters
Essay #1 rough drafts returned

Motherhood as Science/The Managing Mother
2/21 (1) Ehrenreich and English, “The Century of the Child,” from For Her Own Good; (2) Hulbert, “The Era (and Errors) of the Parent,” from Raising America (both on e-reserve)


ESSAY #1 DUE

Alternative Families

3/7
(1) Miller, “Newton, Massachusetts, and Miami, Florida,” pp. 107-20 of In Search of Gay America (1989, on e-reserve);
(2) Newman, Heather Has Two Mommies (1989, on print reserve);
(3) Falk, “Lesbian Mothers: Psychosocial Assumptions in Family Law,” American Psychologist 44.6 (1989): 941-47 (available online through library catalogue);

3/9
Essay workshop for essay #2

3/14-16
SPRING BREAK

Race and Maternal Melodramas
3/21
Hurst, Imitation of Life, chs. 1-25

3/23
Hurst, Imitation of Life, chs. 26-end

ESSAY #2 ROUGH DRAFT DUE

3/28
No class; individual paper conferences; rough drafts returned

3/30
(1) Imitation of Life (1934 film, dir. John Stahl; may be screened at Evans Library Annex. Be careful not to confuse this version with the 1959 film of the same name, which we’ll discuss next week);
(2) Daniel Itzkovitz, “Introduction” to the Duke UP edition of Hurst’s Imitation of Life

4/4
(1) Imitation of Life (1959 film, dir. Douglas Sirk; may be screened at Evans Library Annex);

ESSAY #2 DUE

LAST DAY FOR Q-DROP IS APR. 3

African-American Motherhood
4/6
Petry, The Street, chs. 1-4

4/11
The Street, chs. 5-12

4/13
The Street, chs. 13-end
STUDENT PRESENTATIONS. Present on one of the topics below. Parenthetical comments are suggestions only, not requirements as to the direction you should take:

1. Motherhood in Contemporary Parenting Magazines (for instance, might think about how magazines aimed specifically at parents of young children market themselves—what are subscribers buying [into]? How do such texts define the ideal mother?)

2. Motherhood and Contemporary Politics (for instance, how do today’s major political parties envision mothers as they seek to get votes? How do particular media outlets deal with political figures who are also mothers [case studies here might include Jane Swift, Patty Murray, Hillary Clinton when Chelsea was younger]?)

3. Stepmothers in Contemporary Society (how are they represented in popular culture? In today’s sociological theory? What kinds of advice do parenting manuals direct to stepmothers, and what assumptions are these recommendations based on?)

4. Motherhood and Careers (might think about the “daughter track” or about the publicity surrounding many young women’s current expectation that they will have a high-powered career for a couple of years, shelve it for children, and then return)

Maternal Psychosis

4/25 *The Cruel Mother*, pp. 136-end

4/27 Exam workshop
Last day of T-Th classes (5/2 is a redefined day on which students attend Friday classes)

**FINAL EXAM:** Friday, 5/5, 3-5 p.m.

Course grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Total quizzes/attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Roger Smith, Dept. of Civil Engineering  
David Rosowsky, Head, Dept. of Civil Engineering  
Jo Howze, AOC Dean, Dwight Look College of Engineering

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: CVEN 424

We recommend that CVEN 424, Civil Engineering Professional Practice, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 3000+
4. Instructor to student ratio for one section: 1:24

Students receive written feedback from the instructor and from peer review on required drafts. Students are allowed to rewrite final assignments to improve their writing.

The committee noted a concern regarding the department’s ability to hire enough teaching assistants to assist with the grading for the class.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   CWN 429 Civil Engineering Professional Practice

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

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

Signature: [Signature]  
(Course Instructor/Coordinator)  11 Oct 2007  
(Date)  

Received: [Signature]  
(W Course Coordinator, University Writing Center)  24 Oct 2007  
(Date)  

Approvals:

College Dean: [Signature]  18 Oct 2007  
(Date)  

Department Head: [Signature]  15 Oct 2007  
(Date)  

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OCT 24 2007  
BY:  21 of 186 C
CVEN 424
CIVIL ENGINEERING PROFESSIONAL PRACTICE
Fall Semester, 2008

Dr. Roger E. Smith
Room: 201G/503G, CE/TTI Building
Phone: 862-7633/845-0875
E-mail: roger-smith@tamu.edu

COURSE DESCRIPTION:
Professional practice issues; current civil engineering issues that impact design, construction, and operation of civil engineer facilities; developing engineering solutions that better serve society; business and public policy concerns; life-long learning; problem solving; professional licensure. The prerequisites for the course are: CVEN 322 & Senior Classification in CVEN or OCEN.

This course focuses on issues related to the practice of civil engineering as a professional engineer. This course should facilitate the transition from classroom to professional practice and focus on current professional practice issues in the civil engineering profession. It will also enhance the student’s communication skills. Guest speakers, primarily from industry, will provide professional perspectives on a number of issues related the professional practice of civil engineering. Topics will include (but not be limited to) the importance of professional licensure, requirements for licensure, professional responsibility, development of engineering solutions that effectively serve society, the relationship of engineering to critical contemporary issues, problems solving in management, life-long learning, leadership skills for the civil engineering profession, engineering communication, and basic concepts of business and public policy important to practicing civil engineering.

The class is conducted in one lecture period and one two-hour recitation lab each week. Students are expected to attend and participate in all lectures and recitation labs. Many of the lecture periods will include presentations by practicing professional engineers followed by discussion and writing activities in the recitation labs. The text material for this course does not include all information covered in class, and material presented in class will supplement (and in some cases supercede) that in the text. The information presented in class is the governing information for tests, writing assignments, and homework.

Students will be expected to demonstrate their ability to learn on their own without the aid of formal instruction.

COURSE LEARNING OBJECTIVES:
Students will be able to organize and deliver effective written communications
Students will be able to identify and explain the global, economic, environmental, and societal impacts of specified civil engineering system
Students will be able to explain the need for life-long learning and demonstrate the ability to learn on their own without the aid of formal instruction
Students will be able to explain how contemporary issues affect the identification, formulation, and solution of civil engineering problems including professional registration and legal aspects of civil engineering
Students will be able to explain key concepts and problem solving processes used in civil engineering management
Students will be able to explain key concepts and problem solving processes used in business, public policy, and public administration
Students will be able to explain the role of the leader, leadership principles, and attitudes conducive to effective practice of civil engineering

TEXT:
In addition, other reading assignment, lecture notes, assignments, etc. will be posted on CENotes.

GRADING:
Two examinations and a final will be given along with three individual and one team writing assignments. Some work in teams will not only be allowed but encouraged. However, the work on all exams and individual writing assignments must be individual work. Survey of knowledge quizzes can be given at any time without advance warning. All writing assignments are expected to be turned in on time to facilitate the writing development process; failure to turn them in on time can result in no, or reduced, credit. Grading is based on the following:
ITEM %
Examinations (2) 20
Final Exam 15
Individual Writing Assignments (4) 55
Quizzes and Evaluation of the Instructor 10

Writing Intensive Course:
This is a writing intensive course that was developed with the goal to improve your overall writing skills over the course of the semester. It will include writing instruction in small groups and require submission of a series of written assignment. If you are in need of additional assistance, you will be referred to the University Writing Center. Each assignment will be eligible for a rough draft revision.

Quizzes: Up to 6 unannounced reading quizzes to assess your reading comprehensions and basic understanding of the material will be given. Quizzes will not be cumulative and will be short answer.

Exams:
Exams may contain a combination of multiple choice, true-false, short answer and/or essay questions. Students are expected to complete their own work. Many of the concepts on the tests will come from presentations in class and are not found in the text readings, therefore attendance and participation is extremely important to your grades. The final exam will be cumulative over all material covered in the course. It may contain a combination of multiple choice, true-false, short answer and/or essay questions.

Reworking Materials:
The learning objectives are all based program educational outcomes established in ABET accreditation criteria. In some cases, this is the only course in which those outcomes will be evaluated. Students will be allowed to rework selected writing, quiz, and exam material until they demonstrate mastery of those outcomes.

Grading Scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
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<td>79-70</td>
<td>C</td>
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<tr>
<td>69-60</td>
<td>D</td>
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<td>&lt;60</td>
<td>F</td>
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OFFICE HOURS:
Open office hours will be: TBD
Other times are available by appointment - contact me by e-mail or phone for an appointment.

COURSE TOPICS AND CALENDAR:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Mon</td>
<td>Introduction</td>
<td>R. Smith</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Writing expectations and available assistance Discussion of life-long learning expectations</td>
<td>R. Smith &amp; Writing Center Representative</td>
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<tr>
<td>Week 2</td>
<td></td>
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<tr>
<td>Mon</td>
<td>Writing Specifications</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Discussion of plagiarism and using standard and guide specifications</td>
<td>R. Smith</td>
<td>1st Writing Assignment</td>
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<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>Mon</td>
<td>Global and societal impacts of civil engineering solutions</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Individual discussion of writing assignment and re-writing Discussion of global, economic, environmental, and societal impacts of engineering solutions</td>
<td>R. Smith</td>
<td>Draft of 1st Writing Assignment Due</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>Mon</td>
<td>Economic and environmental impacts of civil engineering solutions</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>2nd writing assignment presented - impacts of engineering solutions Discussion of global, economic, environmental, and societal impacts of engineering solutions</td>
<td>R. Smith 1st Writing Assignment Due</td>
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<th>Week 5</th>
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<tr>
<td>Mon</td>
<td>Contemporary issues affecting identification, formulation, and solution of civil engineering problems</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Individual discussion of writing assignments and re-writing Discussion of contemporary issues affecting identification, formulation, and solution of civil engineering problems</td>
<td>R. Smith Draft of 2nd Writing Assignment Due</td>
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<th>Week 6</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Professional Registration</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Test 1</td>
<td>R. Smith</td>
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<tr>
<th>Week 7</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Legal aspects of civil engineering</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>3rd writing assignment presented - Professional registration Discussion of professional registration and legal aspects of civil engineering</td>
<td>R. Smith 2nd Writing Assignment Due</td>
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<th>Week 8</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Problem solving processes used in managing civil engineering projects</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Discussion of civil engineering management</td>
<td>R. Smith</td>
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<th>Week 9</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Problem solving processes used infrastructure asset management by civil engineers</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Individual discussion of writing assignments and re-writing Discussion of civil engineering management</td>
<td>R. Smith Draft of 3rd Writing Assignment Due</td>
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<tr>
<th>Week 10</th>
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<tr>
<td>Mon</td>
<td>Importance of concepts and problem-solving processes used in public policy and public administration to civil engineers</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Discussion of concepts and problem-solving processes used in business, public policy, and public administration</td>
<td>R. Smith 3rd Writing Assignment Due</td>
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<th>Week 11</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Concepts and problem-solving processes used in business by civil engineers</td>
<td>TBD</td>
</tr>
<tr>
<td>Wed (Recitation)</td>
<td>4th writing assignment presented - Problem solving processes Test 2</td>
<td>R. Smith</td>
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<tr>
<td>Week 12</td>
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<tr>
<td>Mon</td>
<td>Concepts and problem-solving processes used in public policy and public administration by civil engineers</td>
<td>TBD</td>
</tr>
<tr>
<td>Wed (Recitation)</td>
<td>Individual discussion of writing assignments and re-writing Discussion of concepts and problem-solving processes used in business, public policy, and public administration</td>
<td>R. Smith</td>
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<tr>
<th>Week 13</th>
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<tr>
<td>Mon</td>
<td>Importance of effective leadership to the practice of civil engineering</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Discussion of role of the leader, leadership principles, and attitudes conducive to effective practice of civil engineering</td>
<td>R. Smith</td>
<td>4th Writing Assignment Due</td>
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<th>Week 14</th>
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<tr>
<td>Mon</td>
<td>Role of the leader, leadership principles, and attitudes conducive to effective practice of civil engineering</td>
<td>TBD</td>
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<tr>
<td>Wed (Recitation)</td>
<td>Discussion of role of the leader, leadership principles, and attitudes conducive to effective practice of civil engineering Review for final examination</td>
<td>R. Smith</td>
<td>Final re-writes of 4th writing assignment</td>
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</tbody>
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Names appearing in italics are professional engineers and others who have been invited to participate in the class as guest lectures. Their final confirmation is pending based on scheduling constraints, and the specific date of each could change.

**Writing Assignment 1 - Writing Civil Engineering Specifications**

**SITUATION:** You are working for a civil engineering firm, and you have been assigned to prepared the specifications for a component of a major design project. You have the plans, and you have access to standard and guide specifications from a number of agencies.

**ASSIGNMENT:** For this assignment, please submit a minimum one-page draft specification for the component and a minimum two-page report. The specification should be complete and ready to be included with the plans and other specifications as part of a plans and specifications package. Describe the source of the standard and guide specifications you selected and discuss the changes you made to the guide specification so that it would meet the needs of this project. Discuss how including the standard specification in your set of specifications increases or decreases the work of the civil engineering developing sets of plans and specifications. Discuss the importance of having accurate and complete plans and specifications.

**Writing Assignment 2 - Global, Economic, Environmental, and Societal Impacts of Engineering Solutions**

**SITUATION:** You are working for a civil engineering firm, and you have been assigned the responsibility for designing a major civil engineering project for a moderate sized city. You have the project requirements, information about potential locations of the facility, and information about the community. You have completed a series of preliminary designs.

**ASSIGNMENT:** For this assignment, please submit a minimum three to five page report. Identify potential global, economic, environmental, and societal impacts of each of the preliminary designs. Determine which of these impacts will have the most influence on selecting the appropriate design for this project. Explain why these are the most important in this situation.
Writing Assignment 3 - Professional Registration for a Civil Engineer

**SITUATION:** You plan to make a career in the civil engineering, primarily in the state of Texas.

**ASSIGNMENT:** For this assignment, please submit a minimum three to five-page report. Describe the reasons that you should become a licensed professional engineer. Describe the requirements to become a licensed professional engineer in the state of Texas. Further, describe the requirements to keep the license current. Discuss the difference in licensing requirements for individuals versus firms. Discuss what would be required if you need to also practice civil engineering in the state of Oklahoma. You must identify where to find these requirements.

Writing Assignment 4 – Problem Solving Processes in Civil Engineering Management

**SITUATION:** You are working as a member of the staff of a moderate sized city in Texas. You have been assigned the responsibility managing a series of design contracts that will begin shortly. The designs are being completed by consulting engineering firms previously selected to design the renovation of a waste water treatment plant, the expansion of the storm drainage system, and reconstruction of a major street.

**ASSIGNMENT:** For this assignment, please submit a minimum three to five page report. Identify key concepts and problem solving processes that you would use to manage these three design contracts. Explain how these would be applied to keep the projects on time and under budget.

OFFICIAL NOTICES

**ADA**

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

**Academic Integrity Statement**

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

Students are expected to understand and abide by the Aggie Honor Code presented on the web at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.

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

Cheating on quizzes and exams will not be tolerated. Cheating will be reported and handled in accordance with the Aggie Honor System Process. Some or all examinations will be closed book; “looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices)” during these examinations is a violation of Texas A&M Aggie Honor Code, Cheating, unless specifically allowed in advance by the instructor.

Unless specifically allowed in advance by the instructor, all assignments and homework in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Michael Nelson, Dept. of Economics
     Yoosoon Chang, Interim Head, Dept. of Economics
     Pam Matthews, Associate Dean, College of Liberal Arts
DATE: February 29, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: ECON 436

We recommend that ECON 436, Environmental Economics, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:30

Rough drafts are required and receive feedback. Peer review will be used during drafting stages of the term paper. Writing instruction is provided by readings, use of writing samples, peer review, and discussion of writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   **Econ 436: Environmental Economics**

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

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

---

Signature: **[Signature]**
(Course Instructor / Coordinator) **10-9-07**

Received: **[Signature]**
(W Course Coordinator, University Writing Center) **10-14-07**

Approvals:

College Dean: **[Signature]**
(Department Head) **10-15-07**

Department Head: **[Signature]**
(Department) **10-5-07**

RECEIVED
OCT 16 2007

BY:
Proposed Syllabus for Writing Intensive Econ 436:
Environmental Economics
(Prerequisites: Econ 323: Microeconomic Theory)

Instructor: Michael Nelson
Email: mnelson@econmail.tamu.edu
Web Site: http://econweb.tamu.edu/mnelson
Office Phone: (979) 845-8506
Office: 3052 Allen Building, Bush Library Complex (ALLN 3052)
Office Hours: TBA

Texts and Readings:
• Environmental Economics: An Introduction, 4th edition, Field and Field
• Additional readings will be made available in class and through environmental economics web sites.

Course Website: (http://econweb.tamu.edu/mnelson)
General course information, readings, and other materials will be posted on this website.

Course Description:
This majors only, writing intensive course is a study of economic theory and public policy as applied to environmental problems. Emphasis is given to the role of market failure in explaining the existence of pollution, to alternative strategies for pollution control and environmental management, and to global environmental issues.

Course Objectives:
• Learn the basic techniques of environmental economics and their application to real-world problems.
• Define and explain externalities and public goods as they relate to environmental economics.
• Analyze the effects of government policies for dealing with environmental issues.
• Compare and contrast non-market and market mechanisms for dealing with environmental issues.
• Understand how property rights and environmental problems are related.
• Compare and contrast the methods for valuing the environment.
• Understand the relationship between environmental issues and economic growth.
• Explain the nature of and potential solutions for global environmental issues.

Grading:
Mid-term exam: 30 percent
Final exam: 30 percent
Research Paper: 40 percent

Grades will be distributed as follows:
A: 90%-100%; B: 80%-89.99%; C: 70%-79.99%; D: 60%-69.99%; F: below 60%.

Exams:
The midterm exam covers material from the first half of the course. It is given in class in the seventh week of the semester. The final exam includes material from the entire course. It is given at the time specified in the Texas A&M University Final Examination Schedule.
Makeup Exam Policy:
If you miss an exam for any reason, you must take the following steps: (1) notify me as soon as possible explaining why you missed the exam (this must be a valid excuse such as a death in the family, a serious illness, etc.); (2) provide written documentation of the valid excuse. I will then arrange a time to give the makeup exam to all students who missed the exam. See http://student-rules.tamu.edu/rule7.htm for University sanctioned excuses.

Research Paper:
Each student is required to write a 2000 word minimum research paper. You should introduce the issue, discuss the potential consequences/ramifications, discuss potential solutions put forth, and provide concluding remarks. Be sure to focus on the economic issues of the environmental topic chosen. Potential topics for the papers will be given early in the semester.

An acceptable rough draft of your research paper is due by 5pm Friday of the 9th week of the semester. Failure to submit an appropriate rough draft by this deadline will result in a 20% penalty on the final paper grade. The final draft of the paper is due by 5pm Friday of the 13th week of the semester. Late papers will not be accepted. Exceptions are considered only for university excused absences. Details concerning the length, style, and structure of the paper, appropriate forms of submission, and much more information will be given to you in class in a separate document.

Writing Intensive Course: This is a writing intensive course for economics majors. There are many resources available to assist you in developing your writing skills. We will spend class time developing writing skills. Office hour consultations about writing questions are encouraged and expected. We will utilize peer review and other techniques to improve your writing skills.

In addition, you should familiarize yourself with the Writing Center and are expected to take advantage of the services it offers.

“The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at uwc.tamu.edu, or stop by in person.”
Classroom Demeanor:
Please respect your fellow students by helping provide a comfortable learning environment in the classroom. This means that you should turn off your cell phone, avoid excessive talking during class, and refrain from packing your belongings before the end of class. Your cooperation is expected and appreciated.

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life/Services for Students with Disabilities, in B-118 Cain Hall. The phone number is 845-1637.

Aggie Honor Code:  "An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

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

Week One
- What is Environmental Economics?
  - Overview of the Issues
  - Materials Balance
  - Relationship Between Physical Environment and the Economy

Week Two
- Review of Markets
  - Demand/Willingness-to-pay
  - Supply/Costs
  - Welfare Measures
  - Efficiency of Market Outcomes

Week Three
- Market Failure
  - Externalities
  - Public Goods
  - Open-access Resources
- Public Choice Theory
  - Majority Voting and Welfare
  - Logrolling and Intransitivity of Voting Outcomes
- Tiebout Model

Week Four
- General Model of Pollution Control
  - Pollution Damage Functions
  - Abatement Cost Functions
  - Socially Efficient Emissions

Week Five
- Frameworks of Analysis
  - Impact Analysis, Damage Assessment, Risk Analysis
- Benefit-Cost Analysis: Overview
  - Scope, Discounting, and Distributional Issues

Week Six
- Benefit-Cost Analysis: Benefits
  - Direct Damage Measures
  - Indirect Measures (Hedonic Methods, Value of Life Measures, Travel Cost Methods)
  - Contingent Valuation

Week Seven
- Benefit-Cost Analysis: Costs
  - Single Facility Costs, Enforcement Costs, Compliance Costs

MID-TERM EXAM
Week Eight
- Economics of Natural Environments ("Develop" vs. "Preserve" Decisions)
  - Asymmetry of Substitutes and Technological Progress
  - Option Value, Uncertainty, Irreversibility, and the Value of Information

Week Nine
- Criteria for the Evaluation of Environmental Policies
  - Efficiency, Cost-Effectiveness, Fairness, Incentives for Technological Improvements, Enforceability
- Decentralized Policies
  - Liability Laws
  - Property Rights (Coase Theorem)
  - Voluntary Action

ROUGH DRAFT OF TERM PAPER DUE

Week Ten
- Command-and-Control Policies: Standards
  - Types of Standards
  - Efficiency of Standards
  - Incentives and Enforcement

Week Eleven
- Incentive-Based Policies
  - Emission Charges and Subsidies
    - Efficiency, Incentives, Uncertainty, Enforcement
  - Transferable Discharge Permits
    - Efficiency, Incentives, Enforcement

Week Twelve
- Federal Environmental Policy in the United States
  - Water Pollution Policy
  - Air Pollution Policy
  - Hazardous Waste Policy

Week Thirteen
- Economic Development and the Environment
  - Static View
  - Sustainability

FINAL DRAFT TERM PAPER DUE

Week Fourteen
- Global Environmental Issues
  - Ozone Depletion
  - Climate Change
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Steve Talcott, Dept. of Nutrition and Food Science
    Jimmy Keeton, Head, Dept. of Nutrition and Food Science
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: FSTC/DASC 313

We recommend that FSTC/DASC 313, Food Chemistry Laboratory, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 95%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:18

Students will get weekly feedback (written comments) on formal laboratory reports as well as feedback on a first-draft of their special topic writing assignment. This feedback will include written critique of technical content as well as technical writing skills. A portion of this feedback will be verbally given at the beginning of each class in the form of formal in-class instruction, reinforcing the writing principles taught in the class.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   FSTA 313 Food Chemistry Lab

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

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

Signature: ___________________________ (Date) 1-28-08
(Course Instructor / Coordinator)

Received: ___________________________ (Date) 1-28-08
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ___________________________ (Date) 28 Jan 2008

Department Head: ___________________________ (Date) 1/28/2008
Course Description
The principles of food chemistry are presented in a laboratory setting to include fundamental and industry-applicable food chemistry principles of major and minor food constituents including carbohydrates, proteins, lipids, phytochemicals, preservatives, and water. You will be given formal instruction on writing techniques, tips and suggestions, and formal critique of your technical writing from your peers, the TA, and the course instructor.

Laboratory Goals: By semesters end, with active class participation, students will be able to:
- Identify the functional properties of specific food ingredients and food molecules in the major food commodities
- Relate specific chemical interactions to specific food systems that contribute to food product stability/instability
- Consider the impact of specific food molecules that contribute to key food quality attributes
- Differentiate among factors influencing quality

Learning Outcomes: Upon completion of this course, the student will gain expertise in thinking critically through active laboratory exercises that strengthen knowledge of the functional properties and chemical reactions of food constituents. These outcomes include:
- Practically understand the structural/compositional features of food macro-molecules
- Evaluate the functional properties of food molecules based on chemical properties
- Recognize and evaluate the key chemical features of food systems
- Evaluate browning, enzymatic, and chemical reactions that affect foods
- Compare and contrast oxidative reactions in food systems
- Effectively communicate laboratory results in a written format
- Effectively summarize and demonstrate comprehension of food chemistry knowledge in a written format

Evaluation method:
- Written laboratory reports (9 reports, 75 pts each) = 675 pts.
- Written laboratory notebook = 75 pts.
- Pop quizzes (5 quizzes, 10 pts each) = 50 pts.
- Food chemistry topic paper = 200 pts.

Total = 1000 pts.

Grading system:
A = 896-1000 pts.
B = 796-895 pts.
C = 696-795 pts.
D = 600-695 pts.
F = <600 pts.
Laboratory Policies: Students are expected to be on time and attend all laboratory exercises. Anticipated and emergency absences should be notified to the instructor as early as possible. Students are also expected to be familiar with the topic to be covered and to participate in class discussion. Make-up quizzes and exams will only be allowed under extenuating circumstances.

Notebook and Quizzes:
You will keep a formal lab notebook for this lab. Your TA will provide details on its upkeep throughout the semester. Five pop quizzes will be randomly given at the beginning of the period to test the student’s understanding of the lab procedure to be performed that day.

Format of Lab Reports:
Experiments will be conducted in groups; however, lab reports should be prepared and will be graded individually.

1. Title page (5%): please include the name of the course, the number and title of the experiment, name of the person submitting the report, name of lab partners, and date on which the report is due.

2. Introduction (10%): state the theory behind the experiment and the chemical principles involved in one paragraph. Cite appropriate references.

3. Objectives (10%): state the purpose of the experiment.

4. Experimental procedure (15%): describe the materials used and the experimental procedure in your own words. Please be brief (two paragraphs maximum) and do not copy the procedures from the lab handout.

5. Results (20%): tabulate the data collected and your observations from the experiment. Tables should include a title and numbers should be accompanied by appropriate units. Graphs should also have a title and be clearly labeled on the axes (one page maximum).

6. Discussion and Conclusion (30%): A formal discussion of results by comparing with current scientific literature. Practical data implications and/or theoretical explanations of results are expected. Include answers to relevant or required questions in paragraph format in your lab report. Finally, summarize your findings in the conclusion section (this must be one full page). This section will be especially graded not only for content, but also for your technical writing skills. This section should especially highlight effective writing skills taught in this course.

7. References (10%): cite all the references used (3 minimum). Select appropriate books, research articles, or reviews. Dot com references are not acceptable. References should be listed and numbered in the order in which they are cited in the text. Give complete information, using the last name and initials of the author. References should be cited in the text by an italic number in parentheses, for example, (1). References should be given using the following style:

For journals:

For books:

Lab reports will have a maximum of 5 pages (single space, 12 pt, Times New Roman font), including the title page and appropriate references. Labs are due one week after completion of the exercise. Hand-written pages will not be accepted. Late reports will be penalized 20% per day.
Lab Safety and General Procedures:
General laboratory safety will be covered prior to the first laboratory exercise.

Tentative Laboratories (see course website for more details):
1. Water activity: principles, measurement, control, and effects.
2. Carbohydrates: polysaccharides and sugars.
4. Proteins: applications and fractionation methods.
5. Lipids: physical properties and oxidation reactions.
7. Food flavor.
8. Phytochemical compounds in foods.

Food Chemistry Topic Paper
You will be assigned a food chemistry “topic paper” that will be due prior to the 9th lab exercise. The topic for this individual assignment will be provided to you after the first week of classes and the first draft will be due prior to the 5th lab exercise. The paper should be a minimum of 4 pages and a maximum of 6 pages (1” margins, 12-pt Times New Roman font). You will be provided specific, written instructions for the completion of this writing assignment and relevant examples will be provided to you as a guide. You will be graded on content, writing style, and applicability to the food industry.

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

Academic Integrity Statements

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

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

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

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: Kate Carte Engel, Dept. of History  
 Walter Buenger, Head, Dept. of History  
 Pam Matthews, Associate Dean, College of Liberal Arts  
DATE: February 29, 2008  
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 367

We recommend that HIST 367, Colonization of North America, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 65%
2. Course content appropriate to the major
3. Total number of words: 3000-4000
4. Instructor to student ratio for one section: 1:25

The instructor provides comments on students' rough drafts (2) and then conducts a writing laboratory to discuss how to revise drafts into polished papers. The instructor conducts four writing workshops that cover the writing process.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HIST 367, Colonization of North America

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

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

Signature: ____________________________ 2/4/08
(Course Instructor / Coordinator)

Received: ____________________________ 2/4/08
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ________________________ 2/4/08

Department Head: ____________________ 2/4/08
Colonization of North America

One hundred sixty-eight years passed between the founding of Jamestown, Virginia, and the first shot of the American Revolution. During this rich and exciting period of history, three different peoples—Europeans, Africans, and Native Americans—each complex in its own right, came together to create many new “American” societies. From New England to the Lower South, Philadelphia to the Mississippi Valley, colonists, natives, and slaves found different solutions to life’s challenges: supplying their daily needs, organizing governments, dealing with each other, and communicating with God.

This course will introduce that past, the foundation of the world in which we live today. The best way to learn about lives from history is to read the documents people left behind. This semester we will therefore spend much of our time discussing primary sources—the record historians use to reconstruct the past. In addition, we will also investigate the varying ways historians interpret those sources, through the reading of influential historical essays. Taken together, these sources offer students the chance to investigate both history and historical method.

W-COURSE

This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class workshops devoted exclusively to the difficult process of crafting successful papers, and one-on-one meetings during office hours—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

READINGS

There are five required texts for this course. All are available in the university book store.

- Fischer & Hinderaker, *Colonial American History*
- Demos, *Unredeemed Captive*
- Rowlandson, *The Sovereignty and Goodness of God*
- Lepore, *New York Burning*
- Calloway, *With the Scratch of a Pen*

COURSE REQUIREMENTS
**Discussions – leading and participating (20%)**: During the first week of the semester students will divide into 12 groups of four or five students. Each group will lead discussion during the semester, usually on Thursday. Your discussion grade will also include your overall class participation during discussion, and your attendance.

**Two Five-Page Papers (40%)**: There are four questions, related to the readings, included on the syllabus—two at week five and two at week ten. Each student will complete one of the first two choices and one of the second two—both essays to be five pages in length. First drafts of these papers are due at the start of class on the date listed, and will be turned in electronically to “turnitin.com” and in-class in hard copy form. This is discussed in greater detail below.

When writing the five-page papers, students may use course materials only: lectures, primary sources from the reader, and other books assigned for the course. All quotations and information must be cited. Outside research may only be included with prior approval of the professor. Internet research (including wikipedia) is not permitted.

**Revising Papers**: Students will be asked to revise their first drafts based on the instructor's comments. Revised papers must be turned in within two weeks of the date they were handed back by the professor. The revised paper must incorporate substantive changes to such matters as structure, argument, and clarity of writing.

**Unannounced Reading Quizzes**: There will be 10 short, unannounced reading quizzes during the semester. They will be averaged, and each student may drop one score.

**Take-Home Final Exam (25%)**: A take-home final exam, similar to the papers written during the semester, will be due during exam week.

**Grading Summary**

20% Discussion  
40% (20% each) two five-page papers  
15% Unannounced reading quizzes  
25% Take-Home Final Exam—a five-page paper

**TURNITIN.COM**

As your professor in this course, I chose to use Turnitin.com, an Internet-based service, which serves as a tool to help detect plagiarism. Plagiarism is one of the worst academic sins, because it destroys the trust among colleagues; and without trust research cannot be safely communicated, and consequently there would be no advancement of science. Therefore, it is my hope that you all agree that we all are going to benefit from the use of this service.

Turnitin.com reduces plagiarism by comparing course papers to on-line resources and against turnitin.com's database which includes books, journals, and paper-selling services. For more information on this service please visit: [http://itsinfo.tamu.edu/turnitin/](http://itsinfo.tamu.edu/turnitin/).

All information subject to change by in-class announcement.
To use Turnitin, go to [http://www.turnitin.com](http://www.turnitin.com) and follow the instructions about creating a user profile and submitting your work. To protect your intellectual property rights no one will have access to your work except your professor.

Class ID: 2075913
Password: colonies

**REACHING ME**

My office hours are Tuesday and Thursday, 10:00 – 11:00, and by appointment. My office is 303-A in the Glasscock (History) Building. Email is the most efficient way to reach me (kcengel@tamu.edu). My office number is 845-7672. If you need to let me know something (such as a class you’re going to miss), please email me (in advance of the absence) so that I have it in writing.

**ATTENDANCE**

Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by one full grade. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**ADA**

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

**PLAGIARISM**

Academic Integrity: *"An Aggie does not lie, cheat, or steal, or tolerate those who do."* You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**WRITING WORKSHOPS**

Four writing workshops are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.

All information subject to change by in-class announcement.
Writing Workshop I: Pre-Writing

How does one begin? In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important but often neglected strategy and skill), and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting statements.

Writing Workshop II: Drafting

Now that you have your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers – especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. We will also discuss appropriate citation formats for historical papers.

Writing Workshop III: Revision

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible paper.

Writing Workshop IV: Final Exam

This workshop provides students one last opportunity before the take-home exam to discuss issues that have developed over the semester.

All information subject to change by in-class announcement.
Course Schedule

January 15: Introduction
January 17: Writing Workshop I: Pre-Writing (see end of syllabus)
   Reading: F & H - Chapter 1

January 22: Lecture: Cultures Connect and Collide
January 24: Demos, Unredeemed Captive, 1-119 – Discussion leaders: Group 1

January 29: Lecture: Spanish Accents
January 31: Demos, Unredeemed Captive, 120-252 – Discussion leaders: Group 2

February 5: Lecture: Atlantic Contexts
February 7: Writing Workshop II: Drafting

February 12: Lecture: Southern Climes
February 14: F & H, Chapter 4 – Discussion leaders: Group 3
   - February 14 – Essay # 1: In a five-page essay, explain how Native American and European cultures shaped “moments of contact” in early North America.
   OR
   - Compare and contrast early settlement in the Chesapeake and the Caribbean.

February 19: Lecture: Projects Religious
February 21: Writing Workshop III: Revision

February 26: Lecture: The Motley Middle
February 28: F & H, Chapter 5 – Discussion leaders: Group 4

March 4: Lecture: Witches and Wenches
March 6: Rowlandson, Sovereignty and Goodness of God, 1-112 – Discussion leaders: Groups 5&6

Spring Break

March 18: Lecture: The Empire Strikes Back
March 20: Lepore, New York Burning, 1-92 – Discussion leaders: Group 6

March 25: Lecture: Slavery
March 27: Lepore, New York Burning, 93-232 – Discussion leaders: Group 7
   - March 27 – Short Essay #2: In a five-page essay, explain the role the religion played in the lives of New England’s women.
   OR
   - How did slaves influence the institution of slavery?

All information subject to change by in-class announcement.
April 1: Reading: F & H, Chapter 6 – Discussion leaders: Group 8
April 3: Reading Day
April 8: Lecture: Eighteenth-century Society
April 10: F & H, Chapter 7 – Discussion leaders – Group 9

April 15: Backcountry Woes
  Reading: F & H, Chapter 8
April 17: Writing Workshop IV: Final Exam
  Topic for take-home final exam distributed

April 22: Calloway, A Scratch of the Pen, 1-91 – Discussion leaders: Group 10
April 24: Calloway, A Scratch of the Pen, 92-171

Take-Home Final Exam due at the beginning of the university-scheduled final exam period.

All information subject to change by in-class announcement.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Carol Bunch Davis, Dept of General Academics, TAMU Galveston
    Joseph Szucs, Head, General Academics, TAMU Galveston
    Donna Lang, AOC Dean, TAMU Galveston

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: MAST 425

We recommend that MAST 425, Thesis and Technical Writing, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Students participate in both individual conferences with the instructor as well as peer review sessions. Students develop rough drafts for all written assignments in the course and receive instructor feedback on each draft. Writing instruction is provided through reading, discussion, and in-class workshops on both critical reading and writing.
UNIVERSITY WRITING CENTER

TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

    MAST 435 - Professional and Technical Writing

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

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

Signature:  
(Course Instructor / Coordinator)  
9/17/07  
(Date)

Received:  
(W Course Coordinator, University Writing Center)  
9/25/07  
(Date)

Approvals:
College Dean:  
9-24-07  
(Date)

Department Head:  
9/21/07  
(Date)
Course Overview, Goals and Objectives

The goal of the research writing course in Maritime Studies is to help students attain the rhetorical techniques effective writers need to produce professional expository prose and helps students apply these strategies to challenging writing tasks, particularly as these involve intertextual argumentation and analysis.

The five principal course objectives 1) to develop a sound writing process which includes prewriting, drafting and revision 2) to apply critical reasoning skills within the conventions of academic discourse 3) to cultivate strong academic reading skills 4) to conduct intertextual arguments and analysis and 5) to produce more extended forms of academic writing. In order to meet these objectives, you will engage in a series of individual writing assignments, collaborative projects and group conferences as well as individual conferences with the instructor.

The course focuses on strengthening your ability to critique and interpret information from a variety of sources and to employ that information to advance your own argumentative positions. The assignments in the course encourage you to develop sophisticated reading and analytical abilities and to engage issues and ideas drawn from both the assigned readings and the readings you will select on your own. You are expected to produce writing that displays closely reasoned argument and/or analysis that employs organizational structures appropriate to complex discourse and that makes use of effectively selected and accurately documented outside sources. In addition, your writing should show maturity in terms of diction and syntactic fluency. At the conclusion of the course, you should be able to evaluate, analyze and engage in writing with research pertinent to the field, as well as develop a 10-to-15 page senior thesis proposal document.


Course Requirements & Grading:

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Proposal</td>
<td>30%</td>
</tr>
<tr>
<td>Article Abstracts (three total)</td>
<td>15%</td>
</tr>
<tr>
<td>Review Essays (three total)</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>Rough Drafts/Rough Plan</td>
<td>10%</td>
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<tr>
<td>Oral Report</td>
<td>10%</td>
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<tr>
<td>Engaged participation</td>
<td>10%</td>
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The Research Proposal

An academic research proposal is the first step in producing a thesis or major project. Its intent is to convince an academic committee or a supervisor that your topic and approach are sound, so that you gain approval to continue with the actual research. In addition to indicating your plan of action, an academic proposal should show your theoretical positioning and your relationship to past work in the field. The proposal should contain these elements: 1) Rationale for the selected topic that explains why it is important or useful within the concerns of the discipline or course. The most important
aspect of the rationale is the development of a specific focus of your work, the research question which provides the reader with the specific topic you will study and the argument you will make about that topic. 2) A review of existing published work—or the literature that relates to the topic. The review should explain the relationship between your work and existing scholarship and also make a case for how your proposed research will explore new territory within the field. 3) An outline of your intended approach to the topic and your methodology—or the tools you will use to interpret and explain your findings.

These key elements will comprise your proposal which will be a 10-to-15 page document developed from a topic of your choosing and through an engaged writing process that requires prewriting, drafting and revision of the text before a final document is produced at the semester’s end. Students will be required to select a research topic that has nautical, seafaring, oceanic, or maritime themes within a liberal arts field such as Philosophy, Literature, Art, Anthropology, Public Policy, History, Museums, or Journalism. You will begin drafting this document early on in the semester through a series of in-class writing workshops and you will also utilize individual and peer review conferences to facilitate your revision process. The writing workshops as well as the article abstract and review essay assignments are essential to the successful completion of the course.

**Review Essays**

The three review essays will play an important role in the development of the proposal. These shorter documents will be 2-to-5 pages in length. In them you will evaluate, analyze, and respond to the research of scholars within the field. While they will likely focus on a topic of interest to you, the texts you choose to review may also serve as part of the literature review included in your proposal. Consequently, the review assignments serve two purposes. First, they help sharpen your critical reading and writing skills by asking you to summarize and engage with the work of other writers and scholars in writing. Second, the essays that you choose to review can help you to better evaluate the literature that you will need to include, or perhaps exclude, from the literature review portion of your research proposal. In effect, they will serve as the critical framework for shaping your proposal document.

The library holds many journals in Maritime Studies including *Journal of Archaeological Science, International Journal of Nautical Archaeology, Shipwreck Anthropology, Oceanic Linguistics, Maritime Life & Traditions, Sea History, International Journal of Nautical Archaeology and Underwater Exploration and Current Anthropology* among other titles that you may choose in order to write your review essays. We will have an in-class research orientation early in the semester to become familiar with these and other journals in addition to learning how to access the journals using online resources available through our library.

**Article Abstracts**

Another important element of completing the research proposal will be developing abstracts, or a statement summarizing the important points of essays that you read. During the semester, you will write three abstracts of three different articles taken from introductory Maritime Studies texts that will be provided in class. The articles will be drawn from three different fields within Maritime Studies, one in anthropology, one in nautical archaeology, and one in another related field. Each abstract will be no more than
250 words and should provide the reader with an outline of the argument made in the essay and highlight its most important points. Because the writing the abstract requires you to develop crystallize the author's argument, it is ultimately an effective tool in writing both the review essays and completing the research proposal since these documents ask you to build your own arguments around the author's arguments.

**Annotated Bibliography**

As you read and evaluate essays throughout the semester, these texts will become part of the annotated bibliography you will develop and turn in near the end of the course. The texts that you read for your article abstracts and your review essays should be included in the annotated bibliography. This document summarizes and evaluates the sources you read and explains their relationship to your research proposal. In other words, your 2-to-5 sentence summary and evaluation of the source should indicate whether or not it will be useful in developing the rationale/research question, the review or the outline for your research proposal.

**Oral Report**

Your report will be based upon the drafts of the research question, rationale, literature review, and the outline of methods that will be included in the final draft document. You may use Power Point or any other media you would like to make the presentation to the class. The presentation will be no more than 15 minutes and should emphasize the research question and its rationale, as well as, make a case for what the potential impact of the proposed question could be for the discipline. All students will participate in a written peer review of other students' presentation and provide suggestions and questions to each class member.

**Engaged Participation**

Finally, engaged participation means the extent to which you contribute to collaborative work, conferences, discussions, and the writing workshops employed in the course. You will be expected to participate in all course assignments and workshops.

**Evaluation**

Final drafts of review essays and the final draft of the research proposal will be assessed against an evaluation rubric (see following pages) that outlines criteria in six areas: 1) cogency, or the analytical insight or argumentative force of the writing 2) addressing the issue, or the extent to which the paper explores the issues set forth in the assignment prompt 3) support, or the extent to which the paper's assertions are supported with examples and evidence appropriate to the audience 4) style, or the effectiveness of the paper's sentence structure, fluency and its tone in terms of its purpose and intended audience 5) control, or the organizational quality of the paper both in terms of its overall structure and its individual paragraphs and 6) grammar and mechanics which refers to the quality of the paper at the surface level including grammar, spelling, punctuation and format.

**Classroom Policies**

1) **Don't miss classes or conferences and keep up with reading and assignments.** You are responsible for your own attendance and for the consequences of any absences. More than three absences from the class will result in a final grade reduction. Unless, you have an excused absence and have paperwork you need to give to me (i.e. a doctor's note), you do not need to discuss the nature or cause of your absence with me. Conferences are central to the workshop format of the class and we will spend nearly half
of the class in conferences. Be aware that they are not optional and both your work and your grade will suffer as a consequence of missing them. **Individual conferences will be held in my office in CLB 106. Group conferences will be held in our classroom.**

2) **Submit your work on time.** Late rough drafts or final drafts will be penalized 1/3 grade (i.e. B to B-). Also be aware that work that has been generated without a conference **will not be accepted.** In other words, if you fail to turn in a rough draft, do not schedule a conference, and attempt to turn in a final draft, your paper will be returned to you. I allow one late paper for each student at the student’s discretion (see following pages). Please do not ask for an extension on a paper once you have exhausted this option.

3) **Statement on Academic Integrity**

The University takes a very strict view on matters of academic integrity, especially in cases of plagiarism and illegitimate assistance. “**An Aggie does not lie, cheat, or steal or tolerate those who do.**” For more information regarding academic integrity please visit the Honor Council Rules and Procedures on the web [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**Plagiarism**, as defined in the Honor Council Rules, is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

**Examples:**
- Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).
- Failing to credit sources used in a work product in an attempt to pass off the work as one’s own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless such assistance is explicitly prohibited by the instructor. If such services are used by the student, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or an answer to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.
- Failing to cite the World Wide Web, databases, and other electronic resources if they are utilized in any way as resource material in an academic exercise.
- Other similar acts.

Please see Academic Integrity Sanctions on the Honor Council Rules and Procedures website for the penalties for violations.

We will use [www.turnitin.com](http://www.turnitin.com) to identify papers that have been plagiarized.

**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 Director of Counseling for further advising.

**STATEMENT ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topic</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Writing Process (Prewriting, Drafting and Revision) Research Orientation &amp; Relating Your Personal Ideas to a Research Question or Problem</td>
<td>Handout first abstract article</td>
</tr>
<tr>
<td></td>
<td>Research Orientation &amp; Relating Your Personal Ideas to a Research Question or Problem Handout first abstract article</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Writing Workshop on Summarizing and Paraphrasing Rough Draft of Abstract #1 due and individual conferences over suggestions for revision</td>
<td>Lester, Ch. 4-5</td>
</tr>
<tr>
<td>3</td>
<td>Generating Topic Ideas and Focusing the Subject Final draft of Abstract #1 due Handout second abstract article</td>
<td>Lester, Ch. 6-7</td>
</tr>
<tr>
<td>4</td>
<td>Evaluating Sources, Taking Notes and Avoiding Plagiarism Writing Workshop on Paragraph Development Handout third abstract article Abstract #2 due</td>
<td>Lester, Ch. 8-9</td>
</tr>
<tr>
<td>5</td>
<td>Developing and Drafting the Rationale for the Proposal Writing Workshop on Rationale Abstract #3 due</td>
<td>Lester, Ch. 10-11</td>
</tr>
<tr>
<td>6</td>
<td>Academic Style Writing Workshop on Evaluating Arguments Rough draft of Review Essay #1 due</td>
<td>Lester, Ch. 12</td>
</tr>
<tr>
<td>7</td>
<td>Rough Draft of Proposal Rationale due and</td>
<td>Lester, Ch. 13</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Peer Review Conferences over Suggestions for Revision</td>
<td>Final Draft Review Essay #1 due Writing Workshop on Unity, Coherence and Transitions</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Rough Draft of Literature Review for Proposal due and Peer Review Conferences over Suggestions for Revision</td>
<td>Review Essay #2 due Writing Workshop on Developing a Rough Plan for the Presentation</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Review Essay #3 due</td>
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<tr>
<td>WEEK 12</td>
<td>Rough Plan for Oral Presentation due Annotated Bibliography due</td>
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<tr>
<td>WEEK 13</td>
<td></td>
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<tr>
<td>WEEK 14</td>
<td></td>
<td>Oral Presentations on Proposal Topics</td>
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<tr>
<td>WEEK 15</td>
<td>Rough Draft of Outline for Proposal due and Peer Review Conferences over revision suggestions</td>
<td></td>
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<tr>
<td>WEEK 16</td>
<td>Final Draft of Proposal due no later than 2:00 pm</td>
<td></td>
</tr>
</tbody>
</table>
## EVALUATION RUBRIC

### MAST 425

**Assignment #:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Maximum Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This essay has a clear idea or purpose; the introduction indicates the topic and direction of the essay; body paragraphs support the thesis. The organizational quality of the paper in terms of its overall structure and individual paragraphs</td>
<td>10</td>
<td>___</td>
</tr>
<tr>
<td><strong>Cogency:</strong></td>
<td></td>
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</tr>
<tr>
<td>Ideas flow in a logical, clear manner; transitions are effective; conclusion relates to introduction/fulfills the reader's expectations. The insight and vitality of the concepts underlying the paper's argument</td>
<td>10</td>
<td>___</td>
</tr>
<tr>
<td><strong>Support:</strong></td>
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<tr>
<td>The subject is explored in depth; specific facts and details add vitality to the essay; all information is necessary. The extent to which the paper’s assertions are supported with examples, evidence, or reasoning appropriate for the audience. The paper utilizes the sources required in the assignment prompt.</td>
<td>10</td>
<td>___</td>
</tr>
<tr>
<td><strong>Style:</strong></td>
<td></td>
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<tr>
<td>The writer's manner is suited</td>
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</tbody>
</table>
to the audience and purpose; words are precise, writing is strong and clear, sentences are constructed to enhance focus and add vitality to the essay.

The effectiveness of the paper's sentence structure, word choice, fluency, and tone in terms of its purpose and intended audience.

10

**Addressing the issue:** The extent to which the paper explores the issue(s) set forth in the assignment and addresses all aspects of the writing task.

10

**Grammar & Mechanics:** Sentences are properly constructed, punctuation is correct, subject/verb and pronouns agree; the writer has proofread for spelling and typographical errors.

10

OVERALL SCORE

60

**SUGGESTIONS FOR REVISION/FUTURE WRITING ASSIGNMENTS**
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Jack Smith, Dept. of Marine Transportation, TAMU Galveston
    William McMullen, Head, Dept. of Marine Transportation, TAMU Galveston
    Donna Lang, AOC Dean, TAMU Galveston

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: NAUT 301

We recommend that NAUT 301, Seamanship II, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:30

Students receive peer and instructor feedback on their paper outlines and their research paper presentations. In addition, students will peer review papers in class through discussion or through a team exercise. Writing instruction is provided through lecture, models, and in-class practice.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   NAUT 301 SEAMANSHIP II

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

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

Signature: ___________________________ 2-15-08
(Course Instructor / Coordinator) (Date)

Received: ___________________________ 2/27/08
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: ___________________________ 2-15-08

(Department Head: ___________________________ 2-15-08

(RECEIVED FEB 15 2008)
Syllabus NAUT 301 Seamanship II  Spring 2008

Instructor:  Capt. Jack H. Smith

Office:  108D MART
Phone:  409-740-4766
Office Hours:  By Appointment

Lecture:  Tue – Thur  0900-0950, MERC 151
Lab:  Wed  1300 - 1600, MERC 242
Texts
Masters Handbook of Ship's Business
Shiphandling for the Mariner
Knight's Modern Seamanship
Modern Ships
Merchant Marine Officer’s Handbook
Murphy Books # 1 & # 3
Watchstanding Guide for the Merchant Officer

Course Description:  Mechanical appliances aboard ship, accident prevention, vessel sanitation, marine inspection laws and regulations, search and rescue procedures, communications, ships’s business, International Conventions,

Writing Objective:  Communication skills in the Maritime Industry are of extreme importance. As such, the student must master language and writing skills. This course is intended to improve the students writing skills within the Marine Transportation major and for future work in the maritime industry.

Prerequisites:  NAUT 203 or concurrent enrollment

Grading:  3 exams .........................................................30%
Homework and Magazine synopsis.................10%
Short Reports .......................................................30%
Casualty Report Term Paper .................... 20 %
Final.............................................................10%
100%

Failure to turn in reports  will result in failure of this course. Each exam will cover all of the material covered in class since the last exam. The Final Exam will cover all the material for the semester including a short written paper. Students must make an overall average of 70% and turn in all of their reports to receive credit for this course.

Attendance and participation is mandatory. This is to comply with STCW standards. You cannot learn if you are not in class. You must see me to arrange for any University excused absence when you first return to class. Failure to attend class or to make up class will result in failure of this course.

60 of 186 C
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 12</td>
<td>U.S. Laws, International Codes &amp; Conventions, STCW, ISM</td>
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<tr>
<td>LAB</td>
<td>Shipping Articles, Crew Lists, Customs, Team Critique, Job Hazard Analysis</td>
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<tr>
<td>Feb 14</td>
<td>Sanitation, Garbage, Refrigeration, Dry Stores</td>
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<tr>
<td>Feb 19</td>
<td>Discussion on filling out Ship’s Log Books Properly. Models provided</td>
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<tr>
<td>LAB</td>
<td>Test # 1 (Oct 10)</td>
<td></td>
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<tr>
<td>Feb 21</td>
<td>Practical Exercise filling out the various logbooks required on board ship. Models provided</td>
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<tr>
<td>LAB</td>
<td>Assign Casualty Reports Term Paper</td>
<td></td>
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<tr>
<td>Feb 26</td>
<td>Propulsion &amp; Steering Gear</td>
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<tr>
<td>Feb 28</td>
<td>Propulsion &amp; Steering Gear</td>
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<tr>
<td>Mar 6</td>
<td>Maritime Security</td>
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<td>Mar 8</td>
<td>Watch Standing at Sea</td>
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<tr>
<td></td>
<td>Watch Standing in Port</td>
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<tr>
<td>Mar 12/16</td>
<td>Spring Break</td>
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<tr>
<td>Mar 20</td>
<td>Drydock/Repairs, Video- Shipyards</td>
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<tr>
<td>LAB</td>
<td>First Draft of Casualty Report Term Paper Due Peer Review and Critique</td>
<td></td>
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<tr>
<td>Mar 22</td>
<td>Ship Structure</td>
<td></td>
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<tr>
<td>Mar 27</td>
<td>Ship Structure</td>
<td></td>
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<tr>
<td>LAB</td>
<td>TC III, Test 2 (Mar 28)</td>
<td></td>
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<tr>
<td>Mar 29</td>
<td>Ship Maintenance – Surface Preparation</td>
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<tr>
<td>Apr 3</td>
<td>Ship Maintenance – Paint Technology, Application</td>
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<tr>
<td>LAB</td>
<td>Second Draft of Casualty Report Term Paper Due Team Critique</td>
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<td></td>
<td>Homework Assignment:</td>
<td></td>
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<tr>
<td></td>
<td>Using ISM Standards</td>
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<tr>
<td></td>
<td>MHSB Chap 7, 10 &amp; 11</td>
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<td></td>
<td>HO</td>
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<tr>
<td></td>
<td>MHSB Chap 8</td>
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<td>WG 59-72</td>
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<td></td>
<td>Homework Assignment:</td>
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<tr>
<td></td>
<td>First Draft of Casualty Report Term Paper Outline</td>
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<td></td>
<td>MHSB Chap 3, A Chap 9</td>
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<td></td>
<td>Homework Assignment:</td>
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<td></td>
<td>Second Draft of Casualty Report Term Paper Outline</td>
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<td></td>
<td>KMS Chap 4, A Chap 9</td>
<td></td>
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<td></td>
<td>Homework Assignment:</td>
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<td></td>
<td>Finish First Draft of Casualty Report Term Paper</td>
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<tr>
<td></td>
<td>M Chap. 1, WG Chapter 1 &amp; 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M Chap I, WG p138-147</td>
<td></td>
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<tr>
<td></td>
<td>Homework Assignment:</td>
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<tr>
<td></td>
<td>Develop Maintenance Plan for Small Area On TC III Using ISM Standards</td>
<td></td>
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<tr>
<td></td>
<td>KMS Chapter 3</td>
<td></td>
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<tr>
<td></td>
<td>Homework Assignment Second Draft of Casualty Report Term Paper</td>
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<tr>
<td></td>
<td>KMS Chapter 3, HO</td>
<td></td>
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<tr>
<td></td>
<td>A Chap 15</td>
<td></td>
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<tr>
<td></td>
<td>Homework Assignment:</td>
<td></td>
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<tr>
<td></td>
<td>Critique Magazine Article</td>
<td></td>
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<tr>
<td></td>
<td>A Chap 7</td>
<td></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 anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409)740-4587.

Academic Integrity Statements

AGGIE HONOR CODE

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

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

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

Pledge (recommended)

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student.

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

Recommended Statements

Statement on Absences

Information concerning absences are contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Statement on the Family Educational Rights and Privacy Act (FERPA)

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

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Nancy Turner, Dept. of Nutrition and Food Science
     Jimmy Keeton, Head, Dept. of Nutrition and Food Science
     Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: February 29, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: NUTR 481

We recommend that NUTR 481, Seminar, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 2500+
4. Instructor to student ratio for one section: 1:12

Formative feedback will be provided through comments on student drafts and through conferences with professor.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

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

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

Signature:  
(Course Instructor / Coordinator)  
(Date)

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

Approvals:
College Dean:  
(Date)

Department Head:  
(Date)
NUTR 481 – Section 504
Thursday 11:10 – 12:20
400 Kleberg Center

Instructor: Nancy D. Turner, Ph.D.
Associate Professor, and Chair, Intercollegiate Faculty of Nutrition

Office: 212 C Kleberg Center

Office Phone: 847-8714

E-mail: n-turner@tamu.edu

Office Hours: Wednesday 4:00 – 5:00 and by appointment

Prerequisite: Senior classification in Nutritional Sciences

Course description: Review and critique of current research literature in the nutritional sciences. Culminates in oral presentations, a research paper and critical discussions.

Text: No required text. Resources and journal articles will be provided in class.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student presentation</td>
<td>25</td>
</tr>
<tr>
<td>Abstract</td>
<td>15</td>
</tr>
<tr>
<td>Final paper</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Final grade: Based on following scale:

A  90 – 100
B  80 – 89
C  70 – 79
D  60 – 69
F  < 60

Class policies: No late assignments will be accepted

Cell phones: Cell phones and beepers must be turned off or to vibrate. If it is an emergency and you must take a call, please leave the classroom.

Attendance: Attendance is mandatory. University rules apply governing what constitutes an excused absence. The following link lists what Texas A&M considers excusable absences: http://student-rules.tamu.edu/rule7.htm. Absences caused by illness or injury will need to be accompanied by a physicians note. Please be aware that the validity of notes will be confirmed through the physician’s office. Each un-excused absence will result in 2 points being subtracted from your final grade.
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.

Academic Integrity: As stated in Texas A&M's Student Rules:

Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.

Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.

Student Rule 20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

Student Rule 20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

To ensure your understanding of academic integrity, plagiarism, and the importance of citation, you are required to complete two online tutorials through the TAMU Libraries webpage for this course. To complete each tutorial and its accompanying proficiencies:

✓ Go to TAMU Libraries http://library.tamu.edu/portal/site/Library.
✓ Pull down the menu at Research Support and go to Tutorials.
✓ Go to My Portal Login. You must login to be able to email me the results of the proficiencies. Once you have logged in, click on Take a Tutorial.
✓ Complete the Citing Resources and the Academic Integrity (Students) tutorial (under heading of Plagiarism, Academic Integrity). Once you have read and studied the information, complete the proficiencies for each tutorial and email me your results by the specified date (see class schedule for due dates). To email me the results of the proficiencies:
   o Once you submit your answers and receive your score, return to My Portal.
   o Under My Tutorials click on View and Email Quiz Results and send to n-turner@tamu.edu.
✓ Failure to complete these tutorials (with a passing grade) and send the results of the proficiencies to me will result in a deduction of 3 points from your final grade.

Plagiarism on any assignment will not be tolerated, and it will be recommended that you receive an “F” in this course if evidence of plagiarism is found.

Cheating: Aggies do not lie, cheat, or steal, nor do they tolerate those who do

Americans with Disabilities Act (ADA) Policy Statement: 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.
NUTR 481 – Tentative Class Schedule

1/18 Introduction

1/25 How to Search Literature Databases

2/1 How to Evaluate a Research Publication

Homework: read articles provided in class for discussion next week
Distribute and discuss examples of written assignments for class.

2/8 Class discussion of research articles using criteria for critical evaluation
Online Student Resources on Academic Integrity and Plagiarism proficiency results (Parts 1 and 2) due by 8:00 a.m.
Identify aspects of papers that contribute to their written quality.

2/15 Example seminar presentation & How to Prepare & Deliver a Presentation; Using the Smart Board for presentations
Online Citation Tutorial proficiency results due by 8:00 a.m.
Discussion of questions concerning style for written assignments.

2/22 Student seminars

3/1 Student seminars (paper draft due)

3/8 Student seminars

3/15 Spring break

3/22 Student seminars

3/29 Student seminars

4/5 Student seminars (final paper due)

4/12 Student seminars

4/19 Student seminars (abstract due)

4/26 Course evaluations and graduating class exit survey
ATTENDANCE

- Students are expected to attend each class session and to be in class on time.
  - 2 points will be deducted for each class missed.
  - The Texas A&M policy on excused absences will be followed. See Texas A&M webpage at http://student-rules.tamu.edu/ under Part I: Academic Rules for a list of University excused absences.
  - You may only attend the section of seminar that you are registered in.
  - If an absence cannot be avoided, please notify me prior to class.

PARTICIPATION

- Discussion questions: Once student presentations begin, students will receive the abstracts for each presentation the week prior to the class when a presentation will be given. Students are expected to read the abstract prior to class and ask appropriate questions after the respective seminar.
  - Questions should be thoughtful. Simply asking a question does not fulfill your participation requirement.
  - Students must ask a thoughtful question to at least 5 speakers. For each number below 5, 2 points will be subtracted from the final score.

WRITING ASSIGNMENTS (75 Points)

Select a nutrition-related topic of interest and come up with a thesis or question to answer. The papers do not necessarily have to agree with each other. The topic selected should be focused enough to allow you the opportunity to develop a good conclusion.

- Do NOT select something as broad as diet and breast cancer.

- A reasonably focused topic would be dietary phytoestrogens and estrogen-receptor positive breast cancer.

Good writing skills are necessary for the accurate dissemination of any kind of information. Therefore, points will be deducted for spelling, punctuation, and grammar errors on all writing assignments. All documents should be double-spaced, with 1-inch margins and be in a 12-point font.

The assignments described are all designed to help you develop the final paper. Therefore, you will receive feedback on each of them that should be used in preparing the next document.

Plagiarism is unacceptable and will result in a zero on the assignment.
PAPER DRAFT

The draft version of your paper gives us a chance to provide you with feedback on the document prior to submitting the final version. **The draft is due the 7th week of class.**

- The paper text should be **10 pages** long (double-spaced, 1 inch margins, 12 point font).
- You need to use at least **10 references that are original research articles** to support your hypothesis/thesis. You are allowed to use review articles, but the majority of your paper must be supported by information from the original research articles.
- Your paper should be written like a mini-review article. Include data in tables and figures to support your statements. **Do not simply copy and paste these from the references you are using – you need to create your own using only relevant information from the papers.**
- **The paper must show critical thinking. This becomes evident because you will:**
  - Critique the studies and the information contained in them. This is especially important in areas where conclusions derived by the various papers are not consistent and this is due to a study not being performed well or having limitations.
  - You will have synthesized your own conclusion based on the information discussed in the references you use as opposed to simply presenting an idea discussed in another course or a pre-existing belief you held prior to reading the papers. (The conclusion cannot be simply that more research must be performed to derive a conclusion.)

FINAL PAPER (60 Points)

The final version of your paper must be submitted electronically **by the 12th week of class.**

- Content and presentation of the information will be worth 55 points.
- Grammar and style will be worth 5 points.

ABSTRACT (15 Points)

The abstract should provide a concise overview of the paper and presentation. **The abstract must be submitted electronically by the 14th week of class.**

- Should be written as a single paragraph containing between 300 and 400 words.
PRESENTATION (25 Points)

» The presentation should be an overview of the topic selected for your paper.

» Do not simply go through each of the papers used for your paper. To provide an overview you must be very selective in the information presented. The presentation needs to contain:

  o Introduction
  o Body of the talk including figures/tables
  o Conclusion

» Practicing for your presentation is required. You can sign-up for practice times in Kleberg 218. Practice times are limited to 15 minutes. **Students are responsible for locking the computer room and the main door to the practice room when you leave.**

» The presentation is required to be **15 minutes** in length. A +/- 2 minute window is allowed before point deductions occur.

» Grading of the presentation component is shown on the evaluation sheet.
**Seminar Evaluation Form**

1. **Knowledge of topic and evidence of research for presentation**
   
2. **Organization of presentation**
   
3. **Personal confidence, voice, eye contact and absence of distracting mannerisms.**
   
4. **Use of visuals to support presentation and quality of visuals.**
   
5. **Awareness of time and length of seminar (15 ± 2 minutes).**
   
6. **Scientific merit of information presented.**
   
7. **Response to questions**
   
**Total**

---

**Strengths of presentation:**

**Items to modify if you were to do it again:**
## CLASSROOM INVOLVEMENT EVALUATION CONTINUUM

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>A consistent leader in the discussion/learning of the class. Is always prepared. Has read the assigned material for the class meeting and contributes to the understanding of the text and/or the analysis of the case or problem under consideration. Listens holistically and responds meaningfully to the comments of other students. An initiator of activity in the class. Reasonably frequent participator in class. Responds to other students as well as instructor. Occasionally takes the lead in introducing a new relevant subject. Volunteers illustrations from his or her own experience or knowledge about the subjects under discussion. Occasional contributions to the class. Occasional responses to the remarks of other students. Rarely initiates a discussion. Answers questions from the instructor. Seldom, if ever, takes part in class activities.</td>
</tr>
<tr>
<td>Inferior</td>
<td>Takes no part in classroom discussion or activities.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Jennifer Irish, Dept. of Ocean Engineering
    Billy Edge, Dept. of Ocean Engineering
    Jun Zhang, Head, Dept. of Ocean Engineering
    Jo Howze, AOC Dean, Dwight Look College of Engineering

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: OCEN 410

We recommend that OCEN 410, Ocean Engineering Laboratory, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:15

The first assignment is reviewed but not graded. Students receive feedback on the second assignment. The instructor provides annotated comments on all other graded assignments. The instructor will lecture after he/she grades assignments to discuss strengths and weaknesses. Peer review will take place during the final group project.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

OCEN 410 - OCEAN ENGINEERING LABORATORY

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

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

Signature: [Signature] 11/7/07
(Course Instructor/Coordinator)

Received: [Signature] 2/13/08
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: [Signature] 2/13/08

Department Head: [Signature] 2/13/08
OCEN 410-501/502 Ocean Engineering Laboratory

Course Description:
Fundamental techniques and instrumentation for field and laboratory measurements pertaining to ocean engineering (i.e., temperature, depth, force, currents, wave height, sound velocity, etc.) experiment planning; data analysis and data presentation; written reports describing planning, analysis and results of experiments. OCEN 410 is a W course.

Prerequisites: OCEN 300 400, & 402

Meeting Time and Place: Tuesdays OR Thursdays, 2:20 – 5:10 pm in CE 219

Instructor:
Jennifer Irish, Assistant Professor
Coastal and Ocean Engineering Division
Zachry Department of Civil Engineering
801A CE/TTI
Tel: 979-845-4586; Fax: 979-862-8162
Email: jirish@civil.tamu.edu
Office Hours: Tuesdays & Thursdays, 11 am – 12:30 pm or by appointment

Course website:
http://ccprof.civil.tamu.edu/jirish/ocen410
(Password for protected information: surfing)

Course Objectives:
1) Application of basic wave mechanics and principles of ocean engineering to physical model studies
2) Learn fundamentals of laboratory scaling
3) Develop technical report writing skills
4) Understand laboratory measurement systems
5) Learn error analysis
6) Gain exposure to underwater sound equipment used in ocean engineering applications.

Outcomes Addressed:
• Ability to apply knowledge of basic mathematics, science, and engineering
• Ability to design and conduct experiments, as well as to analyze and interpret data
• Ability to formulate and solve civil/ocean engineering problems
• Ability to communicate effectively (verbal & written)

Course Outline (lab order subject to change):
Jan 15 or 17 Introduction
Jan 22 or 24 Dredge Pump Characteristics
Jan 29 or 31 Technical Writing (University Writing Center)
Feb 5/12 or 7/14 Wave Kinematics & Data Analysis
Feb 19 or 21 Wind Waves
Feb 26 or 28 Storm Surges
Mar 4 or 6 TBD
Mar 11 or 13 Spring Break
Mar 18/25 or 20/27 Design Project (Parts 1 & 2)
Apr 1 or 3 Design Project Oral Presentations
Apr 8 or 10 Particle Image Velocimetry (K.-A. Chang)
Apr 15 or 17 Underwater Wave Generation
Apr 22 or 24 Field Survey

Grading:
Lab Assignments 80%
Design Project 19%
Safety Evaluation 1%
*80% of total grade based on demonstrated writing skill

OCEN 410, Spring 2008
Technical References

Writing References

Online Resources from the University Writing Center:
- On abstracts: [http://writingcenter.tamu.edu/content/view/2/76/](http://writingcenter.tamu.edu/content/view/2/76/)
- On memos: [http://writingcenter.tamu.edu/content/view/22/76/](http://writingcenter.tamu.edu/content/view/22/76/)
- On audience: [http://writingcenter.tamu.edu/content/view/117/77/](http://writingcenter.tamu.edu/content/view/117/77/)
- On writing mechanics: [http://writingcenter.tamu.edu/content/view/101/78/](http://writingcenter.tamu.edu/content/view/101/78/)
- On comma usage: [http://writingcenter.tamu.edu/content/view/463/78/](http://writingcenter.tamu.edu/content/view/463/78/)

Laboratory Safety
Laboratory safety guidelines must be strictly followed. Students must read and verify receipt of laboratory safety guidelines prior to using any laboratory facilities. A safety quiz will be administered at the beginning of the second lesson. Each violation of a safety guideline will result in a 5% penalty on the associated assignment.

Class Participation
Class attendance is required. Failure to attend a lab session will result in an automatic zero on the associated assignment. Should you have a valid official university excuse with documentation, see Dr. Irish to arrange a makeup project.

Assignments
There will be eight assignments to be completed on an individual basis and one design project to be completed in groups. Selected at random, five individual assignments will be fully graded while the remaining three will be graded on level of completion. The design projects will be fully graded.

All assignments are due at the beginning of class on the due date. Late assignments received within 24 hours of the due date will receive a 25% grade reduction. No assignments will be accepted beyond 24 hours of the due date. It is your responsibility to personally ensure Dr. Irish receives any report not turned in during class. Should you have a valid official university excuse with documentation, see Dr. Irish to make arrangements for late submission without penalty.

Design Project
The Design Project is a multi-day group laboratory project with group oral presentation preparation. Each group will consist of four students, and each group member will be responsible for presenting a specific pre-selected portion of the project.

Regrading
A request for regrading an assignment must be made *within one week* after the assignment is returned.
ADA

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

Academic Integrity Statement and Plagiarism

"An Aggie does not lie, cheat, or steal or tolerate those who do." Students are expected to understand and abide by
the Aggie Honor Code presented on the web at: http://www.tamu.edu/aggiehonor. No form of scholastic
misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple
submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be
handled in accordance with the Aggie Honor System Process described on the web site.

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

Cheating on homework, exams, and projects will not be tolerated. Cheating will be reported and handled in
accordance with the Aggie Honor System Process. If an examination is closed book; “looking at another student’s
examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic
devices)” during these examinations is a violation of Texas A&M Aggie Honor Code, Cheating, unless specifically
allowed in advance by the instructor.

Unless specifically allowed in advance by the instructor, all homework assignments, exams, and course projects in
this class are expected to be completed based on individual effort. Copying the work of others, including
homework, is a violation of Texas A&M Aggie Honor Code, Cheating.
A. The standard policy for return of graded work, other than major exams, during class, is by passing them out in a single bundle, for each student to retrieve their own paper. I understand that this assignment return policy makes my grade accessible to other students, information that is protected under the Family Educational Rights and Privacy Act (FERPA) of 1974. I understand that I am not required to accept this policy and can instead personally pick up my papers from the TA, upon presentation of a photo ID, maintaining my privacy. My choice, as selected below, will hold for OCEN 410, Ocean Engineering Laboratory for the entire spring semester of 2008 until revoked in writing.

☐ I grant permission for the professor of this class to return my graded work, other than major exams, during class, by passing it out in a single bundle

☐ I will personally pick-up my papers from the TA upon presentation of a photo ID

I have received and read the course policies.

______________________________  ________________
Signature                        Date

B. Dr. Jennifer Irish requests permission to keep copies of any assignments, quizzes, exams, or other materials submitted as part of OCEN 410, Ocean Engineering Laboratory (Spring 2008), for inclusion in this course’s teaching portfolio.

☐ I grant permission for Dr. Irish to keep copies of my work

☐ I do not grant permission for Dr. Irish to keep copies of my work

______________________________  ________________
Signature                        Date
OCEN 410 (Ocean Engineering Laboratory) Pre-course Questionnaire

Name (print)

1. What is your major?

2. In what semester do you plan to graduate?

3. What are your specific interests in the coastal and ocean engineering field?

4. If you are enrolled in:

   OCEN 410-501 (Tuesdays), do you have a conflict with any course being rescheduled on Thursdays between 2:20 and 5:10 pm? If yes, please specify.

   OCEN 410-502 (Thursdays), do you have a conflict with any course being rescheduled on Tuesdays between 2:20 and 5:10 pm? If yes, please specify.

5. Do you have any experience with field and/or laboratory measurement in coastal/ocean engineering. If yes, please specify.

6. Have you taken OCEN 300 (Ocean Engineering Wave Mechanics)?

   a. If you answered “No” above, have you taken any wave mechanics course? Please specify.

7. Have you taken OCEN 400 (Basic Coastal Engineering)?

   a. If you answered “No” above, have you taken any courses related to coastal engineering? Please specify.

8. Have you taken OCEN 402 (Principles of Naval Architecture)?

   a. If you answered “No” above, have you taken any courses related to naval architecture? Please specify.
I have received, read, and understood both the *Academic Integrity and Plagiarism Statement and Plagiarism* section of the OCEN 410 Ocean Engineering Laboratory Spring 2008 course syllabus and the Texas A&M University Libraries *Student Resources on Academic Integrity and Plagiarism* document. In signing below, I agree to abide by the academic integrity and plagiarism policies set by Dr. Irish and Texas A&M University.

________________________________________________________________________

Name (print)

________________________________________________________________________

Signature

________________________________________________________________________

Date
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Gary Varner, Dept. of Philosophy
    Daniel Conway, Head, Dept. of Philosophy
    Pam Matthews, Associate Dean, College of Liberal Arts
DATE: February 29, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 381

We recommend that PHIL 381, Ethical Theory, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:20

The instructor will provide feedback in the form of written comments, and students then meet with the instructor to discuss how best to revise their papers.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

PHIL 381 - ETHICAL THEORY

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

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

Signature: ____________________________ 11/16/07 (Date)

Course Instructor / Coordinator

Received: ____________________________ 11/26/07 (Date)

(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ____________________________ 11/26/07 (Date)

Department Head: ____________________________ 11/26/07 (Date)

RECEIVED
DEC 6 2007
Instructor: Gary Varner  
Office: 309D Bolton  
Phone: 845-8499  
Email: g-varner@philosophy.tamu.edu  
Web page: http://philosophy.tamu.edu/~gary/

General course description: This is a writing-intensive course for Philosophy majors only. Throughout, we will emphasize how the writing styles of the authors we study differ, and how philosophical authors, in particular, structure their writings around the various “moves” involved in stating the commitments of a theory and one’s reasons for endorsing it, stating objections that have been or could be raised against one’s theory, and replying to said objections. Content-wise, the course will feature a survey of utilitarianism, rights theory, virtue theory, and Kantian ethics, organized around careful readings of three systematic treatments of ethical theory: Mill’s Utilitarianism, Kant’s Groundwork of the Metaphysics of Morals, and Hare’s Moral Thinking: Its Levels, Method, and Point. We will also read one article each on moral rights and the role of virtue in moral thinking.

Course objectives: In general terms, I want students to get three things out of this class.

1. An appreciation of what is involved in articulating and defending a complete theory of ethics (EEO [Exemplary Educational Objective] #4).
2. An understanding of the variety of ethical principles that modern, western philosophers have defended and the ways they have sought to justify the adoption of ethical principles (EEOs ##1&2).
3. An improved ability to articulate and defend your own views in ethics and constructively criticize those of others (EEOs ##3&5).

Prerequisite: Three hours of philosophy other than PHIL 240.

Required texts: We will study the following readings in the order listed.


The course web site is here: http://philosophy.tamu.edu/~gary/PHIL381-2008c/. Access to copyrighted materials there will be restricted to students registered for the course. To access these materials you will need to enter the following ID and password that you’ll be given in class:

ID = __________________  
password = ____________  
_________
Also on the course web site will be lists of questions for students to answer while doing the assigned readings, copies of handouts used in the course, and links to two on-line encyclopedias of philosophy, to various parts of the TAMU Student Rules, etc.

Students are also required to subscribe to and read regularly the electronic mailing list devoted to the course: PHIL381@listserv.tamu.edu. To subscribe, use the appropriate link on the course web site.

**Overview of course requirements:** Letter grades recorded for the course will be based on a weighted average of the following components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Combined average</th>
<th>Letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>10%</td>
<td>=&gt; 90%</td>
<td>A</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>=&gt; 80% &amp; &lt; 90%</td>
<td>B</td>
</tr>
<tr>
<td>Quizzes and outlines</td>
<td>10%</td>
<td>=&gt; 70% &amp; &lt; 80%</td>
<td>C</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
<td>=&gt; 60% &amp; &lt; 70%</td>
<td>D *</td>
</tr>
<tr>
<td>Essay #1 draft</td>
<td>10% *</td>
<td>&lt; 60%</td>
<td>F</td>
</tr>
<tr>
<td>Essay #1 finalized</td>
<td>15% *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay #2 draft</td>
<td>10% *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay #2 finalized</td>
<td>15% *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Because students will receive "W-course" credit for this course, a necessary condition for receiving a passing grade is receiving a passing grade on the written portion of the course requirements.*

**Details on the exams:** These will be entirely multiple choice. Students are responsible for bringing the correct Scantron form (the 8.5x11" grey ones with "Form No. 0-101607-TAMU" inscribed along the left margin) and a #2 pencil to the quizzes and to the final. The final will be comprehensive.

**Details on the essays:** On the dates specified on the tentative schedule of readings and topics on this syllabus, short lists of essay topics will be handed out. Students must write two essays on topics chosen from these lists. They may write on the topics of their choice, but their first essay topic must be chosen from the first list, and their second essay topic must be chosen from one of the subsequent lists (and I may rule out writing on certain topics from these later lists if a student has written on certain topics from the first list). Students are required to turn in drafts of their essay by the dates indicated on the handout. Within a week of handing these in, they will receive detailed written comments on their drafts. Each student will meet with me to discuss those comments before submitting their final versions of their essays. Essays or draft essays received later on the due date will be penalized 5%. Those received the next day will be penalized 10%, with an additional 10% penalty each day thereafter.

**Length and format:** Essays may be a maximum of 5 pages. They must be submitted in hard copy, with double spaced text no smaller than this (12 point) and with margins of at least ¼ an inch.

**Citations:** For every position or claim, argument, or definition that you attribute to an author, cite a specific location in the text where s/he makes that claim or adopts that position. Only cite class notes or lectures if you cannot justify the attribution by referring to the texts. For all citations, use the in-line, parenthetical style as described below.

With the following qualifications, when citing one of the required readings you should simply give the author’s last name and the page number in parentheses, e.g.: ‘Hohfeld defines ‘a privilege’ as
‘the opposite of a duty’ (Hohfeld, p. 358).” When citing Mill’s *Utilitarianism*, give the *chapter and paragraph number separated by a period*, e.g.: “He defines ‘happiness’ as ‘pleasure and the absence of pain’ (Mill §2.2).” When citing Kant, give the page number in the Paton edition if that’s the one you’re using; otherwise give the page number in the Prussian Academy edition (which all scholarly editions of Kant’s works will include, usually in the margins). So if you are using the Paton edition, you would say that “Kant introduces ‘the kingdom of ends’ formulation of the categorical imperative on page 101,” but if you are using any other edition you must cite the Prussian Academy edition page number (which would be p. 434). When citing a class handout, just give the title or file name. When citing your lecture notes, just give the date, e.g. “Varner said that preference utilitarians define happiness in terms of ‘some kind of integrated satisfaction of individuals’ preferences’ (lecture, 9/4/07).”

You are not required to do any additional readings (the object of the essay assignments is to get you to think carefully and critically about the required readings), but if you do draw on any external sources, you should do both of the following. First, provide, at the end of your essay, a full bibliographic entry for the source (including the author’s name, the title, the journal, book or other location in which it was published, the year of publication, and the beginning and ending page numbers). Second, every time your ideas rely on that source, credit the additional reading by giving the author’s last name, the year of publication, and the page number in parentheses, e.g.: “It has been objected that ‘classical utilitarianism fails to take seriously the distinction between persons’ and that evolution would favor a sense of justice over the utilitarian sentiment of benevolence (Rawls 1972, pp. 187 and 503-04).”

**Grading:** Essays will be assigned letter grades with the following assumed percentage values.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>95%</td>
</tr>
<tr>
<td>A-</td>
<td>92.5%</td>
</tr>
<tr>
<td>AB</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5%</td>
</tr>
<tr>
<td>B</td>
<td>85%</td>
</tr>
<tr>
<td>B-</td>
<td>82.5%</td>
</tr>
<tr>
<td>BC</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5%</td>
</tr>
<tr>
<td>C</td>
<td>75%</td>
</tr>
<tr>
<td>C-</td>
<td>72.5%</td>
</tr>
<tr>
<td>CD</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67.5%</td>
</tr>
<tr>
<td>D</td>
<td>65%</td>
</tr>
<tr>
<td>D-</td>
<td>62.5%</td>
</tr>
<tr>
<td>DF</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>varies, 0% to 59%</td>
</tr>
</tbody>
</table>

Here is a general description of what I think about as I assign letter grades to written work:

1. I always assume that an essay is a midrange B (85%) “until proven otherwise.”

2. For an essay to move up from a midrange B, it must be adequate overall and outstanding in one or more respects.
   
   (A) To be “adequate overall” it must do everything the directions asked for, and without making any significant mistakes.

   (B) Different essays are outstanding in different respects. Sometimes an author does a particularly good job explaining the material we have studied, doing so in a succinct, but thorough and precise way. Other times an essay does an outstandingly good job on the critical or evaluative portion of the assignment, for instance by coming up with an original and insightful criticism of an argument we have studied, or by coming up with an original and insightful way of responding to an objection to an argument.

3. For an essay to move down from midrange B, it must either be incomplete or get something wrong.
   
   (A) An essay is incomplete if it fails to do everything the instructions required (either explicitly, as in “describe two of the objections that Mill responds to in chapter two”; or implicitly, as when a student fails to consider an objection to the position he or she is adopting when that objection was discussed extensively in class).
Different essays get things wrong to different degrees. Sometimes an author just doesn't write clearly. For example, "A reductio ad absurdum argument makes a false assumption" is an unclear and imprecise way of expressing the thought that "In a reductio ad absurdum argument, one assumes the denial of what one intends to prove." Other times they say something that is just plain false. For example: "The ontological argument is an example of an a posteriori argument."

4. Sometimes an essay is incomplete in some way or gets something wrong, but it is also outstanding in some way. In such cases a judgment call must be made.

(A) Sometimes, in my judgment, the outstanding aspects of an essay make up for, or more than make up for its inadequacies, and I give the essay a B or even an A.

(B) Sometimes I decide that the inadequacies outweigh the outstanding elements and the essay gets a C.

5. For an essay to warrant a D, it must be substantially wrong in multiple respects, and a D essay is almost never outstanding in any respect.

6. For an essay to warrant an F, it must either be radically incomplete, substantially wrong in a majority of respects, or otherwise give me the impression that the student did not take the assignment seriously.

**Details on the attendance and participation component:** The minimum and maximum grades students receive for attendance and class participation will be limited in the following way:

<table>
<thead>
<tr>
<th>Unexcused absences</th>
<th>Minimum grade</th>
<th>Maximum grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>5 - 6</td>
<td>75%</td>
<td>85%</td>
</tr>
<tr>
<td>7 - 8</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>9 or more</td>
<td>0%</td>
<td>60%</td>
</tr>
</tbody>
</table>

You may receive a grade above the minimum, but not exceeding the maximum, if, in my judgment, the quality of your participation in course discussions is above average or (to achieve the maximum) truly outstanding.

**Details on the quizzes and outlines:** Several times in the course of the semester, I will give short, multiple choice quizzes on the material that we have recently covered or on the assigned reading for the day. These quizzes may or may not be announced in advance. At least two times during the semester you will be required to bring to class an outline of what an author is doing in each paragraph of the assigned reading for the day. These quizzes and outlines will be averaged together to determine this portion of your course grade.

**Other policies:**

**Excused absences and makeups.** Makeups will be allowed only for assignments missed due to excused absences and these will be handled in accordance with part I, section 7 of the TAMU Student Rules. Students are advised to be aware of their responsibility for reporting excused absences pursuant to that section of the rules, which states (in section 7.3) that "Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. 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 if such notification is feasible. 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. This
notification should include an explanation of why notice could not be sent prior to the class."

**Extra credit.** No extra credit assignments will be allowed, but I may, in individual cases, consider factors such as improvement and extenuating circumstances.

**Americans with Disabilities Act (ADA) policy statement.** 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 118 of Cain Hall, on the Internet at [http://studentlife.tamu.edu/ssd/](http://studentlife.tamu.edu/ssd/), or by telephone at 979-845-1637.

**Academic Integrity Statement.** The Aggie Honor Code states that "An Aggie does not lie, cheat, or steal or tolerate those who do." Effective September 1, 2004, Texas A&M University has an Honor Code that defines campus policy on academic misconduct. The Aggie Honor System is charged with the enforcement of this Code. Students are advised to familiarize themselves with definitions of "academic misconduct" and procedures for handling it under Rule #20 of the TAMU Student Rules: [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm). Ignorance of these definitions and procedures does not exclude a student from prosecution under the system.

### TENTATIVE SCHEDULE OF TOPICS AND READINGS

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading: Course syllabus. Focus: Course requirements and policies, and what a course on &quot;ethical theory&quot; is about.</td>
<td>Reading: &quot;The Bloggs Cases&quot; (handout). Focus: Taxonomy of ethical theories, justifying ethical theories, and questions an ethical theory is expected to answer.</td>
</tr>
<tr>
<td>2</td>
<td>Reading: Mill, CH 1 &amp; CH 2 1-10. Focus: Qualitative v. quantitative, and preference v. hedonistic utilitarianism.</td>
<td>CH 2 11-10, cont’d.</td>
</tr>
<tr>
<td>3</td>
<td>Reading: Mill, remainder of CH 2. Focus: Mill’s responses to seven miscellaneous objections.</td>
<td>Remainder of CH 2, cont’d.</td>
</tr>
<tr>
<td>5</td>
<td>Reading: Mill, CH 5. Focus: Rule utilitarianism and Mill’s analysis of rights claims.</td>
<td>An introduction to rights theory: Key questions a rights theorist must answer; individualism v. externalism about rights possession.</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Midterm exam.</strong></td>
<td>Midterm returned &amp; reviewed.</td>
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</tr>
<tr>
<td>10/7 &amp; 9</td>
<td><strong>Drafts of first essays due.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading: Kant, preface and CH 1.</strong></td>
<td>Reading: Kant, preface and CH 1.</td>
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<td></td>
<td><strong>Focus: Kant on the nature of morality, on “transcendental deductions,” and on the “moral worth” of actions.</strong></td>
<td>Focus: Kant’s derivation of the categorical imperative, a preview of how to apply it, and how he would answer the question “Why be moral?”</td>
</tr>
<tr>
<td></td>
<td><strong>Drafts of first essays returned.</strong></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Reading: Kant, remainder of CH 2.</td>
<td>Focus: Applying the categorical imperative, continued.</td>
</tr>
<tr>
<td>10/14 &amp; 16</td>
<td><strong>Focus: Applying the categorical imperative and Kant’s various formulations of it.</strong></td>
<td></td>
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<tr>
<td>10/21 &amp; 23</td>
<td><strong>Focus: Kant’s alternative formulations of the categorical imperative.</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Reading: Hursthouse, “Virtue Theory and Abortion,” pp. 226-38.</td>
<td>Focus: An overview of Hare’s “intuitive” and “critical” levels of moral thinking.</td>
</tr>
<tr>
<td>10/28 &amp; 30</td>
<td><strong>Focus: Illustrating the value of virtue theory using the case of abortion.</strong></td>
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<tr>
<td>Week 11</td>
<td>Reading: Varner, “Hare on prescriptivism” (handout).</td>
<td>Focus: Understanding “prescriptivity.”</td>
</tr>
<tr>
<td>11/4 &amp; 6</td>
<td><strong>Focus: The role of rights and loyalties in “intuitive level” rules.</strong></td>
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<tr>
<td>Week 12</td>
<td><strong>Second list of essay topics handed out.</strong></td>
<td></td>
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<tr>
<td>11/11 &amp; 13</td>
<td>Reading: Hare, CHs 1-3.</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Reading: Hare, CH 10.</td>
<td></td>
</tr>
<tr>
<td>11/18 &amp; 20</td>
<td><strong>Focus: Who “has shoes,” and how can you “stand in someone else’s shoes”?</strong></td>
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<tr>
<td>Week 14</td>
<td>Reading: Hare, CH 11.</td>
<td></td>
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<tr>
<td>11/25 &amp; 27</td>
<td><strong>Focus: Hare’s answer to the question, “Why be Moral?” and his treatment of supererogation.</strong></td>
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<tr>
<td>Week 15</td>
<td><strong>Drafts of second essays due.</strong></td>
<td></td>
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<tr>
<td>12/2 &amp; 4</td>
<td>Reading: The Bloggs cases, revisited. Course evaluations.</td>
<td>No class – reading day before finals.</td>
</tr>
<tr>
<td></td>
<td><strong>Drafts of second essays returned.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final exam: TBD.</strong></td>
<td>Final version of second essay due.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Robert Harmel, Dept. of Political Science
    Patricia Hurley, Head, Dept. of Political Science
    Pam Matthews, Associate Dean, College of Liberal Arts
DATE: February 29, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: POLS 481

We recommend that POLS 481, Senior Research Seminar, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Students are introduced to a specific style manual used by political scientists, and class times are spent on specific requirements of the writing process. The instructor provides formative feedback on at least two writing assignments prior to the final submission of the research paper. Students work toward producing a conference-quality paper.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   POLS 481-W - Senior Research Seminar

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

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

Signature: [Signature]
(Course Instructor / Coordinator) Robert Harmel (Date) 11-16-07

Received: [Signature]
(W Course Coordinator, University Writing Center) Valerie Balester (Date) 1-31-08

Approvals:
College Dean: [Signature] Matthews (Date) 11/26/07
Department Head: [Signature] Patricia A. Hurley (Date) 11/19/07

RECEIVED
DEC 6 2007
POLS 481-W – Senior Research Seminar

Special Topic for this Section: “Cognition and Emotion in International Relations”

Instructor: Dr. Nehemia Geva
Fall 2007 (T R 3:05 – 4:20; 1016 Allen)
[altered slightly for W-proposal in Fall 2007]

Office Hours
Day: T 5:00-6:00 (and by appointment)
2063 ALLN
Phone: 845-1457
e-mail: e339ng@polisci.tamu.edu

Course Description:
The objective of this course is to critically review the literature on how cognitive and emotive principles affect the way the international arena is viewed and how these views contribute to foreign policy choices in international affairs. Hence, students are expected at the end of the course to be able to define, understand, and use concepts and terms associated with cognitive and emotive principles relevant to the study of contemporary international relations.

The class will complement the knowledge accumulated in International Relations courses in the department and college by providing students with extensive knowledge about a particular topic in the literature and allowing them to conduct their own research on this topic. Students will produce an original research paper that can be submitted to a conference or as a writing sample for graduate school applications. This seminar introduces students to a more individualistic level of analysis of IR. It focuses on how leaders and members of the public acquire knowledge about the world, form positions about other nations, and make foreign policy choices. While the main topics to be addressed in this course are in the domains of international conflict and national security, some attention will be allocated to international cooperation and other non-conflict issues.

The course expects students to critically read the bibliography while evaluating not only the substantive arguments, but also the methodological basis of the “evidence.” These expectations will be gauged by four quizzes. Students are expected to formulate an original research question, conduct an empirical investigation, and summarize it in a research paper. In addition, students will present this paper orally to the class. While many of the potential research questions pertinent to this class can be evaluated by the use of experimental methodology, other empirical options are plausible.

Pre-requisites: POLS206, POLS207, POLS209, 12 credits in POLS at or above 300-level, senior political science major or approval of instructor

Recommended additional background for this section: POLS309; at least 3 upper-division international relations courses (300 level or above). If you don't have this background, you are strongly advised to speak with the instructor by the first week of class.

“W” credit: Failure to earn a passing average grade on the writing requirements precludes the assignment of 'W' credit, irrespective of the student's making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive 'W' credit for this course without earning a passing grade on the writing.
Required Reading:

Texts:


Articles/chapters: Additional material (see below) are on electronic reserve.

Course Requirements and Grading:

Students will be evaluated on the basis of the following:

Research paper (60%): - A 20-30 page paper accounts for 60% of the grade for this section. The topic of the research must be approved by the instructor by week #4. In addition, the literature review, model/hypotheses, and results will be the subjects of separate drafts for which feedback will be given prior to submission of the final research paper. The student is expected to submit a draft of the complete paper by week # 9 for additional feedback. Though feedback will be given on all assigned drafts, only the final paper will be graded. Handouts on writing styles will be distributed by meeting # 3.

Class presentation (10%): - A 15-minute PowerPoint presentation of the research project during the last 3 weeks of the course. Instructions for the presentations as well as examples will be provided.

Quizzes (20%): - 4 quizzes will be administered to evaluate students’ reading.

Participation (10%) A subjective assessment of active participation in class discussions.

Points to consider:

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act 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 Room B-118, or call 845-1637.

Copyright Statement: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic
sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty".

**Academic Integrity Statement:** "*An Aggie does not lie, cheat, or steal or tolerate those who do.*" Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) for more information about cheating and about the Aggie Honor Code.
Tentative Schedule and Reading Assignment:

Week #1 (August 28, 30): Introduction and premises


Week #2 (September 4, 6): Methodologies: Focus on the appropriateness of the method to the essence of the substantive question


Week #3 (September 11, No Class Thursday): Ingredients of Knowledge- Schemata, Beliefs, Images, Attitudes and Information Attributes; What do we know about our world and how is it organized?
Vertzberger, Chapters 1, 2, 3.

Schemata:

Images:


Beliefs:
*American Political Science Review* 86:888-904.

**Week #4 (September 18, 20): Cognitive Ingredients (II) - Operational Codes, Cognitive Maps, Analogies**

Vertzberger Chapter 6


**Week #5 (September 25, 27): Processes: Making Sense of World Politics; Perceptions, Problem Representation and Inferences; Effects of previous knowledge on acquisition of new knowledge**


**Week #6 (October 2, 4): Continued**

Vertzberger, Chapters 1, 2.


Week #7 (October 9, 11): Attributions and other forms of reasoning in formation of attitudes


Week #8 (October 16, 18): Emotion, affect and their implication for information processing


Week #9 (October 23, 25): Decision Making: From Knowledge to Action; Foreign Policy Decision Theories – rationality, prospects and bounded rationality


Payne, Bettman and Johnson Chapters 1, 2, 3, 5, 6.


Week #11 (November 6, 8): Role of Organizations and groups in FPDM

Vertzberger, Chapters 4, 5.


Week #12 (November 13, 15): Effects of Context: Culture- Societal Factors

Vertzberger, Chapter 5.


Weeks #13-14: Project presentations and summary

No Class Nov 22 - Thanksgiving
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Georgianne Moore, Dept. of Rangeland Ecology and Management
    William Rogers, Dept. of Rangeland Ecology and Management
    Steven Whisenant, Head, Dept. of Rangeland Ecology and Management
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: February 29, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: RLEM 430

We recommend that RLEM 430, Ecosystem and Science Management, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Students will receive feedback from their peers on 1-2 page response papers before turning in a revised draft to their professors for additional feedback and grading. Students will also write weekly entries in a personal journal, which will be graded at the end of the semester. These writings will form the basis of a 10-page synthesis and review term paper. These papers will be submitted early for instructor feedback, and students will have two opportunities to revise their paper.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

RLEM 430

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

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

Signature: [Signature]
(Course Instructor / Coordinator) [Date: 10-11-2007]

Received: [Signature]
(W Course Coordinator, University Writing Center) [Date: 10-27-07]

Approvals:
College Dean: [Signature] [Date: 10-16-07]
Department Head: [Signature] [Date: 10-17-07]

RECEIVED
OCT 17 2007
BY: 101 of 186 C
Advanced Restoration Ecology: Current Concepts and Emerging Issues
RLEM 430
Room 103A ANIN (Annex)
MWF 1:50 – 2:40 PM

Instructors: Dr. Georgianne W. Moore, Assistant Professor
Dept. Ecosystem Science and Management
325 Animal Industries Building
Phone: 845-3765; gmoore@tamu.edu
http://rangeland.tamu.edu/people/gmoore/

Dr. William E. Rogers, Assistant Professor
Dept. Ecosystem Science and Management
305 Animal Industries Building
Phone: 845-0317; wer@tamu.edu
http://rangeland.tamu.edu/people/wer/

Office Hours:
Dr. Georgianne W. Moore, Assistant Professor
WF 3:00-4:00pm
Dr. William E. Rogers, Assistant Professor
MW 3:00-4:00pm

Prerequisites: 1) RENR 205 and 2) RLEM 320 or RLEM 420; or 3) by instructor approval

Required Reading: Weekly readings from scholarly journals. Available on Web CT.

Course Goal: Ecological Restoration is a relatively new, dynamic discipline that relies heavily on
fundamentals of ecology; therefore, students in natural resources disciplines will practice translating
and communicating key ecological concepts to advanced case studies in Ecological Restoration; such
practice shall enhance these skills for professional applications.

Course Learning Objectives:
1) Relate Restoration Ecology to current management practices and applications
2) Constructively critique the methods, results and interpretation of scientific publications
3) Translate and communicate scientific concepts to applications pertinent to restoration
   practitioners
4) Demonstrate clear, concise writing suitable for a professional audience
5) Extend key concepts to solve novel land management problems
6) Acknowledge novel concepts are often complex and dynamic and that assimilation of new
   information is a part of lifelong learning

Basis for Grading Assignments and Class Participation

Student Evaluations: Percentage
Class Participation 15
1-P Papers 44
Restoration Prospectus 30
Learning Journal 11
TOTAL: 100%

Attendance Policy
Class attendance is required. See University Rule 7 for policy on excused and unexcused absences.
In-class assignments missed as a result of unexcused absences are due the following class period
after you return; however, past-due assignments are not eligible to receive full credit (except in cases of
University excused absences), and will be accepted at the instructors’ discretion. See “Basis for
Grading Assignments” for details.
Class Participation
Active class participation is an integral part of this course and should be viewed as important practice for your professional career. Your class participation grade is derived from active participation in class discussions, meaningful peer review, and satisfactory completion of in-class assignments. Please read and understand the descriptions for how these activities are graded, and feel free to ask an instructor for clarification if you have questions. Instructors reserve the right to add accountability for reading via "reading quizzes", if necessary.

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Codes and Definitions:
1Q - A single question written upon personal reflection of the reading assignments that you wish to address in Tuesday’s whole class discussion. These will be due at beginning of class each Monday (see weekly schedule). These are assigned grades of 0, 1 or 2: 0 for incompletion, 2 for satisfactory completion, or 1 for unsatisfactory completion (either late or indicates reading was not completed). These 1-Q’s are important class components because they fuel initial discussions and provide feedback to instructors and fellow students.

OL - Outlines are the product of small group discussions in class and are to be used as starting points for P# Papers (see below). These will be presented to class by a representative group member. The purpose for Outlines is to use your peers to generate high-level concept ideas for your 1-P Papers. The reason for presenting these out-loud in class is to share your group’s ideas and to provide feedback to instructors.

P# - These one-page papers are due at beginning of class each Friday, weeks 2 – 14, to provide for peer review. Following peer review, you are required to edit your one-page papers and turn revised papers in the next Monday class period. These are assigned grades of 0 to 10. Instructors will periodically assess your edited papers to ensure you are applying feedback towards writing improvement. The papers provide opportunities to practice to improve your writing skills in preparation for writing the Restoration Prospectus.

PR - Peer review skills are critical for professional development because you learn to distinguish good writing, and more importantly, you learn steps to improve your own writing. You are expected to adhere to guidelines for constructive feedback and courtesy.

LJ – Learning Journals are used to organize coursework and to keep record of your progress towards a big-picture understanding of the Ecological Restoration discipline. In tandem, your Learning Journal will also help you and your instructors track progress toward improved writing. Over the early part of your careers, these Learning Journals provide useful tools to reflect upon basic concepts that inform current restoration strategies.

RP – Your Restoration Prospectus will comprehensively apply course topics to a particular restoration case study, chosen by the individual students. A prospectus is a formal written plan for restoration that provides an 'agent' with the necessary information to make an informed decision. Your prospectus will explain a proposed restoration recovery plan for a degraded system. Specific instructions will be provided later in the semester.
### RLEM 430 SCHEDULE – Spring 2008

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Assignments Completed</th>
<th>Assignments Turned In</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon. Jan 14</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Wed. Jan 16</td>
<td>Q, OL</td>
<td>Q</td>
<td>Restoration Ecology: course introduction and overview</td>
<td>Young 2005</td>
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<td></td>
<td>Fri. Jan 18</td>
<td></td>
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<td>Leopold 1949</td>
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<td>Fleming 2004</td>
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<tr>
<td>2</td>
<td>Mon. Jan 21</td>
<td></td>
<td></td>
<td>HOLIDAY, no class</td>
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<tr>
<td></td>
<td>Wed. Jan 23</td>
<td>Q, OL</td>
<td>Q</td>
<td>Applying state-and-transition models and ecosystem thresholds to</td>
<td>Suding 2004</td>
</tr>
<tr>
<td></td>
<td>Fri. Jan 25</td>
<td>P1, LJ</td>
<td>P1-Instructor</td>
<td>contemporary restoration concepts</td>
<td>Mayer 2004</td>
</tr>
<tr>
<td>3</td>
<td>Mon. Jan 28</td>
<td>P1r, Q, OL</td>
<td>Q</td>
<td>Natural disturbances and the implications of repairing damaged</td>
<td>AR Book Chap. 17</td>
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<tr>
<td></td>
<td>Wed. Jan 30</td>
<td></td>
<td></td>
<td>primary processes</td>
<td>Cissel 1999</td>
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<tr>
<td></td>
<td>Fri. Feb  1</td>
<td>P2, PR</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Mon. Feb  4</td>
<td>P2r, Q, OL</td>
<td>Q</td>
<td>Strategies for directing vegetation change by promoting autogenic</td>
<td>Bertness 1994</td>
</tr>
<tr>
<td></td>
<td>Wed. Feb  6</td>
<td></td>
<td></td>
<td>Successional processes</td>
<td>Padilla 2006</td>
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<tr>
<td></td>
<td>Fri. Feb  8</td>
<td>P3, PR</td>
<td>L1</td>
<td>Competition and herbivory: managing trophic interactions to aid</td>
<td>Sanders 2007</td>
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<td></td>
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<td></td>
<td>restoration efforts and provide ecological insights</td>
<td>Meiners 2007</td>
</tr>
<tr>
<td>5</td>
<td>Mon. Feb 11</td>
<td>P3r, Q, OL</td>
<td>P3r, Q</td>
<td>Facilitating positive feedbacks by encouraging symbiotic</td>
<td>Hartnett 2002</td>
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<td></td>
<td>Wed. Feb 13</td>
<td></td>
<td></td>
<td>interactions and trophic cascades</td>
<td>Knight 2005</td>
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<td></td>
<td>Fri. Feb 15</td>
<td>P4, PR</td>
<td></td>
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<td>6</td>
<td>Mon. Feb 18</td>
<td>P4r, Q, OL</td>
<td>P4r, Q</td>
<td>Does increased biodiversity improve primary productivity and</td>
<td>Seabloom 2007</td>
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<td>Fri. Feb 22</td>
<td>P5, PR, LJ</td>
<td></td>
<td></td>
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<td>7</td>
<td>Mon. Feb 25</td>
<td>P5r, Q, OL</td>
<td>P5r, Q</td>
<td>All-week</td>
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<td>Wed. Feb 27</td>
<td></td>
<td></td>
<td>SPRING BREAK, no class</td>
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<td></td>
<td>Fri. Feb 29</td>
<td>P6, PR</td>
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<td>8</td>
<td>Mon. Mar 3</td>
<td>P6r, Q, OL</td>
<td>P6r, Q</td>
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<td>10</td>
<td>Mon. Mar 17</td>
<td>P7r, Q</td>
<td>P7r, Q</td>
<td>Ecological filters, invasion resistance and community assembly</td>
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<td>Wed. Mar 19</td>
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<td>rules in degraded environments</td>
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<td>Fri. Mar 21</td>
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<td>11</td>
<td>Mon. Mar 24</td>
<td>Q, OL</td>
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<tr>
<td></td>
<td>Wed. Mar 26</td>
<td></td>
<td></td>
<td>Recruitment limitation and safe site availability: using island</td>
<td>Donald 2006</td>
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<td>biogeography theory to direct revegetation efforts</td>
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<td>Fri. Mar 28</td>
<td>LJ</td>
<td>Ecol. Integration</td>
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<td>Symposium</td>
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**RLEM 430 SCHEDULE – Spring 2008**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Assignments Completed</th>
<th>Assignments Turned In</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>12</td>
<td>Mon. Mar 31</td>
<td>P8r, 1Q, OL</td>
<td>P8r, 1Q</td>
<td>Genetic diversity, community assembly and the evolution of invasive genotypes</td>
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<td></td>
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<td>P9r, 1Q</td>
<td>Rehabilitating ecosystem function: methods for achieving landscape sustainability and integrity</td>
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<td>Fri. Apr 11</td>
<td>P10, PR</td>
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<td>14</td>
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<td>P10r, 1Q, OL</td>
<td>P10r, 1Q</td>
<td>Contemporary energy policies: are biofuels an economic and ecological restoration win-win solution?</td>
<td>Tilman 2006</td>
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<td>LJ</td>
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<td>Hill 2006</td>
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<td>Fri. Apr 18</td>
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<td>15</td>
<td>Mon. Apr 21</td>
<td>P11r, 1Q, OL</td>
<td>P11r, 1Q</td>
<td>Human dimensions and philosophical perspectives</td>
<td>TBD</td>
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<td></td>
<td>Wed. Apr 23</td>
<td>LJ</td>
<td></td>
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<td>Fri. Apr 25</td>
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<tr>
<td>16</td>
<td>Mon. Apr 28</td>
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<tr>
<td></td>
<td>Tues. Apr 29</td>
<td>Class does not meet</td>
<td></td>
<td>Challenges for the practice of ecological restoration: course synthesis and future direction</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*In case of extenuating circumstances, this syllabus is subject to change; you will be notified promptly if changes are necessary.

**Detailed Weekly Schedule**

**Monday:**
- Bring copy of assigned readings
- Turn in 1Q at beginning of class and revised one-page paper (P#r) from previous week
- Overview and class discussion of assigned readings (go over several 1Q’s together)
- Small group discussion of assigned readings
  - Consider instructor provided talking-points
  - Write Outline (OL) for a one-page paper (P#)
- Present selected group outline to entire class

**Wednesday:**
- Bring copy of assigned readings
- Instructor introduction of new restoration case study (occasional guest speaker)
- Whole class discussion
- Write in Learning Journal

**Friday:**
- Turn in P# at beginning of class for peer review
- Mini-lecture on writing fundamentals
- Critique each other’s paper and provide constructive feedback
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: Fran Gelwick, Dept. of Wildlife and Fisheries Science  
    Delbert Gatlin, Head, Dept. of Wildlife and Fisheries Science  
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences  
DATE: February 29, 2008  
SUBJECT: REPORT ON PROPOSED W COURSE: WFSC 403

We recommend that WFSC 403, Animal Ecology, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 37%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:15

Students receive feedback on their drafts from peers and from the instructor. Similar writing assignments are assigned continuously over the course of the semester, allowing students to incorporate feedback from one assignment into the next assignment. Students are expected to revise their lecture writing assignments prior to including them in their writing portfolios.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   WFSC 403 Animal Ecology

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

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

   Signature: [Signature]
   (Course Instructor / Coordinator)
   Dec 4, 2007
   (Date)

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

   Approvals:
   College Dean: [Signature] 12-4-07
   (Date)
   Department Head: [Signature] 2-20-07
   (Date)
WFSC 403 Animal Ecology
2007
Dr. Fran Gelwick

Course structure is adapted from guidelines by Dr. Richard Paul and Dr. Linda Elder, and based on Critical Thinking Concepts & Principles, Third Edition, © 2006 Foundation for Critical Thinking, WWW.criticalthinking.org

A System of Interconnected Ideas

Animal ecology is a system used by professionals to ask questions, gather data or information, make inferences about the data, trace implications, and transform the way we see and think about this dimension of the world that it represents.

For example, the following are part of a system that defines modern chemistry: matter, physical properties, chemical properties, atoms, molecules, compounds, periodic table, law of conservation of mass, atomic and molecular weights, mass number, atomic number, isotopes, ions, etc... Each idea is explained in terms of other ideas. Together these ideas form an interrelated system. Your task in this course is to master the understanding of this system of ideas and concepts in order to think, write, and act more and more like a professional ecologist.

Orientation

This class may be different from any class you have taken thus far because the emphasis will be on actively developing your thinking skills and your ability to express yourself clearly in writing to communicate your understanding of information, as well as how you create new knowledge.

Everything we do in this class will be designed to help you become better and better at thinking and acting within the field of Animal Ecology. You will therefore not be asked to primarily memorize information by rote, although such information (from this and prior courses) will serve as a valuable resource on which you are expected to draw to achieve the learning objectives of this course.

Rather, you will be required to internalize information by using it actively in every class and in your assignments. Each class day we will attempt to improve your thinking and writing skills. Think of learning about thinking and communicating your thoughts (within the field of Animal Ecology) as you would of learning a sport. For example, to learn to play tennis, you need to first learn the fundamentals at an elementary level then apply those fundamentals during each practice session. The same is true of learning to think better within the field of Animal Ecology. You must be introduced to the fundamentals of sound thinking and then you must regularly practice those fundamentals. Therefore, I will design every class period with the primary purpose of helping you develop your ecological thinking, reasoning and writing skills.

So, you might ask “Why are these skills so important”?

The quality of every decision you make will be directly determined by the quality of your reasoning abilities. In fact the quality of your life in general will be determined by how well you think in general. As an extension to this, you must be able to communicate your thoughts and your reasoning
effectively. In the workplace, this communication often takes place in writing and creation of reports, tables, graphs and figures.

High quality thinking comes with routine practice in internalizing and applying theoretical structures. For you to learn any new concept well, you must

- initially internalize the concept,
- then apply the concept to a problem or issue so that you come to see the value of understanding the concept.
- At the same time, you need to evaluate how well you are internalizing and applying the concepts you are learning.

Thus, self-assessment is an integral part of educated thinking. It would be unintelligible to say of a person that they are thinking in an educated manner, yet cannot evaluate their own thinking. In the same way, it would be unintelligible to say of a student that they are learning a subject well, yet cannot evaluate their own learning.

You will practice assessment of your reading, writing, speaking, and listening skills so that you will leave this class with the content accessible to you in your mind, and you can actually apply and use the content you learn in the “real” world.

The Textbook and Reading Materials

All the content in the textbook and other readings is a product of the thinking of the writer. To learn that content, you must re-construct the thinking of the writer. You should actively “think” the ideas within the reading, forming the connections in your mind that the text itself is making. A close reading of the words of the text provides the means by which you enter into, experience, and learn ecological thinking.

Think about your thinking. Most students, if left to themselves, do not think very effectively as learners. Maybe you too have poor reading and listening habits, or only rarely ask questions (of yourself, other students, or the instructor). Can you explain the thinking you are using while learning? Do not rely on rote memorization and periodic cramming as a way to try to pass this course. Rather, think through the content; that is the key agenda in this course and also will be the business of each class period.

A Typical Class Day

Most students are used to sitting back passively and listening impressionistically to a lecture, taking notes as the spirit moves them. This is usually an ineffective way to internalize class content. This class will give you needed practice in active listening, active reading and writing, and disciplined discussion.

General Format to Expect for a Class Period

1. You will have already prepared for class by doing the assignment that is scheduled for the day.
2. You will have prepared by answering key questions in the assignment.
   a. For lecture-discussion you bring into class two copies (dated and signed by you) of your completed assignment—one is to hand in; the second is for your use in class and to keep
to add notes to your original assignment to keep in your electronic portfolio of work for this class to be periodically graded.
b. For lab you complete an online quiz (BlackBoard Vista e-learning login site for class) that you submit online as preparation for lab class.

3. In Lecture-Discussion Periods (50 min), students will group into pairs or triads.
a. (15-20 min) Taking turns, students quietly read their papers aloud to their group (about 1-2 min/paper).
i. As each student reads their paper, others in the group will write down feedback (formative evaluation) for the author, focusing on one or two intellectual standards of writing and thinking assigned for that day (e.g., content, clarity, relevance, depth, breadth, accuracy, precision, consistency, justifiability, viewpoint, fairness).

ii. After each reading, students in the group will each state their feedback to the author (1 min), who will write notes about it on their own paper (students keep this to add notes to the assignment in their portfolio for further improvement of future writing, for study and reference, and to periodically submit as a writing sample to me for summative evaluation – a grade).

b. (20 min) We will have a general discussion about how to write effectively and how to provide effective feedback, as well as discussion of the ecological topic for study, using engaged lecture or Socratic dialogue.

4. In Laboratory Periods, you will practice building and using computer simulation models to study the structure and ecological dynamics of populations.
a. You will complete your in-class work and turn it in to the TA as an electronic file during the class period.
b. You will use computer software such as spreadsheets and word processors to create text, formulas, tables, figures, and graphs consistent with scientific communication.
c. To demonstrate your understanding of the model and its components, you will answer questions as well as write descriptions and explanations of your results.
d. To demonstrate your understanding of the ecological content involved, you will also gather data and information; make inferences about the data; trace the implications for population dynamics, functioning, and ecosystem properties; and write statements which communicate your understanding of these.

5. (5-10 min) At the end of a lecture-discussion or lab class period you will be reminded to review the class schedule and do the assigned work listed there, which will prepare you for the next class period.
Key Concept of this Course

This course is entirely and exclusively concerned with your own development as a scientific thinker — specifically as an ecologist. Most people never learn to think scientifically. Most peoples' ideas about the ecological world have been uncritically constructed. People unconsciously pick up what those around them think. They unconsciously internalize what is on television or in the movies. They unconsciously absorb ideas from the family in which they were raised. They are the products, through and through, of forces they themselves probably did not consciously choose. Thus, they reflect those forces, but usually without understanding them.

To become a scientific thinker is to reverse that process by learning to practice skills that enable you to begin to take charge of the ideas you have about the ecological world. It is to think consciously, deliberately and skillfully about that world. It is to begin to remake your own mind. It is to take charge (maybe for the first time) of the inner workings of your mind and to understand the "system" in which you think. It is to develop a mind that is analogous to the body of a person that is physically fit. It is like an excellent dancer who is capable of performing any dance which can be choreographed.

Scientific Thinking Seeks to Quantify, Explain and Predict Relationships in Nature

Scientific thinking is based on a belief in the intelligibility of nature, that is, upon the belief that the same cause operating under the same conditions, will result in the same effects at any time. As a result of this belief, scientists pursue the following goals:

1. **They Observe.** (What conditions seem to affect the phenomena we are observing?) In order to determine the causal relations of physical occurrences or phenomena, scientists seek to identify factors that affect what they are studying.

2. **They Design Experiments.** (When we isolate potential causal factors, which ones seem to most directly cause the phenomena, and which do not?) In scientific experiments, the experimenter sets up the experiment so as to maintain control over all likely causal factors being examined. Experimenters then isolate each variable and observe its effect on the phenomena being studied to determine which factors are essential to the causal effect.

3. **They Strive for Exact Measurement.** (What are the precise quantitative relationships between essential factors and their effects?) Scientists seek to determine the exact quantitative relationships between essential factors and resulting effects.

4. **They Seek to Formulate Physical Laws.** (Can we state the precise quantitative relationship in the form of a law?) The quantitative cause-effect relationship, with its limitations clearly specified, is known as a physical law. For example, it is found that for a constant mass of gas, at a constant temperature, the volume is inversely related to the pressure applied to it; in other words, the greater the pressure the less the volume—the greater the volume the less the pressure. This relationship is constant for most gases within a moderate range of pressure. This relationship is known as Boyle's Law. It is a physical law because it defines a cause-effect relationship, but it does not explain the relationship.

5. **They Study Related or Similar Phenomena.** (When we examine many related or similar phenomena, can we make a generalization that covers them all?) A study of many related or
similar phenomena is typically carried out to determine whether a generalization or hypothesis can be formulated that accounts for, or explains, them all.

6. **They Formulate General Hypotheses or Theories.** A theoretical generalization is formulated (if one is found to be plausible). For example, the kinetic theory of gas was formulated to explain what is documented in Boyle’s Law. According to this theory, gases are aggregates of discrete molecules that incessantly fly about and collide with themselves and the wall of the container that holds them. The smaller the space they are forced to occupy, the greater the number of collisions against the surfaces of the space.

7. **They Seek to Test, Modify, and Refine Hypotheses.** If a generalization is formulated, scientists test, modify, and refine it through comprehensive study and experimentation, extending it to all known phenomena to which it may have any relation, restricting its use where necessary, or broadening its use in suggesting and predicting new phenomena.

8. **When Possible, Scientists Seek to Establish General Laws as Well as Comprehensive Physical Theories.** General physical laws and comprehensive physical theories are broadly applicable in predicting and explaining the physical world. The Law of Gravitation, for example, is a general physical law. It states that every portion of matter attracts every other portion with a force directly proportional to the product of the two masses, and inversely proportional to the square of the distance between the two. Darwin’s Theory of Evolution is a comprehensive physical theory. It holds that all species of plants and animals develop from earlier forms by hereditary transmission of slight variations in successive generations and that natural selection determines which forms will survive.

**Self-assessment** is an important component of good thinking. Whenever you are doing a task in or for the class, ask yourself, would a competent independent observer watching closely conclude that you are engaged in “taking charge of your mind, of your ideas about the physical world, or your thinking about that world” or would such a person conclude that you were “merely going through the motions of doing an assignment,” and trying to succeed solely by rote memorization?

**The General Plan for the Course**

This class will focus on your own practice more than on my lecture. Hence, lecture, writing, discussion, and laboratory are closely integrated. This class will emphasize your figuring out things about the physical and biological world by using your own mind, computer exercises, reading what is in the textbook and other materials provided, in order to understand the dynamics of ecological relationships among individual animals, populations, and species, as well as how communities and ecosystems both influence and are influenced by these dynamics.

**Lecture-Discussion:** On a typical lecture-discussion class day you will be in small groups practicing “disciplined scientific” thinking. You will be regularly responsible for providing formative assessment (feedback) on your own and other student’s work using criteria and standards we discuss in class.

As preparation for every class day you will read sections of the textbook, workbook, notes, or other materials provided. You also will have a lecture writing assignment involving “disciplined scientific” thinking directly related to the topics and readings listed in the schedule.

**Lab:** Expect a full period of work, including a pre-class online (BlackBoard Vista) objective quiz that tests your knowledge of the ecological content of the topic for that class as well as the EcoBeaker Workbook Exercise. Make sure to also read the workbook or other assignments before class in order
to take advantage of your in-lab learning opportunities. Doing so will also prepare you for the Discussion-Lecture Exams.

You are required to set up a folder on the T: drive of the WFSC Local Area Network so you can save, print, and turn in your work during each lab period by placing it in your lab portfolio (this is included as part of your overall course portfolio). Students registered for WFSC courses will be given an account number. You should bring an extra electronic data storage medium (e.g., floppy disk, zip disk, flash drive – make sure it will work on the computer you use in the lab) to class in order to backup a copy of your work in lab class and to save into your course portfolio. You are required to use your workbook to take notes and turn it in as part of your graded work for that lab Workbook Exercise. In addition, you will be using the Excel spreadsheet functions to enter data, do analyses, make graphs, tables, etc..., and Word to write your final Summary of Results and Conclusions (including appropriate citations of other literature, your own tables, figures, and graphs) to be turned in as part of your graded Lab Workbook Exercise saved into your course portfolio.

Appropriate use of WFSC Computer Lab: During the class lab period, WFSC lab computers are only for working on your WFSC 403 assignment; NO OTHER COMPUTER PROGRAMS SHOULD BE OPEN!

NOTE: Penalty for inappropriate use of WFSC Computer Lab: If you have other non-403-lab related programs running (e.g., internet browser, email, or another course’s assignment) your TA will give you one reminder to close them. If you do not comply, (or if this happens again during the lab period before you have finished your 403 work), your TA will turn off your computer and you will sit quietly, listen, write notes regarding only the assigned work for the 403 lab, and observe the other students who are working. You will be required to work on and finish that day’s assignment on your own, outside of the class period, without the help of the TA; you must turn that assignment in to the TA within 24h, and points originally earned on that assignment will be down-weighted by 30% (i.e., if you earned 100% of the points, the grade on that assignment will be reduced to 70%.

Assignments turned in on time are important to helping you to do well in both Lab and Lecture. They demonstrate that you are not only reliable, but also you value your time and that of your Instructors. Therefore think ahead and plan to finish such that you can turn in your work on time. A 30% automatic deduction is made for a late assignment (i.e., one turned in using the appropriate media (printed or electronic) after the class section time period in which it was due). Your assignment is NOT LATE if

(1) your absence is officially excused by the University,
(2) you turn in the assignment before the due date, or
(3) you successfully negotiate with either your TA or Professor (appropriate to the assignment) to consider your absence excused and receive a reasonable extension of the due date.

NOTE: Technical difficulty with your own or University computers is NOT an automatic excuse for an otherwise late assignment. Plan to access information as soon as possible after it is made available and let your instructor know early if you have difficulty.

University Writing Center: Each student at Texas A&M University pays for the services of the University Writing Center (http://writingcenter.tamu.edu). Not only does the Center’s web site have many helpful tips and resources for improving your writing, but the consultants at the University Writing Center are well-trained and would be happy to help you improve your writing skills. You may find all the help that you want on the web site, or you may schedule appointments with writing
consultants at the two Center locations: 1) on main campus on the second floor of Evans Library and 2) on the 2nd floor of the West Campus Library. You may schedule appointments using the web site or by telephone (458-1455).

**Illness:** (University Policy) If you are absent because of illness for more than 3 days, you must see a physician and provide your instructor with documentation from that person. If you are absent because of illness for less than 3 days then no such requirement exists.

**Americans with Disabilities Act (ADA):** (University Policy) 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 (or might have) a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637 as soon as possible to give time to process your information.

**Academic Integrity:** Academic Integrity Task Force, 2004 – Read and Follow http://www.tamu.edu/aggiehonor.

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

**Academic Misconduct:** Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty and academic misconduct (http://www.tamu.edu/aggiehonor/). Section 20 declares, "It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty." Further, Section 20 defines a variety of categories of academic misconduct. I strongly encourage you to read the rules and definitions; they are a good resource of critical information (http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html). You are responsible for complying with them; ignorance of these rules is not an acceptable excuse for noncompliance.

**Requirements**

Each student must complete all of the following:

1. One lecture writing assignment prior to each of 24 lecture-discussion days (after the first). Each of these must be computer-generated—so that you can easily make formative assessment notes (using Track Changes or Comments Tools) on your assignment and save it into your course portfolio in BlackBoard Vista class web site. Bring one electronically printed copy of your completed assignment for your use in lecture-discussion class and to make formative notes (based on feedback) about your assignment to keep in your portfolio. If your assignment for the day is not completed and turned in to your class portfolio prior to class, then you are not considered to have prepared to do the “in-class” work of the day and you will find that you do poorly on in-class work. You are responsible for catching yourself up on any in-class work missed or poorly executed as a result of your lack of preparation.

2. One online lab quiz over lab materials prior to each of 13 labs, submitted through the Blackboard Vista link on the class web site. As for lecture, if your pre-lab quiz is not completed and submitted before your lab period, then you are not considered to have prepared to do the “in-class” work of the day and you will find that you do poorly on in-lab work. You are responsible for catching yourself up on any in-class work missed or poorly executed as a result of your lack of preparation.

3. One lab assignment (workbook questions, graphs, tables, results, written Conclusion), completed in lab class and placed in your course lab portfolio.
(4) One oral vocabulary quiz over each of the four content sections corresponding to study materials relevant to each exam. Oral quizzes require you to communicate clearly and appropriately by correctly using the basic vocabulary of ecology.

(5) Objective portions for the three exams and for a final comprehensive exam taken and submitted through the 403 class website link in Blackboard Vista.

(6) Written portions for each of three exams and for a final comprehensive exam, each taken in class.

(7) A written self-evaluation placed in your course portfolio in which you “make the case” that you have earned a particular grade, by using criteria discussed in class, and citing evidence from your work turned in throughout the semester that you accumulate in your course portfolio.

(8) Consistent classroom attendance and active, skilled participation.

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<tr>
<th>Grading</th>
<th>Total Points</th>
<th>%</th>
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<tr>
<td><strong>Discussion-Lecture Points:</strong></td>
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<tr>
<td>Exam 1 @ 50 (40 objective, 10 written) + Exam 2 @ 75 (55 objective, 20 written) + Exam 3 @ 75 (55 objective, 20 written) =</td>
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<td>17%</td>
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<td>Oral Vocabulary Exams 1, 2, 3, 4 @ 10 ea =</td>
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<td>Portfolio of 24 Lecture Writing Assignments, 6 randomly chosen @ 25 ea =</td>
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<td>Self-evaluation (50 draft, 120 revision) =</td>
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</tr>
<tr>
<td><strong>Lab Points:</strong></td>
<td>405</td>
<td>35%</td>
</tr>
<tr>
<td>Workbooks 5 @ 35 (wk1 @ 10 + wk2 @ 10 + Conclusion @ 10) + 3 @ 25 (wk1 @ 15 + Conclusion @ 10) =</td>
<td>225</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes 13 (drop lowest one), 12 @ 15 ea =</td>
<td>180</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>1150</td>
<td>100%</td>
</tr>
</tbody>
</table>

The class will not be graded on a curve. It is theoretically possible for all persons in the class to get an A or an F. You will not be competing against each other and there will be every incentive to help each other improve. No letter grades will be given out before the final grade—unless you make a specific request for a grade check (no more than once during the period for each of four exam sections). You should focus on improving your performance as an ecological scientific thinker, increasing your strengths and diminishing your weaknesses (see Grading Policies and Profiles below), not in looking for a numerical or letter grade.

- Oral and Final Exams, Quizzes: about 35%
- Writing and Assignments in and out of class: about 40%
- Self-evaluation: about 15%
- Active, Skilled Participation: about 10%

Penalty for missed Classes/Assignments: You can accumulate a total of two unexcused absences from class participation (lecture and lab absences are combined for one total) without receiving any formal
penalty for absence (although you will receive 30% deductions for assignments turned in late, and it is clearly in your interest to attend every class and participate actively). After the first two unexcused absences, every additional two unexcused absences results in a one third Final Letter-Grade Penalty (Hence, with four unexcused absences: if your final grade would have been C it would be reduced to C-, if C-, it would be reduced to D+). Attendance is taken by way of in-class responses on assignments and discussions (listed in the Class Schedule).

The final grade is not entirely based on points and, thus, is not mathematically calculated, so the above percentages are approximations to suggest emphasis, not precise figures. In assigning your final grade I will lay all of your work out and match your work as a whole against the criteria passed out to you and discussed in class. You should read and review these criteria many times through-out the semester to ensure that you are clear about what you are striving to achieve.

Written Work Grading Policies
If you are to develop as a thinker, you will need to develop as a writer as well. To develop as a writer, you must impose upon yourself the same standards that good writers impose upon themselves. The key question I will ask myself as I grade your written work is “What specifically does this writing demonstrate about your ability to reason?”

As you write, here are some key points you should keep in mind:

- When you write sentences that can be interpreted in many different ways (and you do not make clear which meaning you intend), you demonstrate that you are writing, and presumably, thinking in a vague way. You should therefore strive to write so that you make clear precisely what you mean. Scientific thinking must be clear and precise.

- When you do not give concrete examples and illustrations to make your point clear, you demonstrate that you do not know how to clarify your thought (or for some reason have chosen to not do so). You should therefore give examples and illustrations whenever clarification of your meaning is needed. Scientific thinking is focused on the real world.

- When you do not make clear—with appropriate transitional words and critical vocabulary—the logical relations among sentences you write, you make evident that you are not thinking through the logic of your communication, and that you do not fully understand the structure of your own reasoning. You should therefore make clear the logical relations between the sentences and paragraphs you write. Scientific thinking is logical.

- When you do not analyze key concepts and demonstrate how to lay bare the logic of them, you make evident that you are weak at conceptual analysis. You should therefore analyze key concepts in your written work whenever it is needed. Scientific thinking is analytic.

- When you do not make clear the question or issue you are dealing with or drift (for no apparent reason) from one issue to another, you reveal that you lack the intellectual discipline and focus to appreciate what each issue you raise requires of you. You demonstrate that you lack a sense of relevance. You should therefore clarify the focus of your question and stick to that question throughout the written piece showing how each point is relevant to that question. Scientific thinking is always focused on scientific questions.

- When you make sweeping judgments about positions you have not sufficiently analyzed empathetically from various reasonable viewpoints, you demonstrate intellectual arrogance. You should therefore show in your writing that you have fully considered all reasonable ways of looking at the issue. Scientific thinking does not jump to conclusions.
The Weighting of Papers in the Portfolio:
The semester is divided into four exam sections. I will place your written assignments and exams in your portfolio. At the end of each exam section, in order to incrementally determine your grade on the written assignments, I will evaluate randomly chosen papers in your portfolio—one each from the first and second exam sections, two each from the third and fourth exam sections—and return them to you with feedback. However, you also should be routinely assessing your own work—as scientific thinking requires—and should become able to recognize the level at which you are performing. Your written self-assessment should reflect this recognition.

Failure to earn a passing average grade on the writing requirements precludes the assignment of 'W' credit, irrespective of the student's making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive 'W' credit for this course without earning a passing grade on the writing component, no matter the total number of points the student has earned for the course as a whole.

Student Grade Profiles
What Each Grade Represents

The Grade of F
(The essence of F-level work is that the student demonstrated a pattern of unscientific thinking and/or failed to do the required work of the course) Here are typical characteristics of the work of a student who receives an F. A close examination reveals:

- The student does not understand the basic nature of ecological thinking, and in any case does not display the ecological thinking skills and abilities which are at the heart of this course.
- The work at the end of the course is vague, imprecise, and unreasoned as it was in the beginning.
- There is little evidence that the student is genuinely engaged in the task of taking charge of their thinking.
- Many assignments appear to have been done pro forma, the student simply going through the motions without really putting any significant effort into thinking their way through them.
- Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, not reasoning carefully from clearly stated premises, or tracing implications and consequences.
- The student’s work does not display discernable scientific reasoning and problem-solving skills.

The Grade of D
(The essence of D-Level work is that it demonstrates only a minimal level of understanding and skill in ecological thinking).

- D work shows only a minimal level of understanding of what ecological thinking is, along with the development of some, but very rudimentary ecological thinking skills or abilities.
- D work at the end of the course, on the whole, shows only occasional ecological thinking skills, but frequent unscientific thinking.
- Most assignments are poorly done.
- There is little evidence that the student is ‘reasoning’ through the assignment in a scientific manner.
• Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it.
• D work rarely shows any effort to take charge of ideas, assumptions, inferences, and intellectual processes.
• In general, D-level thinking lacks discipline, focus, and clarity.
• In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never reasons carefully from clearly stated premises, or recognizes important implications and consequences.
• D-level work does not show good scientific reasoning and problem-solving skills and frequently displays poor reasoning and problem-solving skills.

The Grade of C
(The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths).

• C-level work illustrates some, but inconsistent achievement in grasping what is ecological thinking, along with the development of modest ecological thinking skills or abilities.
• C-level work at the end of the course, it is true, shows some emerging ecological thinking skills, but also pronounced weaknesses as well.
• Though some assignments are reasonably well done, others are poorly done; or at best are mediocre.
• There are more than occasional lapses in reasoning.
• Though ecological thinking terms and distinctions are sometimes used effectively, sometimes they are used quite ineffectively.
• Only on occasion does C-level work display a mind taking charge of its own ideas, assumptions, inferences, and intellectual processes.
• Only occasionally does C-level work display intellectual discipline, focus, and clarity.
• The C-level student only occasionally does the following: analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, reasons carefully from clearly stated premises, or recognizes important implications and consequences.
• Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it.
• On the whole, C-level work shows only modest and inconsistent reasoning and problem-solving skills and sometimes displays weak reasoning and problem-solving skills.

The Grade of B
(The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It nevertheless has some distinctive weaknesses, though no major ones)

• B-level work represents demonstrable achievement in grasping what is ecological thinking, along with the clear demonstration of a range of specific ecological thinking skills or abilities.
• B-level work at the end of the course is on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning.
• On the whole, ecological thinking, terms, and distinctions are used effectively.
• The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
• The student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well as a noticeable sensitivity to important implications and consequences.
• B-level work displays good scientific reasoning and problem-solving skills.

The Grade of A
(The essence of A-level work. Excellence overall, no major weaknesses).
• A-level work demonstrates real achievement in grasping what is ecological thinking, along with the clear development of a range of specific ecological thinking skills or abilities.
• The work at the end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning.
• In A-level work, ecological thinking, terms, and distinctions are used effectively.
• The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
• The student usually analyzes issues clearly and precisely, usually formulates information clearly, usually distinguishes the relevant from the irrelevant, usually recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences.
• A-level work displays excellent reasoning and problem-solving skills.
• The student’s work is consistently at a high level of intellectual excellence.
Student Understandings for WFSC 403 Animal Ecology, Spring 2007

It is important that you clearly understand what is expected of you as a student. Therefore this “student understandings” form is given to you during the orientation to the course. Each item is explained. If you do not understand an item, ask focused and relevant questions that will help you to understand. You should initial each item as it is explained to indicate your understanding.

1. I understand that there are intellectual standards in this course and that I am responsible for monitoring my own learning. __
2. I understand that the class will focus on practice more than on lectures. __
3. I understand that on a typical lecture-discussion class day I will work in a small group and that I will be responsible to take an active part in advancing the assigned work of the group. __
4. I understand that I will be held regularly responsible for assessing my own work using criteria and standards discussed in class. __
5. I understand that if I feel unsure about my “grade”, I may request an assessment from the instructor once in each exam period. __
6. I understand that there are 24 written assignments for lecture and 13 online quizzes for lab, each due as preparation for the class day __
7. I understand that if an assignment is due for a class day and it is not completed, then I have not prepared to do the “in-class” work of the day and will not be admitted to class. I understand that I may enter class once the assignment is completed, but am responsible for catching myself up with any missed activities as a result of not being prepared. __
8. I understand that there are four oral exams that are mastery vocabulary exams, one for each exam period. I understand that all portions must be passed to pass each oral exam. __
9. I understand that for each exam there is an online objective portion and an in-class written portion. __
10. I understand that there is a comprehensive final exam in the course. __
11. I understand that I must do a written self-evaluation, in which I “make a case” for receiving a particular grade using criteria provided in class and citing evidence from my work across the semester. __
12. I understand that the work of the course requires consistent classroom attendance and active participation. __
13. I understand that the class will not be graded on a curve. I understand that it is theoretically possible for each person in the whole class to get an A or an F. __
14. I understand the basis of the final grade as outlined in the syllabus. __
15. I understand that because the final grade is not entirely based on points and is not mathematically calculated, the percentages outlined in the syllabus are approximate weightings to suggest emphasis, not precise figures. In assigning my final grade the professor will lay all of my work out and match my work as a whole (including my self-assessment) against criteria passed out in class and using the weightings. __

Name (Print) __________________________________________________________

Name (Signature) ____________________________________________________
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Richard White, Dept. of Soil and Crop Sciences
    Wayne Smith, Head, Dept. of Soil and Crop Sciences
    Ann Kennimer, AOC Dean, College of Agriculture and Life Sciences

DATE: February 29, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGRO 429

We recommend that AGRO 429, Turfgrass Management Systems, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (50%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:16

The instructor evaluates all draft documents and provides editorial comments as well as an evaluation of grammar, sentence structure, style, format, organization, technical accuracy, and spelling. The students are provided the opportunity to make changes to their assignment based on the evaluation prior to submission of a final document. Students may revise major assignments twice before the final grade is assigned. Students are provided an evaluation of each revision.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   **AGRO 429 Turfgrass Management Systems**

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

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

Signature: [Signature] 1-24-2008
(Course Instructor / Coordinator)

Received: [Signature] 1-31-08
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: [Signature] 28 Jan 2008

Department Head: [Signature] 1-23-08

RECEIVED
JAN 29 2008
BY: 122 of 186 C
INSTRUCTOR: Dr. Richard H. White  
Soil and Crop Sciences 
233C Heep Center 
Office: 845-1550 
Home: 696-3661 Emergencies Only 
rh-white@tamu.edu

COURSE DESCRIPTION: Turf Management Systems is a capstone course that develops critical thinking, analysis, synthesis, and oral and written communication skills. These skills are developed through case studies, application of the scientific method, interaction with peers, written assignments, and discussion.

PREREQUISITES: Students should be in their junior or senior year. AGRO 428 is a prerequisite for AGRO 429.

TEXT: None assigned

LECTURE ROOM ASSIGNMENT: Heep Center Room 224

LAB MEETING ASSIGNMENT: 224 Heep Center, Turfgrass Field Laboratory, & TBA

OFFICE HOURS: I prefer not to establish formal office hours. I do maintain an open door policy for important matters. The best time to meet with me is immediately after class. If this is not convenient, please call or e-mail my office to make an appointment. If you just stop by my office, please understand that I may not be able to meet with you immediately and we may need to reschedule a meeting for another time. If I am not in when you come by, please leave a message in my box with a telephone number where I can reach you and several dates and times when you will be available for a meeting.

GRADING SYSTEM: Grades in this class are based on participation, timeliness of submission of assignments, and thoroughness and quality of completed assignments. Fifty percent of your grade will be based on writing. Grades in this class are not based on exams. No exams will be given. Students will be required to complete up to 8 written assignments during the semester and participate in development of a team project that requires a team oral presentation. A first draft of written assignments must be turned in by the due date. One point will be deducted from
your final average for every day that the assignment is late. First drafts will be edited and returned. Students must then incorporate editorial comments into a final draft. The final draft must be turned in by the due date. One point will be deducted from the student's final average numerical grade for every day that the final draft is late. The final draft will be reviewed for technical merit and thoroughness as well as English and grammar and assigned a grade. All written assignments must be typed. Grades will be given to individual assignments and averaged.

Grading scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**MAKE-UP POLICY:** Completion of assignments and participation in all activities of the class are the responsibility of the student. Participation is necessary for students to achieve the objectives of this course. Therefore, it is the responsibility of the student to present a valid reason, such as a signed medical excuse from a doctor, to be given consideration in the assessment of timeliness of submission of assignments, missed field trips, and other activities associated with this class. Missed field trips can not be made up.

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

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

Students in this class are expected to conduct themselves in a professional and honorable manner as outlined in the Aggie Honor Code.

Aggie Honor Code

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

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

On all course work, assignments, and examinations in this class, 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."

COURSE TOPICS:

Week 1 .................................................. Introduction
...........................................................................................................................................
Graded by
...........................................................................................................................................
Why are you enrolled in AGRO 429?

Week 2 .................................................. The Scientific Method as a Model
...........................................................................................................................................
The Discovery Phase
...........................................................................................................................................
Analysis, Diagnosis, and Solutions
...........................................................................................................................................
Writing Technical Reports: Stating and Supporting Your Case

Week 3 .................................................. Dear John Doe: The Essence Of Writing A Cover Letter
...........................................................................................................................................
A Case of Purity*

Week 4 .................................................. Guidelines for Critical Peer Review
...........................................................................................................................................
Mysterious Patches*

Week 5 .................................................. Review "A Case of Purity"
...........................................................................................................................................
Team Work and Team Assignments
...........................................................................................................................................
In-class Team Discussion,
Presentation & Peer Review
...........................................................................................................................................
Hacked-up Between the Hashes*

Week 6 .................................................. Review "Mysterious Patches"
...........................................................................................................................................
In-class Writing Assignment
...........................................................................................................................................
In-class Peer Review

Week 7 .................................................. Review "Hacked-up Between the Hashes"
...........................................................................................................................................
A Glow On The Horizon*

Week 8 .................................................. Presentations on Team Assignment Progress

Week 9 .................................................. Review "A Glow on the Horizon"
...........................................................................................................................................
In-class Team Discussion,
Presentation & Peer Review
...........................................................................................................................................
Barren Dunes*

Week 10 ............................................... The Right Start
...........................................................................................................................................
Hot Topics

Week 11 ............................................... Review "Barren Dunes"
...........................................................................................................................................
Hot Topics
...........................................................................................................................................
Armed Forces Fields*

Week 12 ............................................... Team Report, Presentation,
Discussion and Peer Review
...........................................................................................................................................
Review "Armed Forces Fields"
...........................................................................................................................................
Team & Self Evaluation
...........................................................................................................................................
Course Evaluation

*Designates a case study. Case studies often change because of opportunities to introduce you to common or unique turfgrass industry problems and issues as well to provide you with the opportunity to interact with turfgrass industry professionals that are willing to provide invaluable insight into your chosen profession.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Karen-Beth Scholthof, Dept. of Plant Pathology and Microbiology
Dennis Gross, Head, Dept. of Plant Pathology and Microbiology
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: February 29, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BESC 314

We recommend that BESC 314, Pathogens, the Environment, and Society, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (100%)
2. Course content appropriate to the major
3. Total number of words (2000-4000+)
4. Instructor to student ratio for one section: 1:18

Students receive written critiques on every piece of writing. In addition, the students formally peer review three of the four formal writing assignments. The purpose of the peer review is to allow the students to read their writing out loud, hear and read the comments from peers who have read the same material, and take responsibility for editing. The first assignments have minimal points and are short pieces with the intent of guiding the students towards improving their analyses and writing skills.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   BESC 314-900: Pathogens, the Environment, and Society

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

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

Signature: [Signature]  
(Course Instructor / Coordinator)  
(Date)

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

Approvals:

College Dean: [Signature]  
(Date)

Department Head: [Signature]  
(Date)

RECEIVED
JAN 7 2008
BY: 
Pathogens, the Environment, and Society - Writing Intensive  
BESC314-900 ** Fall Semester 2007  
Professor Karen-Beth G. Scholthof

BESC314. A survey of the impact of microorganisms on the development of modern culture and society. This course emphasizes the role pathogens have played in the history of mankind and the influence of the changing environment on emerging diseases. Writing-Intensive (3 cr.)

Course Structure
What: Lecture and discussion, with occasional lab demonstrations  
When: Tuesday and Thursday from 9:35 am – 10:50 am  
Where: 224 Peterson Bldg. (2nd floor, undergraduate teaching lab)

Office Hours: Open-door or by appointment  
Office: 117C Peterson Bldg.  
Telephone: 979-845-8265  
E-mail: kbgs@tamu.edu

Attendance and Participation
It is expected that you will attend all lectures and be prepared to participate in class discussions, lab exercises, and peer-analyses of critical writing assignments.

Writing <uwc.tamu.edu> and Library <library.tamu.edu>
The University Writing Center offers online and one-on-one consultation by phone, chat or in person (2nd floor Evans Library). Evans Library has journals, books, study areas, copy machines, laptop computers, and research librarians.

Ethics and Professionalism
It is expected that you will help provide a good environment for learning and be open to diverse ideas that may be presented in class.

Academic Integrity Statement <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. 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.

Plagiarism <www.tamu.edu/aggiehonor>
Plagiarism is defined as theft or inadequate citation of other work, including (but not limited to) primary and secondary literature and internet sources. Plagiarism will result in a grade of ‘zero’ for the assignment AND a deduction of the equivalent amount of points from your grade. For example, a score of minus 10 points (-10) would be the penalty per writing assignment if plagiarism occurs.
Disability Services <disability.tamu.edu>
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 Disability Services Office, Rm. B116 Cain Hall, or call (979) 845-1637.

Student Counseling Services <scs.tamu.edu>
The Student Counseling Service has relocated to Rm. B-103 Cain Hall, just west of the MSC. All counseling services, including crisis intervention, are available. HelpLine is available from 4:00 p.m. until 8:00 a.m. (Monday-Friday) and 24-hours a day on the weekends at 845-2700.

Assignment Deadlines
For each Peer Review, you will bring 3 copies of your writing to class. In addition, the same text will be sent by e-mail to <kbgs@tamu.edu> by 9 am—immediately before the beginning of class. Do NOT send attachments. Paste the text into the body of the message and BESC314 as subject line. "Late" is defined as anytime after the stated deadline. For each Critical Analysis, bring the 3 copies of the previous peer-review, and your revised copy to class. Also send me your final REVISED copy of the analysis by 9 am of deadline date.

Grading
90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; <60% = F

Assignments (100 points)
I. Critical Analyses (Total = 40 points) Typed analyses and scholarly critiques of the readings. Format is simple: Based on your judgment, what was the most important point or idea? Introduce the topic in 2-3 sentences, then critically discuss and defend your point of view. Then complete the assignment with 2-3 sentences of firm conclusions. An insightful, thoughtful, and interesting commentary is expected for each assignment.

II. Peer Review (Total = 5 points) Each student will read their Critical Analysis to a small group (2-3 peers) and listen to their suggestions and comments. The peer-reviewers will write suggestions and notes on the drafts. The critiques are then used to prepare the final Critical Analysis, due the next class meeting.

III. In-Class Writing Assignments (15 points and 20 points = 35 points) A chance to synthesize your ideas in essay format based on your reading. (9:35 to 10:50 am)

IV. Presentation (5 points) You will be assigned a plant or food native to the Americas. From this, you are expected to give a 5 minute oral presentation on the significance of the food, where it was first discovered (center of origin) and interesting “fun facts” associated with the food, its preparation, and/or its uses from past to present.

V. Notebook (Total = 15 points) At the beginning of each class, there will be a writing prompt for a 5-10 minute handwritten commentary in your notebook.
### Pathogens, the Environment, and Society—Fall Semester 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Aug (T)</td>
<td>General Introduction</td>
<td></td>
<td>How many Squares?</td>
<td></td>
</tr>
<tr>
<td>30 Aug</td>
<td>Scientific Method</td>
<td>Barrett/Rare Bird</td>
<td>1st Notebook Day (of 15)</td>
<td></td>
</tr>
<tr>
<td>4 Sept (T)</td>
<td>Scientific Method</td>
<td>Porter/Fig Tree</td>
<td>Assigned Food</td>
<td></td>
</tr>
<tr>
<td>6 Sept</td>
<td>Pathogens 1</td>
<td></td>
<td>Peer Review #1</td>
<td>1</td>
</tr>
<tr>
<td>11 Sept (T)</td>
<td>Pathogens 2</td>
<td></td>
<td>Critical Analysis #1</td>
<td>5</td>
</tr>
<tr>
<td>13 Sept</td>
<td>Disease Triangle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Sept (T)</td>
<td>The Americas</td>
<td></td>
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<tr>
<td>20 Sept</td>
<td>Foods of the Americas and Presentations</td>
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<td>Lab and Presentations</td>
<td>5</td>
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<tr>
<td>25 Sept (T)</td>
<td>In Class Writing</td>
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<td>In-Class Writing #1</td>
<td>15</td>
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<td>27 Sept</td>
<td>European Invasions 1</td>
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<td>2 Oct</td>
<td>European Invasions 2</td>
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<td>4 Oct</td>
<td>The Irish Famine 1</td>
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<td>9 Oct (T)</td>
<td>The Irish Famine 2</td>
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<td>11 Oct</td>
<td>Ship Fever Discussion</td>
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<td>Peer Review #2</td>
<td>2</td>
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<td>16 Oct (T)</td>
<td>Food and Health</td>
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<td>Critical Analysis #2</td>
<td>10</td>
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<td>18 Oct</td>
<td>Food and Health</td>
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<td>Apples Lab</td>
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<td>23 Oct (T)</td>
<td>Food and Disease</td>
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<td>25 Oct</td>
<td>Food and Disease</td>
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<tr>
<td>30 Oct (T)</td>
<td>Goldberger's War Discussion</td>
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<td>In-Class Writing #2</td>
<td>20</td>
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<td>1 Nov</td>
<td>In-Class Writing #2</td>
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<td>6 Nov (T)</td>
<td>Jackalopes! And Other Pathogen Adventures</td>
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<td>8 Nov</td>
<td>Influenza 1</td>
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<td>13 Nov (T)</td>
<td>Influenza 2</td>
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<tr>
<td>15 Nov</td>
<td>Pale Horse, Pale Rider Discussion</td>
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<td>Peer Review #3</td>
<td>2</td>
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<tr>
<td>20 Nov (T)</td>
<td>Tuberculosis 1</td>
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<td>Critical Analysis #3</td>
<td>10</td>
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<tr>
<td>22 Nov</td>
<td>THANKSGIVING</td>
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<td>27 Nov (T)</td>
<td>Tuberculosis 2</td>
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<td>29 Nov</td>
<td>Biowarfare</td>
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<td>4 Dec (T)</td>
<td>Critiques and Wrap-Up</td>
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<td>Critical Analysis #4 Due</td>
<td>15</td>
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**SUMMARY of POSSIBLE POINTS. TOTAL POSSIBLE = 100 points**

- Presentation = 5 points
- Peer Review = 5 points
- Notebook writing = 15 points
- Critical Analysis = 40 points
  - Critical Analysis #1 = 500 words (5 points)
  - Critical Analysis #2 = 500 words (10 points)
  - Critical Analysis #3 = 750 words (10 points)
  - Critical Analysis #4 = 1000 words (15 points)
- In-Class Writing = 35 points (15 + 20 =35)

**Course Grading:**
- >90 = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- <60% = F
REQUIRED READING:

Ship Fever: Short Stories
[Note: We will read Rare Bird and Ship Fever]
Author: Andrea Barrett
Format: Paperback, 256pp
Publisher: Norton, W. W. & Company, Inc.
ISBN: 0393316009
Pub. Date: December 1996
$13.95

The Collected Stories of Katherine Anne Porter
[Note: We will read The Fig Tree and Pale Horse, Pale Rider]
Author: Katherine Anne Porter
Format: Paperback, 495pp
Publisher: Harcourt
ISBN: 0156188767
$16.00

Goldberger's War
Author: Alan Kraut
ISBN: 0809016370
Format: Paperback, 336pp
Publisher: Hill and Wang
Price: $15.00

And, either Preston or Kidder for Critical Writing #4.

The Demon in the Freezer
Author: Richard Preston
ISBN: 0345466632
Format: Mass Market Paperback, 304pp
Pub. Date: August 2003
Publisher: Random House Publishing Group
Price: $7.99

Mountains Beyond Mountains
Author: Tracy Kidder
ISBN: 0812973011
Format: Paperback, 336pp
Publisher: Random House Trade
Price: $14.95
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Leroy Dorsey, Dept. of Communications
    Michael Stephenson, Dept. of Communications
    Richard Street, Head, Dept. of Communications
    Pam Matthews, Associate Dean, College of Liberal Arts

DATE: February 29, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 440

We recommend that COMM 440, Political Communication, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (50%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:25

Written feedback on argument construction, supporting evidence, and clarity and eloquence of style is given on writing assignments. Students discuss the written comments during conferences with the instructor. Methods of writing instruction include lectures by the instructor, class participation in answering questions generated by a student about the day's readings, and projects prepared by student teams that have the responsibility of lecturing and answering questions about their presentation on a political topic. Several days are devoted to instructing students about the art of writing analytical papers, including in-class exercises that the students have to work through that will develop their critical writing skills.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):
   
   COMM 410 Political Communication

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

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

Signature: [Signature]
(Course Instructor/Coordinator) 09/27/07 (Date)

Received: Valerie Balester 9/15/07
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: [Signature] 8/29/07 (Date)

Department Head: [Signature] 8/21/07 (Date)

RECEIVED
SEP 1 2007
BY: [Signature]
COMM 440: Political Communication  
Fall Semester 2006

Professor: Kurt Ritter  
Offices: Bolton Hall, Room 205A, &  
Academic Building, Room 101  
Phone: 845-5518  
E-Mail: kurt-ritter@tamu.edu

Office Hours: Mondays, Wednesdays & Fridays: 9:00 to 10:00AM  
In Bolton Hall Room 205A,  
and by appointment in the Academic Building, Room 101

Class Meetings: MWF, 10:20-11:10AM, Bolton Hall—Room 003

COURSE DESCRIPTION: This course will focus on political campaign rhetoric in the United States with special reference to 2006 Texas gubernatorial elections and 21st century presidential elections (2000, 2004 and 2008). We will study six aspects of political campaign communication: 1) campaign speeches, 2) campaign advertisements 3) televised campaign debates, 4) new communication media—the Internet, campaign web pages, blogs, and so forth, 5) campaign films, and 6) traditional media in campaigns (television, radio, newspapers).

REQUIRED TEXTBOOK AND READINGS:  
Additional readings will be available on Electronic Reserve for COMM 440.

CANDIDATE GROUPS: The members of the class will be divided into groups of approximately 4 or 5 members, with each group responsible for a current political candidate for Governor of Texas, U.S. Senator from Texas, or President of the United States. Assuming that the class has 24 or 25 students, we will have five or six groups. Each student will be a member of the same group for the entire semester. In addition to locating campaign messages and related information on its candidate, each group will also write campaign strategy memoranda, campaign messages, and related material on its candidate. These writing assignments will often be done in class. These will be “low-risk” writing assignments that do not count in the course grade, but they will help people learn class material and improve their writing skills, so these assignments should help people do better on tests and on graded writing assignments.

Because we are in the midst of an “off-year election,” the class will probably want to select candidates such as Texas gubernatorial hopefuls like Chris Bell, Kinky Friedman, Rick Perry, & Carole Keeton Strayhorn, and U.S. Senate candidates Kay Bailey Hutchinson (Republican Party) and Barbara Ann Radnofsky (Democratic Party). Other likely choices are individuals who are possible candidates for President of the United States in the 2008 election. In addition, a group of students may want to select a minor party candidate (the Libertarian Party, the Green Party, etc.) or a candidate for some other office. Of course, for a particular candidate to be selected by a group, at least 4 or 5 members of the class must be willing to be in that candidate’s group.
ASSIGNMENTS: | Percent of Grade: | Date Due: |
---|---|---|
Writing Assignment #1 (Speech Manuscript—1st Draft) | 15% of Course Grade | September 25 |
Writing Assignment #2 (Analysis Paper) | 25% of Course Grade | November 20 |
Writing Assignment #3 (Speech Manuscript—Final Draft) | 20% of Course Grade | December 4 |
Mid-Term Examination | 20% of Course Grade | October 11 |
Final Examination | 20% of Course Grade | December 12 |
TOTAL | 100% | |

**WRITING ASSIGNMENTS:** In order to pass this course, a student must complete all of the graded writing assignments. These assignments should be double-spaced, have 1-inch margins all around, and use 12-font (Times New Roman).

**Writing Assignment #1: Draft of Speech Manuscript:** This will be a manuscript for a speech in the 2006 Texas gubernatorial election or the 2008 presidential election. This manuscript cannot be on a speech the candidate has already presented prior to the due date of this assignment. The manuscript may be for an announcement speech, a “basic” campaign speech, a nomination acceptance speech, a concession speech, an apologia, or a victory speech. The manuscript should include the characteristics of its particular type of campaign speech as reflected in the assigned readings and in class discussions and lectures. The first draft of the paper should be no less than 6 pages and is due in class on September 25 (a Monday). Professor Ritter will grade the speech draft, mark it up, and make suggestions for how to revise the speech manuscript.

**Writing Assignment #2: Analysis Paper:** This paper will analyze a specific kind of campaign messages—specifically, either two or more campaign ads, or one or more campaign debates, or two or more campaign web pages, or one or more campaign films. The paper should describe the message(s), identify the persuasive strategy or strategies being employed in the message(s), and evaluate the quality of the message(s). The paper should cite material from each reading assignment relevant to the type of campaign message being analyzed. Such citations should follow a consistent system of documentation. For examples of citation systems, see the reading assignments. Students who decide to analyze campaign messages from the 2006 election campaigns will need to capture the messages in electronic form (digitally or on videotape). Students who decide to analyze past campaign will find that numerous ads, debates, and films are available from the following sources: The Department of Educational Media Services (4th floor of the Library Annex) and Professor Ritter personal archive of campaign ads and films. Students who decide to analyze past campaign web pages may locate some such messages in on-line archives, such as the campaign web page archives of the Library of Congress. The analysis paper should be 5 pages long. It is due in class on November 20 (a Monday).

**Writing Assignment #3: Final Version of Speech Manuscript:** The final version of the campaign speech manuscript will be an expanded and improved version of the draft manuscript, which was submitted for Writing Assignment #1. The final version of the speech manuscript should be no less than 8 pages. It is due in class on December 4.

**Examinations:** There will be two tests—a mid-term exam on October 11 (a Wednesday), and final exam on December 12 (a Tuesday) at 8AM. The mid-term exam will cover all course ma-
All the questions on these exams will call for answers in the form of short essays.

**Extra Credit:** A student who attends one career workshop presented by the Alumni Advisory Board (AAB) on October 12 (a Thursday) will have 3 points added to her/his score on the mid-term exam. A student who attends two AAB career workshops that day will also have 3 points added to his/her score on the final exam. A schedule of the workshops is included at the end of this syllabus. If a student has a conflict that prevents the student from attending one or two AAB career workshops should discuss her/his conflict with Professor Ritter to determine whether the conflict merits an alternative extra credit opportunity for that student.

**HONORS CONTRACTS:** If you take this course on an honors contract, some of the regular assignments may be replaced with other assignments on your contract. To be eligible to make an honors contract, a student needs to be an “honors candidate.” An honors candidate: 1) has a cumulative GPR of 3.5 or higher at Texas A&M (3.4 if under catalog # 126 or lower), and 2) has completed 9 credits in honors courses at Texas A&M. If you are interested in taking this course under an honors contract, please see Professor Ritter as soon as possible, but certainly during the first week of the semester.

**COURSE SCHEDULE**
(tentative)

**Please Note:** Reading assignments should be completed *prior* to attending class on the day the reading is listed.

Readings listed as “Trent” are from Judith Trent and Robert V. Friedenberg’s textbook, *Political Campaign Communication, 5th* edition.

Readings listed as *electronic reserve* can be accessed on-line via the Evans Library Web Page (go to <http://library.tamu.edu>). Click on “Course Reserves” (left side of the page under “Quick Links”). Then click “Electronic Course Reserves” and follow the prompts. Type COMM 440 in the search engine and click on the “Search” button. Then follow the prompts to the list of electronic reserve items for the course.

**COURSE INTRODUCTION & OVERVIEW:**

M—August 28—
Topics: Course Overview, Stages in Political Campaigns, &
“Candidate Groups”
Reading: Trent, Chapter 1

**UNIT 1: POLITICAL CAMPAIGN SPEECHES**

W—August 30—
Topics: a) Presentation on the assistance available at the University Writing Center (UWC) by Mr. W. Brady Creel, Communications Coordinator for the UWC and doctoral student in the Department of Communication; &

b) Writing & Staging the Announcement Speech (Arnold Schwarzenegger as a Case Study)
F—September 1— Topics: Analyzing Announcement Speeches— The 2006 Texas Gubernatorial Campaign
Reading: "Electronic Reserve"—"Candidate Announcement Addresses"
Group Assignment: Locate and read your candidate’s announcement speech—and bring it to class

M—September 4— Topics: Writing Campaign “Stump” Speeches— Campaign Issues as “Speech Modules”
Reading: Trent, pp. 36-60, 191-217
Group Assignment: Locate and read a version of your candidate’s “basic” speech—and bring it to class

W—September 6— Topic: Guest Lecture on Speechwriting by Professional Speech Writer Hal Gordon. [Mr. Gordon has worked as a speech writer in public affairs (for General Colin Powell, among others) and in the corporate world (the ConocoPhillips and the Shell energy companies, for example), and is currently a free-lance writer. He is so well known among professional speech writers that he has made presentations at the annual Speechwriters Conference sponsored by Lawrence Ragan Communications, Inc., publisher of the Speechwriter’s Newsletter.]
Reading: Before class read one or more of Mr. Gordon’s short essays on his blog on speechwriting <http://blog.ragan.com/speechblog/>. Personally, I recommend “MILITARY INTELLIGENCE” from August 16, 2006, but you should feel free to read whatever entry interests you.
Group Assignment: Based on the various essays by Mr. Gordon that the members of your group read, prepare a set of three questions about speechwriting that the members of your group would like to ask Mr. Gordon.

F—September 8— Topics: Writing Political Jeremiads— Nomination Acceptance Speeches as Jeremiads
Reading: Trent—pp. 48-60 & 229-241
Group Assignment: Locate & read your candidate’s nomination acceptance speech. (If your candidate was not nominated at a convention, locate another speech situation that functioned as an acceptance speech for your candidate.)

Reading: "Electronic Reserve"—“Presidential Nomination Acceptance Addresses Since 1980”
Group Assignment: Outline your candidate’s jeremiad

Reading: Trent—pp. 252-265
Group Assignments: Write a memo to your candidate telling him/her the most damaging charge against her/him, identifying the most effective single apologia strategy for the candidate, and outlining how the candidate should use that strategy.

UNIT 2: CAMPAIGN ADS

F—September 15— Topic: Campaign Advertising Strategies
Reading: Trent, Chapter 10
Group Assignments: Write a memo justifying the best ad strategy for your candidate

M—September 18— Topic: Positive Campaign Ads
Reading: Trent, Chapter 5
Group Assignment: Analyze Positive Ads from Previous Political Campaigns

W—September 20— Topic: Negative Campaign Ads & Response Ads
Reading: *Electronic Reserve*—“Detecting the Effects of Deceptive Presidential Advertisements”
Group Assignment: Analyze Negative Ads and Response Ads from Previous Political Campaigns

F—September 22— Topic: The Gender Factor in Campaign Ads—Attack Ads against and for Men vs. Women Candidates
Reading: Trent, pp. 164-175
*Electronic Reserve*—“Videostyle in the 2004 Presidential Advertising”
Group Assignment: Analyze negative and response ads involving candidates who are women

M—September 25— Topic: Creating Political Ads
Reading: *Electronic Reserve*—“Contrasts in Presidential Campaign Commercials of 2004”
Group Assignment: Write and present a negative ad against your candidate’s opponent or opponents, or write and present an ad responding to a negative ad used against your opponent.

Writing Assignment #1 (Draft of a Speech Manuscript): Due in class on September 25.
UNIT 3: TELEVISION POLITICAL CAMPAIGN DEBATES

W—September 27— Topic: Political Debate Strategies
Reading: Trent, Chapter 8
Group Assignment: Write a strategy memo identifying & justifying the 3 most important debate strategies for your candidate

F—September 29— Topic: Political Perspective on Campaign Debates
Readings: Trent—pp. 60-66, and Electronic Reserve—“The 2004 Presidential Debates”
Group Assignment: Critique a memo written by another group on Wednesday (Sept. 27) both in terms of the probably effectiveness of the strategies they recommend and in terms of the quality of writing.

M—October 2— Topic: Civic Perspective on Campaign Debates
Reading: Electronic Reserve—“Let the People Speak”
Group Assignment: Write a memo identifying what you as citizens want to learn from the gubernatorial debate

W—October 4— Topic: Entertainment Perspective on Campaign Debates
Reading: Electronic Reserve—“The Debating Game”
Group Assignments: Write a memo identifying the key issues that one of the gubernatorial candidates should use in the upcoming debate

F—October 6— Group Assignment: Simulated Gubernatorial Debate with each group having one of its members play the role of one of the candidates or the role of the moderator
[Gubernatorial debate this evening]

M—October 9— Topic: Analysis of Gubernatorial Debate
Reading: Electronic Reserve—“The ‘Look’ and Language of Clash”
Group Assignment: Write a press release that claims your candidate won the debate. (If your candidate was not in the gubernatorial debate, assume the role of a journalist and write a news story on who won.)

W—October 11— Mid-Term Exam

F—October 13— Presentation by members of the Alumni Advisory Board of the Department of Communication: “Life after your Undergraduate Degree—Planning for Graduate School and Careers”
UNIT 4: THE NEW COMMUNICATION MEDIA IN POLITICAL CAMPAIGNS

M—October 16— Topic: The Internet as Interpersonal Communication Resource in Election Campaigns
Reading: Trent—Chapter 9; and Electronic Reserve—“On-Line Interaction and Why Candidates Avoid It”
Group Assignment: To be announced

W—October 18— Topic: How Voters Use of the Internet
Reading: Electronic Reserve—“The Age of Reasons: Motives for Using Internet” [2004 web book-Ch. 10]
Group Assignments: To be announced

F—October 20— Topic: Evaluating Candidate Web Pages
Reading: Electronic Reserve—“The Role of Campaign Web Sites” [2004 web book-Ch. 7]
Group Assignments: To be announced

M—October 23— Topic: On-Line Campaign Ads
Reading: Electronic Reserve—“Political Web Wars” [2004 web book-Ch. 5]
Group Assignment: To be announced

W—October 25— Blogs and Political Campaigns
Reading: Electronic Reserve—“Blogs in Campaign Communication”
Group Assignment: To Be Announced

Reading: Electronic Reserve: “Parody with a Purpose: Online Political Parody in the 2000 Presidential Campaign”
Group Assignments: To be announced

UNIT 5: POLITICAL CAMPAIGN FILMS
(with time-out for “Campaign 2006” victory and concession speeches)

Reading: Electronic Reserve—The Presidential Campaign Film: Introduction

Group Assignment: To Be Announced

W—November 1— Topic: A Classic Campaign Film from the 1980s—Reagan, 1984
Reading: Electronic Reserve—“Spectator Desire and Narrative Closure: The Reagan 18-Minute Political Film”
Group Assignment: To Be Announced
F—November 3—  Topic: A Classic Campaign Film from the 1990s—Clinton, 1992  
Reading: Electronic Reserve—"Hope Springs Eternal"  
Group Assignment: To Be Announced

M—November 6—  Topics: Writing Victory & Concession Speeches—  
Recurring Themes & Changing Circumstances  
Reading: Electronic Reserve—"Election 2004 Concession and Victory Speeches"  
Group Assignment: Write a memo on what your candidate should say on election night in a Victory Speech AND in a Concession Speech.

W—November 8—  Topic: Analysis of Concession & Victory Speeches in the 2006 Election  
Reading: Electronic Reserve—Myth & Anti-Myth in Presidential Campaign Films 2000  
Group Assignment: Evaluate another group's memo by comparing it to the actual concession and victory speeches and by critiquing the quality of the writing in the memo.

Reading: Electronic Reserve—"Presidential Campaign Films-2004"  
Group Assignment: To Be Announced

M—November 13—  Topic: Popular Films as Campaign Rhetoric  
Reading: Electronic Reserve—"The Passion of the Christ Meets Fahrenheit 9/11"  
Group Assignment: To Be Announced

UNIT 6: CAMPAIGN POLITICS VIA TRADITIONAL MEDIA

W—November 15—  Campaign Strategies & Free Media  
Reading: Trent, Chapter 3, and pp. 241-252  
Group Assignments: To be announced

F—November 17—  No class (Professor Ritter will be participating in the National Communication Association convention.)

M—November 20—  Topic: Topic: How Newspapers Cover Campaign Politics  
Reading: Electronic Reserve—"Newspaper Coverage of Election Campaigns," and "News Media Bias?"  
Group Assignment: To Be Announced

Writing Assignment #2 (Analysis Paper): Due in class on November 20

W—November 22—  Topic: How TV News Covers Campaign Politics  
Reading: Electronic Reserve—"Nightly News Nightmare"  
Group Assignment: To Be Announced

F—November 24—  Thanksgiving Vacation
M—November 27— Topic: Popular Culture—Affecting & Reflecting the Campaign  
Reading: Electronic Reserve—"The Shadow Campaign in Popular Culture"
Group Assignment: To Be Announced

W—November 29— Topic: Political Humor & Entertainment TV  
Reading: Electronic Reserve—"Candidates as Comedy"
Group Assignment: To Be Announced

F—December 1— Topic: Looking Forward & Looking Back  
Reading: Trent, Chapter 4, and pp. 389-397 (Epilogue)
Group Assignment: To Be Announced

M—December 4— Topic: Course Review  
Writing Assignment #3 (Final Version of Speech Manuscript): Due in class on December 4.

Tu—December 12— FINAL EXAMINATION: 8:00AM-10:00AM, on December 12 (a Tuesday—the day the university has scheduled for final examinations in classes meeting at our class time.) The final exam will be in our regular classroom: Bolton Hall, Room 018. The final exam will cover the course material since the midterm exam.

CLASS PARTICIPATION: Students are expected to attend all class sessions and to be prepared to discuss the relevant reading assignments. Attendance will be taken at the beginning of each class session. A student may have three unexcused absences (the equivalent of a week of the semester) without penalty, so long as those absences do not occur on a day when the student is scheduled to take a test. Each additional unexcused absence, however, will lower the student’s course grade by 3%. The only reasons accepted for an excused absence are listed in the Texas A&M University Student Rules, Part I (Academic Rules), Section 7 (Attendance). For additional details, consult <http://student-rules.tamu.edu>. As specified in the Student Rules, an illness or injury that prevents a student from attending classes for more than three weekdays must be documented by a medical professional. An illness or injury that prevents a student from attending classes for three or fewer weekdays may be documented either by a medical professional or by the student submitting to Professor Ritter the Texas A&M University Explanatory Statement for Absence Form (see section 7.1.6.2 of the Student Rules).

STUDENTS WITH SPECIAL NEEDS: 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. The phone number is 845-1637.

AGGIE HONOR CODE: Aggies do not lie, cheat, or steal, nor tolerate those who do. Students are responsible for submitting their own work for class assignments. Instances of scholastic dishonesty are subject to punishments as specified in the Texas A&M Student Rules <http://student-rules.tamu.edu>. As commonly understood, plagiarism consists of passing off as one’s own ideas, the words and/or the writings that belong to another. In accordance with this definition, you would be committing plagiarism if you copied the work of another person and turn it in as your own, even if you had the permission of that person. For additional information on the Aggie Honor Code, see the web page for the Office of the Aggie Honor System <http://www.tamu.edu/aggiehonor/>.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Kevin Barge, Dept. of Communications
    Michael Stephenson, Dept. of Communications
    Richard Street, Head, Dept. of Communications
    Pam Matthews, Associate Dean, College of Liberal Arts
DATE: February 29, 2008
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 443

We recommend that COMM 443, Communication and Conflict, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (40%)
2. Course content appropriate to the major
3. Total number of words (3000-4000)
4. Instructor to student ratio for one section: 1:25

Communication and Conflict devotes two classes to writing workshops. Specific, detailed assignment guidelines are provided for the two required papers; students analyze video negotiations and write about third party negotiations. Students submit a rough draft several weeks prior to the final draft and receive written comments on the rough drafts.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

_COMM 443 Communication and Conflict_

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

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

Signature: [Signature]
(Course Instructor/Coordinator) 10/30/07
(Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) 11/5/07
(Date)

Approvals:
College Dean: [Signature] 11/1/07
(Date)

Department Head: [Signature] 10/7/07
(Date)

RECEIVED
NOV 02 2007
COMM 443--COMMUNICATION AND CONFLICT

Professor: J. Kevin Barge
Fall 2007, Bolton 018
Office: Bolton Hall 209A
Office Phone: 845-5500
Office Hours: 1:00-2:00, 3:35-5:00 TR
Others by appointment
Email: kbarge@tamu.edu

TEXTS:


Course Packet at TEES copy Center, 221 Wisenbaker, contains copies of exercises, cases, and readings on mediation and arbitration. Hours for purchase are 8:00-4:30 Monday-Friday.

TEACHING PHILOSOPHY:

One of the exciting aspects of communication studies is that it can blend the theoretical richness of research with practical strategies for living a good life. Simply, communicating is a practical art that can be learned in a variety of ways including skill-building exercises as well as learning and understanding the variety of theories that have been offered to account for conflict communication. My promise to you is to come as prepared as possible for each class and to balance the importance of covering theoretical material along with teasing out the practical tips and strategies for how you can work with conflict in productive ways. In return, I expect you to come prepared to explore how the issues and concerns in the readings can be applied in practical ways to your everyday life. By prepared, I mean that you come to class with the reading assignment for the day completed and that you bring your books to each class session. When I mean that you have read the material, this means that you ought to be prepared to discuss it, clarify key concepts of the readings, and be ready to provide examples of how the readings may relate to your own life experience. Certainly, there will be readings that you may find difficult and don't feel you understand. In those circumstances, you can prepare by making a list of questions that you would like answers to. Such questions can help us focus our discussion and more richly engage with the material. The bottom line is that a successful class does not depend on what I do as an instructor or what You do as a student; it depends on what WE do together to enter into a meaningful dialogue about the subject.

COURSE OBJECTIVES:

1. To gain insights about the complexities of conflict situations in the workplace.

2. To develop diagnostic and intervention techniques for altering the course of conflicts and for achieving positive outcomes. To attain this goal through written papers, case analyses, and class participation.
3. To understand the different types of conflict and acquire a repertoire of strategies and tactics to use in conflict and negotiation situations.

POLICIES AND PROCEDURES:

1. **Attendance, Absences, and Participation.** Attendance in this course is vital. There is a strong correlation between class attendance and the quality of performance in role plays, simulations, class discussions, as well as performance on exams and written assignments. Since a number of class assignments and activities require your presence, frequent absences in this course will influence your grade. You are responsible for the content and lecture material, for special instructions and class assignments covered on any day that you miss. University excused absences are those defined in student rule 7 which is available here, http://student-rules.tamu.edu/rule7.htm.

2. **Class Exercises.** A number of role-playing exercises, simulations, and cases are used in this course. For the purposes of this course, you should treat behavior in the simulations and role playing exercises as genuine. Although the stakes may be different outside of class, the interactions are often similar to situations that occur in the workplace. You will be given confidential information to conduct the exercises. Please do not share this information with other class members until the exercises are completed.

3. **Assignments.** Readings are assigned to coincide with lecture topics and class activities. I strongly urge you to keep up with the reading. Knowledge of the material when it is assigned will enhance your ability to participate in the class and to perform on exams. This course covers a large amount of material and the amount of material assigned for each test merits regular reading and keeping up with assignments.

4. **Deadlines.** Assignments are due on the date specified in class. Exams should be taken on the date assigned. Make-up exams will be given only in extreme circumstances and with University excused absences.

5. **Grade Concerns.** On receiving a graded test or paper, you have one week from the day that the assignment is turned back to argue for a grade change. Following that one-week period, your grade on the particular assignment is not negotiable. After that one week, we may talk about the assignment, and I will offer suggestions and assistance if needed, but the grade will stand.

6. **Final Examination.** The final examination is scheduled on Wednesday, December 12, 3:30-5:30 p.m. According to TAMU policy, final examinations cannot be taken early. Please arrange your travel plans accordingly.

7. **Classroom Discussion Environment.** Learning takes place best when a safe environment is established in the classroom. Disagreements in the spirit of critical academic exchange are welcomed, but class members should be respectful
of all points of view. Derogatory comments about race, ethnicity, class, gender, sexual orientation, religion, and nationality are not respectful of others.

8. **Cheating, Plagiarism, and Scholastic Dishonesty.** Cheating, plagiarism, and scholastic dishonesty will not be tolerated in this course. Plagiarism consists of passing off one’s own ideas, words, writings, etc. which belongs to another person. Based on this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. You commit plagiarism if you copy verbatim from a book, published article, or web site without proper quotations and citations. Cheating and plagiarism result in severe penalties. If you have any questions regarding scholastic dishonesty, please consult the latest issue of the Texas A&M University Student Rules, under the section, “Scholastic Dishonesty,” the Aggie Honor Code; or the Honor Council Rules and Procedures (http://www.tamu.edu/aggiehonor). All students should uphold the Academic Integrity Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

9. **Americans 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 Disability Services in 126 Koldus, 845-1637.

10. **“W” Course Credit.** COMM 443 is listed as an official “W” course. Undergraduate students, as of 2004, are required to complete a “W” course to graduate from TAMU. Thus, COMM 443 has been screened and approved to fulfill this “W” requirement. As a result, length of papers and some of the writing requirements are linked to this requirement. Students who would like assistance can contact the TAMU University Writing Center, 214 Evans Library, 458-1455. You can also check the web site for the University Writing Center--http://uwc.tamu.edu for more information.

11. **Honors Contracts.** Honors students can take this course for honors credit with the completion and approval of an honors contract. Honors students will be assigned a special writing project that extends ideas from the class, but is not included as an assignment in the course. Please see me if you would like to develop an honors contract.

12. **Fun.** It is mandatory that you have fun. (Just kidding!!). Seriously, if you have any questions at all regarding the class or just want to drop by and have a cup of coffee, please drop by the office any time!

**COURSE REQUIREMENTS:**

1. **Examinations:** Three exams will be given during the semester. The examination format is a combination of essay and objective questions. The exams are non-
cumulative—although some general knowledge of conflict processes carries into all exams. There will NOT be a cumulative final exam. In addition to recall material, questions on exams will ask you to apply course concepts to situations and cases. Test questions will be drawn from material covered in class, reading material, cases, and exercises. You should take notes in class and notes from your book to prepare for the exams.

2. **Case and Simulation Analysis Papers.** In addition to exams, you will be asked to write two papers—one short essay (8-9 pages, typed, double spaced pages) due on Tuesday, October 23, and one decision essay for an arbitration assignment (3-4 pages, typed) due on Thursday, November 29. These papers will focus on application and analysis of class simulations. Specific detailed guidelines will be given on how to write the particular papers, including making a thesis argument, organizing the paper, and providing evident to support claims for a position. Opportunities will exist for students to come by my office and show me outlines and drafts of papers. I will make comments on these drafts and students can make corrections before the deadline for the assignments. Additional details on each assignment will be available later in the course. Since these assignments are based on class activities, they will NOT be accepted late without penalty of grade.

**FINAL GRADE POLICY:**

This course will be graded on a standard scale (A=90%, B=80%, etc.). Although I assign grades on each assignment, I compute an overall score from the points on your five assignments.

Grades will be based on the following point distribution:

<table>
<thead>
<tr>
<th></th>
<th>Distribution and Grades</th>
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<tbody>
<tr>
<td>Exams</td>
<td>300 points</td>
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<tr>
<td>Paper Assignment #1</td>
<td>100 points</td>
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<tr>
<td>Paper Assignment #2</td>
<td>50 points</td>
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<tr>
<td>Total points</td>
<td>450 points</td>
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<table>
<thead>
<tr>
<th>Distribution</th>
<th>Grades</th>
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<tbody>
<tr>
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<tr>
<td>B</td>
<td>360-404 total points</td>
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<td>C</td>
<td>315-359 total points</td>
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<td>D</td>
<td>270-314 total points</td>
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<td>F</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>8/28</td>
<td>Introduction and Metaphors of Conflict</td>
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<td>8/30</td>
<td>Definitions and Theories of Conflict</td>
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<td>The Struggle Spectrum</td>
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<td>Negotiation and Conflict Styles</td>
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<td>Complete Kilman-Thomas Scale (pp. 5-8, packet)</td>
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<td>9/4</td>
<td>Role of Communication in Conflict</td>
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<tr>
<td>9/6</td>
<td>Strategies and Tactics in Distributive Bargaining</td>
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<td></td>
<td>You Can Pay a High Price for Neglecting Your Negotiating Skills</td>
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<td>The Art Market</td>
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<td>9/11</td>
<td>Negotiation Exercises</td>
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<td>9/13</td>
<td>Negotiation Exercises</td>
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<td>9/18</td>
<td>Strategies and Tactics of Integrative Bargaining; Aunt Shelley’s Preserves</td>
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<td>9/20</td>
<td>Negotiation: Strategy and Planning</td>
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<td>Comparing Distributive and Integrative Bargaining—Negotiation Approaches</td>
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<td>Negotiator Agency Relationship</td>
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<td>Date</td>
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<tr>
<td>9/25</td>
<td>Exam I</td>
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<tr>
<td>9/27</td>
<td>Read Midwest Telephone Case Paper #1 Assignment Sample Papers BRING COMPLETED RANK ORDER PAGE TO CLASS</td>
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<tr>
<td>9/27</td>
<td>Perceptions, Framing, Emotions, and Communication</td>
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<td>10/2</td>
<td>Preparation for Negotiation Simulation Bring Midwest Telephone Case to Class</td>
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<td>10/9</td>
<td>Negotiation Simulation</td>
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<td>10/11</td>
<td>Negotiation Simulation</td>
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<td>10/16</td>
<td>Debriefing Negotiation Simulation Communication, Language, and Questions</td>
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<td>10/18</td>
<td>Ethics in Negotiation</td>
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<td>10/23</td>
<td>Power and Influence in Negotiation</td>
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<td>10/25</td>
<td>Relationships in Negotiation</td>
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<td>10/30</td>
<td>Exam II</td>
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<tr>
<td>11/1</td>
<td>Multiple Parties and Teams; Best Practices in Negotiation</td>
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<td>Date</td>
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<td>11/6</td>
<td>Mediation</td>
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<td>Short Mediation Cases</td>
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<td>11/8</td>
<td>Mediation Simulation</td>
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<td>11/13</td>
<td>Arbitration and Arbitration Exercise</td>
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<td>Read “A Lump on the Leg”</td>
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<td>Render a Decision</td>
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<td>Format for Arbitration Hearing</td>
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<td>How to Write an Award for an Arbitration Hearing</td>
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<td>Sample Paper for Arbitration Award</td>
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<td>11/15</td>
<td>TBA</td>
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<td>11/20</td>
<td>Presentation of “The Disputed Memorial Day Holiday”</td>
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<td>11/27</td>
<td>International and Cross Cultural Negotiations</td>
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<td>11/29</td>
<td>Designing Dispute Systems</td>
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<td>12/4</td>
<td>Diversity Conflicts</td>
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<td>12/12</td>
<td>Exam III</td>
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<td>3:30-5:30</td>
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</tbody>
</table>
COMM 443 COURSE PACKET
COMMUNICATION AND CONFLICT

8/30
“The Struggle Spectrum” p. 4
Thomas-Kilmann MODE Instrument; pp. 5-8
Complete Answer Sheet Before Class p. 9
Interpreting your Scores on the Thomas-Kilmann Conflict Mode Instrument p. 10-17

9/4
Joseph P. Folger, M. S. Poole, and R. K. Stutman, p. 18-41
“Communication and Conflict,” Chapter 1, Working Through Conflict,

9/6
“You Can Pay a High Price for Neglecting Your Negotiation Skills” p. 42-44
“The Art Market” p. 45

9/11
Background Information—Used Car Negotiations p. 46

9/18
Case: “Aunt Shelley’s Preserves” p. 47

9/20
Negotiation Approaches p. 48

9/27
Midwest Telephone Case pp. 73-74
Paper Assignment for Midwest Telephone p. 75-77
Sample Paper #1 for Midwest Telephone pp. 78-85
Sample Paper #2 for Midwest Telephone pp. 86-94

10/2
“The Story of the Woman Who Thought Too Much...” p. 59
Jones, T. S. “Emotional Communication in Conflict,” in W. F. Eadie and
P. E. Nelson (Eds.), The Language of Conflict and Resolution.

10/4
Bring Assignment for Planning Session—Midwest Telephone p. 95
Bring Midwest Telephone Case to Class p. 73-74
10/18

10/25
Case: “Negotiating for What” p. 99

11/6

11/8
Mediation Simulation—
Ross versus Hart--General Information pp. 136-137

11/13
Read “Lump on the Leg” and Render Arbitration Decision pp. 156-157
Format for Arbitration Hearing p. 161
Arbitration Case Paper Assignment p. 162
Sample Paper for Arbitration Assignment p. 163-165

11/20
Class Arbitration— “The Disputed Memorial Day Holiday” pp. 158-160

11/27
Case Reading: Sick Leave Problem in Japan pp. 169-188

11/29


12/4
Terms and Definitions—Diversity and Multiculturalism pp. 197-199
Diversity Case—Company Picnic pp. 200-203
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Michael Stephenson, Dept. of Communications
    Richard Street, Head, Dept. of Communications
    Pam Matthews, Associate Dean, College of Liberal Arts

DATE: February 29, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 450

We recommend that COMM 450, Media Campaigns, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (45%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:25

Extensive written feedback is provided on all rough drafts on both the mechanics of writing as well as the quality of the writing. Students meet with the professor individually on an as-needed basis (some need lots of help, others need very little), but writing on all assignments is discussed in class when the rough drafts are handed back to students. Typically a summary sheet, written by the professor, is included with the papers are handed back identifying the most common writing errors and problems. Two to three class periods are devoted to writing instruction.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   COMM 450 Media Campaigns

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

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

Signature:  [Signature]
(Course Instructor / Coordinator)  11/3/08

Received:  Valerie Balester
(W Course Coordinator, University Writing Center)  9/3/07

Approvals:
College Dean:  [Signature]  8/29/07
Department Head:  [Signature]  8/21/09

RECEIVED
SEP 1 2007
BY:
Instructor Information:

Dr. M. T. Stephenson, '93  
202G Bolton  
458-8093  
mstephenson@tamu.edu

Office Hours:

Tuesdays & Thursdays, 2:15 to 4:00 PM and by appointment.

Reading Materials:

Reading packet in the TEES Copy Center, Room 221 Wisenbaker

Course Description and Overview:

This course is designated as a Writing Intensive course.

This class focuses on media’s role in shaping health behaviors. Taking a traditional approach to the effects of mass media, we will examine how media campaigns change health behaviors like smoking, drinking, drug use, safe sex behaviors, HIV prevention, breast cancer awareness, and more.

Primarily, you will learn the principles behind designing, implementing, and evaluating a health campaign. Although the context is health, these principles can be readily applied to other contexts.

The first part of the course provides a foundation in behavioral theory, that is, why people do what they do (i.e., why do people smoke? why am I not ready to lose weight? why should I care about breast cancer or organ donation? etc.). Many of these are persuasion and media theories, but others are from psychology and sociology.

The second part of the course focuses on designing campaigns and their messages as well as how to evaluate the effects of these campaigns. The final project for the course involves you applying this knowledge to a health/social issue of your choice by designing a media campaign.

Upon completion of this course, you will understand: (1) the theories that explain people’s health behaviors, (2) how to create, implement, and evaluate a campaign, (3) how to design persuasive health messages, and (4) how to design a campaign. The class sessions are ordered in a way that you can build your knowledge base each week. Reading is light some weeks and heavier for others. Reading should be completed prior to you coming to class.
Assignments:

10% Team Presentation (dates vary)
20% Exam 1 on February 21st
25% Exam 2 on April 6th
25% Individual Papers on March 21st (rough drafts due prior to the final paper; see schedule)
20% Final Project Papers on April 25th (rough drafts due April 17th)

Team Presentation: as a team, create and present a presentation about the “real world” pragmatics of planning and executing a campaign from the Pink Book. I will provide one hard copy to each team. However, you will find this book at http://cancer.gov/pinkbook. I will provide you with a detailed handout of this assignment in class.

Exams 1 and 2: blend multiple choice, matching, true/false with short-answer and essay questions

Individual Paper: You will (1) pick a campaign topic, (2) apply a theory, (3) conduct formative research, and (4) analyze your outcomes. Rough drafts of each section are due at various times in the semester. This paper is described in detail at the end of the syllabus.

Final Project: This is a combined team and individual project. Based on what you have learned, your team will select a health issue and design a media campaign for it. The final project is: (1) a 10-12 minute team presentation of your campaign given to the class during our final exam period, (2) a team paper of about 10 pages discussing the campaign, and (3) an individual paper of about 5 pages responding to questions given out in class several weeks before the final due date. Hence, your grade will be based both on your individual paper, your team paper and project, and your team’s evaluation of your contribution to the project. Please note that a rough draft of your team and individual paper is due on April 17th. See the detailed project assignment at the end of this syllabus.

Honors Contract

Students with a cumulative GPR of 3.4 and who have already completed 9 credits of honors courses are eligible to take this course under an “honors contract.” That allows the course to count as an honors course for various honors programs (University Honors, Foundation Honors, College of Liberal Arts Honors, and COMM Departmental Honors). If you are interested, please see me this week.
Grade Distribution

A = 89.5 to 100  B = 79.5 to 89.4  C = 69.5 to 79.4
D = 59.5 to 69.4  F = below 59.4

I am happy to visit with you about your grades at any time. Please note, however, that there are few reasons that warrant a change in grade. Additionally, I ask that our discussions about grades be professional and not laden with emotion or excuses. If extra credit is offered, it will be offered to the entire class and not on an individual case-by-case basis.

Attendance

Your attendance is expected. Missing more than four class sessions over the course will result in a loss of 5% from your final course grade. Hence, if your final course grade is a 90 and you miss five class sessions, your adjusted final grade will be an 85. You should sign the attendance sheet each class period to guarantee that you receive credit for participation.

Academic Integrity

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

Texas A&M University encourages academic integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for more information regarding these policies.

ADA

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. 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, Room B118, or call 845-1637. You can also e-mail them at ssd@tamu.edu.

Classroom Conduct

Be on time.

Be respectful to those presenting.

Turn off your cell phone. If it rings, I am required to answer it (Homeland Security).

Come prepared.
# Topics and Schedule for Spring 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Jan 17</td>
<td>Syllabus</td>
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<tr>
<td>R Jan 19</td>
<td>Writing Instruction; the Individual Paper</td>
<td>University Writing Center &amp; Dr. Stephenson</td>
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<tr>
<td></td>
<td>assignment</td>
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<tr>
<td>T Jan 24</td>
<td>Campaigns; Media effects</td>
<td>Wartella &amp; Stout; Rogers &amp; Storey Brown &amp; Einsiedel</td>
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<tr>
<td>R Jan 26</td>
<td>Media and interpersonal effects</td>
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<tr>
<td>T Jan 31</td>
<td>Theory Part 1 (TRA/SCT)</td>
<td>Maibach &amp; Flora; Rough draft Individual Paper Part A</td>
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<tr>
<td>R Feb 2</td>
<td>Theory Part 2 (HBM)</td>
<td>Cappella et al.</td>
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<tr>
<td>T Feb 7</td>
<td>Writing instruction</td>
<td>Dr. Stephenson</td>
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<tr>
<td>R Feb 9</td>
<td>Theory Part 3 (TM); Discuss pink book</td>
<td>Maibach &amp; Cotton</td>
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<tr>
<td>presentations</td>
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<tr>
<td>T Feb 14</td>
<td>Theory Part 4</td>
<td>Slater</td>
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<tr>
<td>R Feb 16</td>
<td>Formative Research; Review</td>
<td>Parrott et al.</td>
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<tr>
<td>T Feb 21</td>
<td><strong>Exam</strong></td>
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<tr>
<td>R Feb 23</td>
<td><em>Pink Book Team Presentation</em></td>
<td>Rough draft of Individual Paper Part B due</td>
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<tr>
<td>T Feb 28</td>
<td><em>Pink Book Team Presentation</em></td>
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<tr>
<td>R Mar 2</td>
<td><em>Pink Book Team Presentation</em></td>
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<tr>
<td>T Mar 7</td>
<td><em>Pink Book Team Presentation</em></td>
<td>Rough draft of Individual Paper Part C due</td>
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<tr>
<td>R Mar 9</td>
<td><em>Pink Book Team Presentation</em></td>
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Spring Break March 13-17

| T Mar 21  | Fear Appeals; Inoculation                  | Individual Papers due; Stephenson & Witte                   |
| R Mar 23  | Normative Campaigns; Campaign workday      | Weschler et al.; Russell et al.                             |
| T Mar 28  | Tobacco Campaigns; Anti-Drug Campaigns     | DeSantis; Media Campaign documents                         |
| R Mar 30  | Evaluating campaigns                       | Valente & Saba; Palengreen et al.                          |
| T Apr 4   | Review; Campaign Workday                   |                                                              |
| R Apr 6   | **Exam**                                   | Dr. Stephenson                                              |
| T Apr 11  | Writing Instruction on Paper 2             |                                                              |
| R Apr 13  | Campaign Workday                           |                                                              |

Monday, April 17th - Rough Draft of Papers due at Noon in my e-mail inbox or my departmental mailbox

| T Apr 18  | Rough Drafts returned and discussed        |                                                              |
| R Apr 20  | Campaign Workday                           |                                                              |
| T Apr 25  | Final Project Presentations                | Team Papers (hard copies) due at the beginning of class      |
| R Apr 27  | Final Project Presentations                |                                                              |

160 of 186 C
**Individual Paper Assignment for COMM 450**

The purpose of the individual paper is to allow you to explore a social or health issue of interest to you. You should consider yourself in the very early stages of designing a campaign for the issue you select. Second, you should consider a social or health issue that is specific to the university population. Let’s say you select recycling as your social issue. Therefore, you will be considering how to design a recycling media campaign for Texas A&M students. There is no limit on the topic other than it be a social or health issue. You may want to run the idea by me just to make sure you are on track.

This week, you should use this time to select your topic and start some initial research on your topic as it relates to university students. You can start now. Go to the library and do some research. Do not rely entirely on the internet to provide you with answers. (We’ll address this later in the semester.) What you should focus on right now is justifying the existence of your campaign. For example, let’s say you picked recycling. If you go to the library and find out that 95% of Texas A&M students recycle, there isn’t a whole lot of use for a recycling campaign is there? Instead, you want to come up with a social/health issue which you could truly affect if you were to implement this campaign.

You will write a paper about your social/health issue. The paper will have three parts with three separate deadlines (see syllabus).

Part 1 of the paper is designed to (1) introduce the social issue to the reader, (2) state the importance of this topic to your target population, Texas A&M university students, and (3) justify the existence of a campaign focusing on this social/health issue. This part of the paper will be 2 pages long.

Part 2 of the paper is the theory section and will be 3 pages. We will be reviewing a number of theories that relate to health and social issues. As we go through them, you will need to select one or two of them that work particularly well for your topic. For example, we will study the Theory of Reasoned Action. One of the main components of this theory is that you have to have a positive attitude toward the behavior in question before you have any inclination to do the behavior. Let’s say you determined from your library research that 70% of Texas A&M students have a negative attitude toward recycling. As a result of this, the Theory of Reasoned Action is the perfect theory for you to use!

Therefore, in section 2, you will select and describe the theory or theories you will use to design your campaign. You will then justify, based on your preliminary research, why this theory is a useful one to advance your ideas and your campaign.

Part 3 of the paper is the fun part! This part of the paper will be about 5 pages long. You will conduct either a focus group (with 6 to 8 people) OR do 5 individual interviews with Texas A&M students. Additionally, you will also design a survey and ask 10 TAMU students to complete it. We will review how to do this research in class. (And for those of you who remember this from your COMM 308 class, you will use a convenience sample for your participants, not a random sample...so it will not be overly demanding.)

The idea is for you to explore the ideas for your campaign with REAL LIVE people! So many of the ideas we have in our heads don’t materialize in the real world. Well, I am shattering that notion. With my help and that of your classmates, these focus groups/in-depth interviews combined with your surveys will give you incredible insight into your social or health issue as it pertains to your audience.
Deadlines

The final draft of your paper is due on March 21st.

However, with this being a writing intensive class, you will be required to turn in rough drafts of the first two sections of your paper (a rough draft for part 3 is optional and you may turn one in at your discretion). The rough draft for Part 1 is due on January 31st. The rough draft for Part 2 is due on February 23rd. You will get feedback from me. You should take all of this feedback and integrate into your final draft which is due March 7th. Failure to turn in the first two rough drafts results in an automatic 10% drop in your final paper grade. You receive extensive feedback from me on your papers including on writing mechanics as well as the quality of the content you have provided.

What Now?

Go straight to a computer or to the library and start your research. You have a draft due to me on Tuesday, January 31st.

The first part is pretty much a no-brainer. You can pick a topic on your own. You can go to the library and start figuring out WHY this topic is important to the college students at Texas A&M. From there, you can start to figure out how you can make the argument in your paper that this is a worthy topic because of all the research on the topic you have done.

For now, keep track of all of your sources and just plan on using the ones that (1) are primary sources that (2) give you critical information about your topic.

The first part is very easy…find something you have a passion for and dive into it.

Final Project COMM 450

This is a combined team and individual project.

Review each team member’s individual paper project. From those, select one that you would like to take and develop further as a team for this assignment. In essence, you are taking the project from its formative phases (focus groups/in depth interviews) and developing a plan for implementing and evaluating the campaign.

In terms of assessment, your team will: (1) present a 10-12 minute team presentation of your campaign given to the class, (2) complete and turn in a team paper of about 9-10 pages discussing the campaign, and (3) write a short individual paper of about 4 pages responding to questions given out in class several weeks before the final due date. Hence, your grade will be based both on your individual paper and your team paper and project.

Note also that your grade consists of your team’s evaluation of your contribution to the project.

A rough draft of your team paper is due on April 17th.
Team Paper – due April 25th
(9-10 pages, double-spaced, 1 inch margins, Times New Roman 12 point font)

The team paper is roughly designed to address issues in the “Strategy Statement/Creative Brief Template” on page 179 in the Pink Book (www.nci.gov/pinkbook).

1. Review the problem, the target audience, the theory, and a synopsis of the formative research. (2-3 pages max). Note that this is shorter than the paper you turned in for class.


3. Media Messages/Creatives (this replaces key promise/support statement/tone). Your team should develop 3 to 5 messages to use in the campaign (most likely, print but be as creative as possible here). Identify how these messages link to the theoretical basis of the campaign. This is a critical section. Make the connection between your messages (however you choose to present/describe them) and the theory crystal clear. (4 pages)

6. Media Channels – where will you place these messages and why? You will need to argue why each channel provides a means of reaching your audience. (2 pages)

7. Evaluation. – How will you evaluate this campaign? (1 page)

Individual Paper
(5 pages, double-spaced, 1 inch margins, Times New Roman 12 point font)

Address the following in your individual paper:

1. Think about the social or health issue you and your team selected. Let’s assume that you disagreed with your team on the theory that you selected for your topic. For this question, pick a different theory. Then, explain how this different theory could be used to with your topic and content in a campaign. (2 pages)

2. If you could select only one mass medium (i.e., only TV or only newspaper or only radio or only...) to distribute information about your campaign, what would it be? Why? Justify your answer. (1 page)

3. Describe the contributions of each of your team members to this project. What did each person contribute or not contribute to this project? (1 page)

4. How would you change this assignment? (1 page)

Grading Form for Final Project

I. Presentation (25 points)

   -Organization
   -Content
   -Creativity
   -Professionalism
   -Overall Quality
II. Team Paper (50 points)

- Did the paper meet the criteria?
- Is the content accurate and justified?
- Is the paper well written?

III. Individual Paper (20 points)

- Question 1 (10 points)
- Question 2 (5 points)
- Question 3 (2 points)
- Question 4 (3 points)

IV. Individual Contribution (15 points)

- Rating of your contribution by teammates
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Stephen Byrne, Dept. of Construction Science
    Joe Hoden, Head, Dept. of Construction Science
    Leslie Feigenbaum, AOC Dean, College of Architecture
DATE: February 29, 2008
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COSC 494

We recommend that COSC 494, Professional Internship, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (75%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:28

The instructor meets with the graduate students to discuss various issues, including writing style, satisfactory writing content, spelling, grammar and punctuation. They provide feedback to the students on their errors and spend time helping the students improve their written communication skills. All students are given equal attention to their writing assignments when the semester starts, with guidelines to be followed throughout the semester, and those guidelines are verified on a regular basis. Writing examples are created for each of the required submissions before the students attempt the assignment. Once the original submission is completed, it is reviewed and returned if the work is unsatisfactory so students can make the necessary corrections or rewrite the assignment. Students then resubmit the assignment for final grading.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   COSC 494 Professional Internship

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

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

Signature: _______________________________  11/2/07
(Course Instructor / Coordinator) (Date)

Received: _______________________________  12/8/08
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: ___________________________  11/15/07
(Date)

Department Head: _________________________  11-19-07
(Date)
COSC 494 – Internship
Fall 2007

Coordinator: Stephen P. Byrne
Office: 321A Langford Architecture Center
Course website: elearning.tamu.edu

Email: via WebCT or steve-byrne@tamu.edu
Phone: 979-862-7354

Course Description:
An internship (15 weeks of approximately 750 hours) with a construction or construction-related company that exposes the student to construction-related activities; daily logs; monthly reports; final report and completion letter required; distance education course with non-resident status. NO OTHER TAMU COURSE MAY BE TAKEN WHILE ENROLLED IN COSC 494.

THIS COURSE FOLLOWS THE UNIVERSITY CALENDAR FOR START AND FINISH DATES ONLY AND YOUR EMPLOYER’S WORK SCHEDULE FOR HOLIDAYS AND TIME OFF IS UP TO YOUR EMPLOYER!

Prerequisites:
Admission to upper division- CARC; Approval by Internship Coordinator, Master Internship Agreement, Individual Internship Agreement.

Course Objectives

➢ Become familiar with the company practices and procedures in a practical work environment over a range of duties;
➢ Translate curriculum content into practical application;
➢ Effectively communicate with various clients;
➢ Develop jobsite documentation skills;
➢ Develop time management skills

Potential Student Experiences

➢ Prepare a daily logs weekly including the major components of work accomplished that day as well as the number of personnel on site and any requests for clarifications.
➢ Work on construction labor teams on site or within the office environment.
➢ Accomplish construction estimating from a company perspective.
➢ Accomplish construction scheduling from a company perspective.
➢ Accomplish construction administration from a company perspective.
➢ Effectively communicate with owners and subcontractors.
➢ Effectively write submittals and approve the same.
➢ Effectively conduct other related construction activities as directed by the employer.
General Information / Policies

Your internship is an integral part of your education and is a class, which is graded, and should be treated with the same diligence as any other course. For many students this class also completes the University Core Curriculum requirement as a writing intensive course. Therefore, writing often and writing well will be stressed on ALL assignments. It is expected for ALL writing to be professional in language, appearance and tone. The University Writing Center has a number of helpful online handouts and tutorials (http://uwc.tamu.edu/handouts/toc.html).

This is a distance education class that relies heavily on technology and clearly there is the opportunity and possibility for computer problems. However, these can be avoided by good planning. All of the assignments have windows during which they can be submitted. If you wait until the last minute and encounter a technical difficulty. THE ASSIGNMENT IS LATE AND A SEVERE PENALTY WILL BE ASSESSED (50% per day). The same holds true in our business. If you are driving the bid to an opening and you have a flat tire and are 2 minutes late. The bid is late and is returned unopened – it is non-conforming bid. In this example it was not your fault that you were late, but it was your responsibility to get the bid in on time and you suffer the consequences. The bottom line is PLAN AHEAD!
Course Grading

<table>
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<th>Assignment</th>
<th>Total Points</th>
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<td>Weekly Logs with Five Daily Entries</td>
<td>570</td>
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<td>5 daily entries per week are required for the</td>
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<tr>
<td>entire internship. Weekly logs must be</td>
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<td>submitted must be submitted by 11:55 PM</td>
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<td>(Central Standard Time) on Friday of that</td>
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<td>week.</td>
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<tr>
<td>Monthly Progress Report</td>
<td>300 (100 pts/each)</td>
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<tr>
<td>Report 1 Reporting Dates 8/28 - 9/28</td>
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<td>Due: October 3, 2007 @ 11:55 PM</td>
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<td>Report 2 Reporting Dates 10/1 - 10/31</td>
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<td>Due: November 5, 2007 @ 11:55 PM</td>
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<tr>
<td>Report 3 Reporting Dates 11/1 - 11/30</td>
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<tr>
<td>Due: December 5, 2007 @ 11:55 PM</td>
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<td>Research Report</td>
<td>200</td>
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<tr>
<td>Research Topic Due September 21, 2007 @ 11:55 PM</td>
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<td>Final Research Report Due November 26, 2007</td>
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<td>@ 11:55 PM</td>
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<td>200</td>
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<td>Due: December 7, 2007 @ 11:55 PM</td>
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<tr>
<td>Completion Letter</td>
<td>30 and required for course credit</td>
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<tr>
<td>Must be received in College Station NLT December 10, 2007 by 11:55 PM but not before December 7, 2007.</td>
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<td>Total</td>
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<td>D</td>
<td>909 - 780</td>
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<td>F</td>
<td>&lt;719</td>
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Required Submissions
All assignments, with the exception of the completion letter MUST be submitted via WebCT. ASSIGNMENTS WILL NOT BE ACCEPTED VIA PERSONAL EMAIL, WEBCT EMAIL OR REGULAR MAIL! In addition, only documents saved in
Microsoft Word (Filename.DOC) will be accepted. If you are using another word processor program, such as MS Works, you must save the file as a Word document. Assignments that are uploaded MUST follow the prescribed file naming convention! Assignments uploaded using an incorrect naming convention will be penalized 10 points for the first offense and 50 points for the second and a zero will be recorded if there is a third offense. This consistency is needed to maintain copies of all of your work!

In order to submit an assignment through WebCT, your computer must be Java enabled. The WebCT website will check to see if your computer is Java enabled and with the correct version. If your computer does not have Java installed you can follow the links from WebCT or just go to http://www.java.com to download the needed free software. If you are using a computer at work you may not have the needed permissions to install software and will have to get help from the Information Technology people. Check to see if this is a problem before the assignment is due. This is NOT an excuse for not getting an assignment turned in on time.

Weekly Log

The log should be prepared at the end of each workday, and should be reflection of the events of the day and the lessons that were learned. In addition, these logs will provide the basis for the final internship report. The log for a particular day must be submitted prior to 11:55 PM, central standard time (College Station Time). After that time the log for that day is closed and may no longer be submitted. Within WebCT the daily logs are formatted as a short answer quiz. All of the questions need to be answered.

The comments section at the bottom of the form allows you to communicate any specific information about your day at work. The daily log MUST be submitted electronically via WebCT (http://webct.tamu.edu). Daily logs will not be accepted or graded in any other format!

WebCT does not have any grammar or spell checking function, points will be deducted for misspelled words and poor punctuation. I strongly suggest that you write your responses to the daily log questions in MS Word and then cut and paste the responses into the answer area designated within WebCT. This will take a little extra time but the results will be rewarding. In addition, it is essential that you write in a professional tone and style. When there are disputes on a jobsite the daily logs provide the most credible source of what happened on a particular day. Take time to compose your thoughts and think about how what you wrote would sound to a judge or jury hearing the dispute. What impression would these people have of you if your log was filled with demeaning descriptions of a subcontractor or offensive language. **This is a log not a personal diary.** The five daily entries for the week are designed to require you to write in a continuous style in recording your observations.
throughout an entire week and should flow smoothly. **Copying and pasting of previous logs is unacceptable and you will lose points accordingly.** If you choose to use MSWord to prepare your logs, please start over each week and do not leave entries from the previous week. We review your work daily and if it appears that you are making guesstimates of entries for days in advance, your open weekly log will be closed immediately and you will lose points for the remaining daily entries.

**Monthly Progress Reports**

The Monthly Progress Report should be in memo format (no more than two pages), written to the faculty Internship Coordinator. The reports must discuss work experiences for the reporting period, an assessment of how well the objectives specified in the Individual Internship Agreement are being accomplished and planned activities for the future. The report must be prepared and submitted electronically via WebCT. In addition, a hard copy of the report needs to be printed and signed by your internship supervisor. **This signed hard copy of the report needs to be retained and submitted with the final report.** Near the time that these reports are due a specific assignment will open on WebCT that gives specifics about the assignment and how it is to be submitted.

**Research Report**

The report should require the student to do research on some aspect of his/her internship experience and to document findings. The report shall be typewritten, double-spaced, fully justified and contain a minimum of 1,500 words and include appropriate graphics. The report is to follow the format of a Technical Paper with references cited correctly. **It is not to be submitted in Memo format.** The report will be submitted electronically via WebCT. The student may select his/her own topic or choose a topic from the following listing:

- **Project site layout:** (Describe a project site layout, describe the logic of the layout selection, and discuss the pros and cons of the site layout selected).
- **Project equipment selection:** (Select a job site major equipment item, research its capabilities, research reasons for selection, and discuss performance).
- **Project bonding:** (Find out the bonding requirements on a specific job, research the source of the bonding requirements, determine bonding provided).
- **Project insurance:** (Find out the insurance requirements on a specific job and how those requirements were met).
- **Project environmental protection:** (Research the project requirements and discuss how they were satisfied (Project environmental protection. [Research the project requirements and discuss how they were satisfied]).
- **Project contracting strategy:** (Determine the contracting strategy used on a specific job and find out how the company successfully competed for the project).
- **Drugs in the construction workplace:** (Find out how your company handles the drug issue and the impact on their company).
Final Internship Report

The report is to follow the format of a Technical Paper. It is not to be submitted in Memo format. The report shall be double-spaced, fully justified and contain a minimum of 1,000 words. The report will be submitted electronically via WebCT. The report shall include at least two sections:

- **Activities and Experiences:** Discuss work activities and how these activities contributed to the employer’s objectives; and
- **Personal Benefits Gained from Internship:** Summarize your work activities, show how your experience provided you with practical construction applications. Discuss unique and unusual experiences. Include lessons learned.

Internship Completion Letter

Before closing the internship, the student

- must complete at least 15 weeks of work and
- must complete approximately 750 hours of work

The Internship Completion letter must state that the above has been completed. The date of completion of the requirements must also be stated. This letter must be addressed to the Faculty Internship Coordinator and certify the completion of the internship and all requirements. The completion letter is to be written by the Intern and only signed by the supervisor. Comments by the supervisor are welcome, but not required. There must be an approval block and comment space. The letter will be in hard copy and must be received by the Faculty Internship Coordinator by December 10, 2007. The mailing address for the completion letter and signed monthly progress reports is:

Professor Stephen P. Byrne, FAIC, MCIOB, CPC
Internship Coordinator
3137 TAMU
College Station, Texas 77843-3137

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 Room 126 of the Koldus Building or call 845-1637.

Academic Integrity Statement

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

If you have questions concerning academic integrity or the University procedures for dealing violations please refer to the following website:

http://www.tamu.edu/aggiehonor

In addition all submitted assignments must have the following statement at its conclusion:

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

________________________________________
Signature of student
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Ray James, Dept. of Civil Engineering
     David Rosowsky, Head, Dept. of Civil Engineering
     Jo Howze, AOC Dean, Dwight Look College of Engineering
DATE: February 29, 2008
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGR/PHIL 482

We recommend that ENGR/PHIL 482, Engineering Ethics, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (40%)
2. Course content appropriate to the major
3. Total number of words (2000-3000)
4. Instructor to student ratio for one section: 1:13

Two meetings are set aside for peer review of first drafts of two major papers, in which the students are given instruction about reviewing drafts and provided with a rubric. The papers reviewed in this way are returned to the authors with comments. Lecture is used to provide writing instruction, including two lectures on communication skills, plus emphasis on this topic throughout many other lectures, and several discussion (recitation) sections in which TA’s discuss writing strategies and potential problems. Peer review is used heavily, understanding that identifying writing weaknesses in papers by others helps strengthen one’s own communication skills.

No other significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGR 482 Ethics and Engineering

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

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

Signature: ___________________________ 12/6/07
(Course Instructor / Coordinator)

Received: ___________________________ 1/28/08
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ___________________________ 12/20/07
(Liberal Arts)

Department Head: ___________________________ 12/6/07
(Engineering)

RECEIVED
JAN 7 2008
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

PHIL 482: Ethics and Engineering (Crosslisted with ENGR 482)

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

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

Signature: [Signature]
(Course Instructor / Coordinator)  
(Date)

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

Approvals:

College Dean: [Signature]  
(Date)

Department Head: [Signature]  
(Date)
Engineering Ethics
ENGR/PHIL 482, FALL, 2007

Text: Engineering Ethics: Concepts and Cases, 3rd edition, Harris, Pritchard and Rabins. The references to the syllabus are to this book. Notes will be available on the class web page (engr482.tamu.edu). The notes are a valuable study aid in topical form, but not a substitute for attending class or reading the textbook. Many of the questions on the mid-term and final exams are taken directly from the textbook. Many of the questions on the mid-term and final exams are taken directly from the textbook.

Instructor Responsibility for Lectures
H=Harris, E=Engineering Instructor

Course Objectives

* Know the ethical codes of the engineering profession, including the code of the Texas Board of Professional Engineers
* Know some methods for analyzing and resolving ethical problem
• Know some of the classic cases in engineering ethics and some of the typical ethical and professional problems that arise in the practice of engineering
• Improve skills in effective communication, both oral and written, especially with regard to ethical and professional issues in engineering.

Part One: Foundations of Ethics and Professionalism

Aug. 27 Personal Ethics, Professional Ethics & Common Morality (Ch. 1) (H)
29 Factual, Conceptual, Application Issues (Ch. 3, sections 3.1-3.7) (H)
30 Discussion Section: First and second lectures (Ch. 3, cases 8, 13)

Sept. 03 Lecture on Communication and Writing (E)
05 Line Drawing & Creative Middle Ways (Ch. 3, 3.8-3.10) (H)

07 Discussion Section: Line Drawing and Creative Middle Ways (Cases 8, 13, 39, 41, 44, 66)

10 Moral Theory: Utilitarianism (Ch. 4, section 4.4) (H)

12 Moral Theory: Utilitarianism (continued) (H)
First Major Paper Assigned

14 Discussion Section: Utilitarianism (Cases 24, 32, 43)

17 Moral Theory: Respect for Persons (Ch. 4, sections 4.5-4.8) (H)

19 Engineering Codes and Registration (PP, 365-397) (E)

21 Discussion Section: First In-Class Paper

24 Professional Responsibility (Ch. 2) (E)

26 Professional Integrity: Forms of Dishonesty, Conflicts of Interest, Confidentiality, Intellectual Property, etc. (Ch. 6) (E)

28 Discussion Section: Peer Review of First Major Paper
Bring First Major Paper to Class

Part Two: Applications of Concepts of Ethics and Professionalism

Oct. 01 Challenger and Columbia Accidents (Ch. 7, 7.5) (E)

03 Risk and Safety in Engineering (Ch. 7) (E)

05 Discussion Section: RP Morality (Case 32)
First Major Paper Due

08 Risk and Safety in Engineering: Special Lecture
10 International Engineering Professionalism (Ch.10) (H)

12 Discussion Section: Review for Mid-Term Exam

15 Mid-Term Exam

17 Environmental Law (E)
   Second Major Paper Assigned

19 Discussion Section: Second In-Class Paper

22 Engineering and the Environment (Dr. Holtzapple)

24 Engineering and the Environment (Dr. Holtzapple)

26 Discussion Section: Two Proposals Regarding Environmentalism (PP237-240)

29 Bovay Lecture

31 International Engineering Professionalism (H)

Nov. 02 Discussion Section: Peer Review of Second Major Paper

05 Computer Ethics (Ch.5) (Dr. Daugherity)

07 Computer Ethics (Dr. Daugherity)

09 Discussion Section: Cases in International Ethics
   Second Major Paper Due

12 Race and Gender Issues: Mr. Chandler
   Third Major Paper Assigned

14 Promoting and Enforcing Ethics (Ch. 11) (E)
16 Discussion Section: Race and Gender Cases, Promoting & Enforcing Issues

19 Engineers as Employees (Ch 8) (H)

26 Engineers as Employees (Ch. 8) (H)

28 In-Class Review and Special Lecture

29 Discussion Section: Review for Final Exam
Third Major Paper Due

Final Exams: Morning Lecture, Tuesday, Dec. 11, 8-10 a.m,
Afternoon Lecture, Tuesday, Dec. 11, 3:30-5:30 p.m.

Faculty Information:

Dr. C. E. (Ed) Harris, Jr. Bolton 309B

Dr. Roy Hann, WERC 205N
O: 845-3012 Office Hours: M&W, 11:20-12, or by appointment

Dr. Don Russell, WERC 238
O: 845-7912 Office Hours: Come by any time

TA Information
See your TA or the class website for office hours, location, and phone number.

Grading:
Mid-Term and Final Exams: 20% each. Total: 40%
Three Major Writing Assignments: 10% each. Total: 30%
Two In-Class Writing Assignments: 5% each. Total: 10%
Discussion Sections (Attendance, presentations, participation, pop quizzes, etc.): 15%
Attendance in Lecture: 5%

Attendance, Mid-Term Exam, Pop Quizzes, and Discussion-Section Writing Assignments: University excused absence will always be recognized for lecture and discussion sections. Other excuses will be considered on an individual basis. Make-ups
for the Mid-Term will be given for excused absences, and there will be no penalty. Quality presentation in the Friday sessions is important.

Mid-Term and Final Exams: These exams are multiple choice and will focus on both lecture and textbook material. Some material from the book does not appear in the lectures and some lecture material does not appear in the book. Make sure you study both.

Essay Exams: There will be three out-of-class essay assignments during the semester, counting 10% each, and two in-class essay assignments, counting 5% each. Unless your TA gives you different instructions, the out-of-class essays should be 3-4 pages in length (double spaced, typewritten) and the in-class essays should be 1-2 pages in length (handwritten). Writing quality as well as content will be evaluated.

Missed or Late Work: Such work will be excused for University-recognized reasons. Other excuses will be considered on an individual basis. You should notify your TA before the missed class if possible. Make-up exams should be arranged with your TA. Pop quizzes missed because of excused absences will ordinarily not be made up. They will simply not figure in your quiz average.

Scholastic Integrity: "An Aggie does not lie, cheat, or steal or tolerate those who do." Students are expected to understand and abide by the Aggie Honor Code presented on the web at: http://www.tamu.edu/aggiehonor. No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrications, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined on the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site. Violations will be handled in accordance with procedures more fully defined on the web site. Scholastic dishonesty can result in failure of the course. One form of scholastic dishonesty that is not well understood is plagiarism. As commonly defined, plagiarism consists of passing off as one’s own ideals, words, writings, etc., the work of 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 have the permission of that person. Plagiarism is a very serious offense. In the professional world, plagiarism destroys the trust among colleagues, without which research cannot efficiently pursued or communicated. Consult the last issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty” for further comments on this issue.

Writing-Intensive Course: Studies show that engineers spend over half of their time in communication. In fact, communication, both written and verbal, is probably more important than in any other profession, except law. For this reason, practice in communication is an important part of an engineer’s professional education. In the light of this, the course has been designated as writing-intensive. The recognition, evaluation, and resolution of ethical issues, and writing about these issues hones critical thinking skills as well as improves your communication skills. Your grade will be strongly influenced by the quality of your written assignments.
The Writing Center: If you need help with writing, the Undergraduate University Writing Center is the place to go! They will help you with virtually every aspect of a writing assignment—short of writing it for you! They provide one-on-one writing assistance, including help in creating a rough draft, grammar, organization, citation, and revision. Each session lasts approximately 30-45 minutes and begins on the hour. If you are more than five minutes late for an appointment, you forfeit your appointment time. Come prepared! Bring a copy of your assignment and think about what you want to work on at the Center. The Center is located in the Evans Library, second floor, room 121B. The phone is 458-1455. The web address is http://wrc.tamu.edu. The web page is a good source of information for your writing needs. You can even get feedback from a consultant online at http://uwc.tamu.edu/apptcall/student. You can also print hand-outs on virtually aspect of writing from http://wrc.tamu.edu/handouts/. The hours of the center are Monday-Thursday, 10:00 a.m. to 2:00 p.m.

Americans with Disabilities Act (ADA) Policy Statement: The 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 accommodations of their disabilities. If you believe you have a disability requiring accommodation, contact the Department of Student Life. Services for Students with Disabilities, Koldus building, or 845-1637.

Turnitin.com: You may be asked to submit your out-of-class papers to http://www.Turnitin.com before giving them to your TA. This system, subscribed to by the University, protects you, the honest student, from students who would turn in the same essay to different TAs, or otherwise engage in plagiarism. Please do not feel offended by this requirement. It protects YOU. Further instructions for submitting this work will be given with the first major writing assignment.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Michael Stecher, Dept. of Mathematics
    Albert Bogguss, Head, Dept. of Mathematics
    Tim Scott, AOC Dean, College of Science
DATE: February 29, 2008
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MATH 220

We recommend that MATH 220, Fundamentals of Discrete Mathematics, be certified as a writing-intensive (W) course for the next three academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (33%)
2. Course content appropriate to the major
3. Total number of words (2000-4000)
4. Instructor to student ratio for one section: 1:25

Some instructors use Calibrated Peer Review to provide feedback to students. Other instructors look at first drafts of writing assignments and provide feedback this way. Most instructors give instruction through lectures which incorporate class discussion of material and writing issues.

No other significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

Math 220, Fundamentals of Discrete Mathematics

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

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

Signature: M. Stiles
(Course Instructor/Coordinator) 2/1 Aug 07
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) Aug 28, 2007
(Date)

Approvals:
College Dean: 8/23/07
(Date)

Department Head: 8/22/07
(Date)

RECEIVED
AUG 27 2007
BY: UWC
Math. 220-502, Spring 2004
MWF: 11:30 -- 12:20pm., Blocker 164
Instructor: Michael Stecher
Office: Milner 126 or Blocker 625D, 845-3269, stecher@math.tamu.edu
Office hours: MWF. 12:30-- 1:30pm.in Blocker 625D, and by appointment
Text: An Introduction to Abstract Mathematics by Bond and Keane
Prerequisite: Math 172 (second semester calculus) or its equivalent.

We will cover most of chapters 1, 2, 3, 4, and 5, and we'll also revisit parts of calculus. If we have any time left, which I doubt, we'll start chapter 6.

Learning to read, write, and understand mathematics is the major goal of this course. There is a software tool, called Calibrated Peer Review (CPR) that we will be using. To access this tool go to the following web sit

https://cpr.tamu.edu/cpr/cpr/login.asp

The first time you visit this site you will have to set up your account. Instructions on how to do this as well as what CPR is all about will be taken care of during class.

There will be two exams (100 points each), a final exam (150 points), quizzes (50 points), and CPR assignments (100 points). This is a total of 500 points. Semester grades will be decided in the usual fashion. That is, an A is 90% or better, a B is 89% or better, etc.

The final exam is scheduled for Wednesday, May 12 at 10:30 AM.

The following is a tentative weekly schedule of what we will cover this semester. Additional material will be included and some of the material below may not be covered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Material Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>Introduction to CPR, 1.1, 1.2</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>1.3</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Feb. 2</td>
<td>1.4</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>2.3</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>3.1; Exam 1</td>
</tr>
<tr>
<td>March 1</td>
<td>3.2</td>
</tr>
<tr>
<td>March 8</td>
<td>3.3</td>
</tr>
<tr>
<td>March 15</td>
<td>Spring Break, no classes this week.</td>
</tr>
<tr>
<td>March 22</td>
<td>4.1</td>
</tr>
<tr>
<td>March 29</td>
<td>4.2; Exam 2</td>
</tr>
<tr>
<td>April 5</td>
<td>April 5th is the last day to Q-drop. No classes Friday. 5.1, 5.2</td>
</tr>
<tr>
<td>April 12</td>
<td>5.2, 5.3</td>
</tr>
<tr>
<td>April 19</td>
<td>5.4</td>
</tr>
<tr>
<td>April 26</td>
<td>5.5, 5.6</td>
</tr>
<tr>
<td>May 3</td>
<td>Some of Chapter 6</td>
</tr>
<tr>
<td>May 10</td>
<td>Final Exam is Wednesday, May 12 from 10:30 to 12:30 PM.</td>
</tr>
</tbody>
</table>