Memorandum

April 14, 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:

- ENGL 401 Critical Theory and Practice
- ENGL 414 Milton
- ENGL 431 Chaucer
- ENGL/WMST 474 Studies in Women Writers
- MARB 435 Marine Invertebrate Zoology
- MATH 491 Research
- POLS 312 Ethnic Conflict
- POLS 323 Political Systems of Latin America
- POLS 324 Global Inequality
- POLS 328 Globalization and Democracy
- POLS 350 Modern Political Thought
- VIST 201 Writing for Design

Courses submitted for recertification:

- AGSC 384 Clinical Professional Experience in AGSC
- FRSC 406 Forest Policy
- HIST 481 Senior Seminar in History
- KNFB 416 Middle and Secondary School Kinesiology
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 373</td>
<td>Managing Human Resources</td>
</tr>
<tr>
<td>RLEM 315</td>
<td>Vegetation Inventory and Analysis</td>
</tr>
<tr>
<td>RPTS 403</td>
<td>Financing and Marketing Recreation, Park and Tourism Sciences</td>
</tr>
<tr>
<td>SOCI 205</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOCI 206</td>
<td>Global Social Trends</td>
</tr>
<tr>
<td>SOCI 322</td>
<td>Industrial Sociology</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Claude Gibson, Dept. of English
    Marian Eide, Dept. of English
    M. Jimmie Killingsworth, Head, Dept. of English
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 401

We recommend that ENGL 401, Critical Theory and 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: 60%
2. Course content appropriate to the major
3. Total number of words: 3000-3500
4. Instructor to student ratio for one section: 1:20

Students receive extensive, targeted assessment and practical suggestions from the instructor on journal entries preparatory to essay assignments and on the essays themselves. Written and oral feedback will also be provided in peer workshops. Writing instruction includes instructor presentations on conventions of essay in English. Sample essays are provided and discussed; peer feedback is based on specific criteria provided by instructor. In addition, Calibrated Peer Review is used in the drafting process to assist students in evaluating peer writing, improving self-critique, and improving the revision 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):

   ENG 401, Critical Theory and 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) 2/6/08 (Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) 2/3/08 (Date)

Approvals:
College Dean: [Signature] 2/11/08 (Date)
Department Head: [Signature] 2/7/08 (Date)

FEB 13 2008
This course serves as an introduction to the discipline and methods of literary or critical theory. Rather than reviewing the history of theoretical writing, however, we will focus on contemporary texts in crucial areas of theoretical research. The aim of the course will be to allow each student to engage rigorously and extensively with theoretical practices. Additionally, written work will be assigned to support development of students’ critical theory and practice by allowing each writer to make connections between texts, to follow critical debates, and to consider theoretical issues synthetically. Drawing on exemplary short fiction, students will produce their own theoretical accounts of narrative practice. This course may be used to meet the Humanities Requirement of the core curriculum. Since ENGL 401 is a “W,” or writing intensive, course, students must complete and receive a passing grade on the writing portion to pass the course.

Catalogue Description:
Contemporary literary theory and critical practice including editing, interpretation, criticism, and historical research though the study of major theories and their application.

Student Learning Objectives:
THECB Exemplary Educational Objectives for a Humanities Course being met are as follows: students will be able to

1) Demonstrate awareness of the scope and variety of literary theory, its founding texts, and influences as exemplified by major statements in the field (EEO1).
2) Indicate an understanding of methods in the field of literary studies (EEO1).
3) Analyze differences in rhetorical and literary techniques employed by literary critics and theorists (EEO3).
4) Apply these methods and techniques to their own original theoretical and critical writing (EEO4).
5) Articulate an informed personal reaction to works in the arts and humanities in weekly journal entries (EEO5).
6) Demonstrate knowledge of the influence of literature and philosophy on intercultural experiences in written essays and essay exams (EEO7).
7) Understand literary theory as an expression of individual and human values in an historical and social context (EEO2).

TEXTS

Course Website:
METHODS

Theory...

Poststructuralism

*The Resistance to Theory* by Paul de Man

Psychoanalysis

*An Outline of Psycho-Analysis* by Sigmund Freud


Ethics

*The Levinas Reader* by Emmanuel Levinas (edited by Sean Hand)

*Witnessing: Beyond Recognition* by Kelly Oliver

Gender Studies

“Interviews” with Judith Butler

“House and Home: Feminist Variations on a Theme” by Iris Marion Young

*Manhood in the Making* by David D. Gilmore

Just War & Pacifism

*Perpetual Peace* by Emmanuel Kant

*Arguing about War* by Michael Walzer

*The Women & War Reader* edited by Lois A. Lorentzen and Jennifer Turpin

Globalization & Empire

*The Location of Culture* by Homi K. Bhabha

*Multitudes* by Michael Hardt & Antonio Negri

Race Theory

WEB Du Bois: *The Souls of Black Folks*

Frantz Fanon: *Black Skin, White Masks*

... & Practice

“The Dead” by James Joyce

“A Very Short Story” & “Soldier’s Home” by Ernest Hemingway

“Solid Objects” by Virginia Woolf

“Fire and Cloud” by Richard Wright

“The Purloined Letter” by Edgar Allen Poe

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 telephone number is 845-1637.
**REQUIREMENTS**

**TEXTS:** Texts are available at the MSC University Book Store or on-line at the course website.

**RESOURCES:** There are many reference books, websites, and theory primers; a helpful list of resources is available on the course's website.

**JOURNAL ENTRIES:** Students will be asked to submit 10 journal entries of 100 to 150 words to the course website. These entries will be an opportunity to reflect on a major issue in the text, raise a question for discussion, or register a query. I will provide guidelines for writing and submitting these entries during the first week of class. Two entries will require students to review an essay published in an academic journal of literary criticism that adopts one or more of the approaches under review.

**EXAMS:** There will be two take-home examinations over the course of the semester. These exams will consist largely of essay questions (with short sections requiring definitions). Exam questions will be distributed one week prior to the deadline.

**ESSAYS:** The essays will allow students to develop discoveries in their reading as reflected in the journal entries. The first essay will present a particular and original literary theoretical argument that indicates a knowledge a variety of texts from the syllabus. This essay will allow students to develop literary method based on the readings and on previous experience in the study of literature. The second essay will pursue research in critical theory by consulting three to five sources that engage one of the approaches under study and incorporating that research into an original interpretation of one of the literary texts from the syllabus.

**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Percentage</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exams</td>
<td>2 exams</td>
<td>40%</td>
<td>Week 5 &amp; Week 14</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>10 submissions</td>
<td>20%</td>
<td>Via turnitin.com</td>
</tr>
<tr>
<td>Essay 1</td>
<td>3 pages</td>
<td>15%</td>
<td>Week 7</td>
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<tr>
<td>Essay 2</td>
<td>5 pages</td>
<td>25%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

**DEADLINES:** Except for University sanctioned excuses (See Student Rule 7), I do not accept late assignments without significantly lowering your grade. Each 24-hour period that work is late will result in the loss of two percentage points from the assignment grade. I will return assignments within one week of submission. Journal entries will be given no credit if submitted after the deadline for unexcused reasons.

**ATTENDANCE:** Each absence without a university-approved excuse will result in the loss of one percentage point on your final grade.

**ACADEMIC HONESTY:** Section 20 of the Student Rules (http://student-rules.tamu.edu/rule20.htm) clearly outlines the University's policies on Scholastic Dishonesty. Particular attention should be paid to the following rules: "Commission of any of the following acts shall constitute scholastic dishonesty. ... Acquiring answers for any assigned work or examination from any unauthorized source. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor.... Providing answers for any assigned work or examination when not specifically authorized to do so... 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. This course, like all courses at A&M, is bound by the Aggie Code of Honor: "An Aggie does not like, cheat, or steal or tolerate those who do." (See the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor & click on "Definition of Academic Misconduct" and "Academic Integrity Sanctions.") As a safeguard, student will be required to submit their papers electronically to turnitin.com.
**SCHEDULE OF CLASSES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Deadlines &amp; Activities*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; de Man</td>
<td>Journal Entry (JE)</td>
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<tr>
<td>Week 2</td>
<td>Freud</td>
<td>JE &amp; journaling workshop</td>
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<tr>
<td>Week 3</td>
<td>Poe &amp; Lacan</td>
<td>JE &amp; model essay evaluation</td>
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<tr>
<td>Week 4</td>
<td>Levinas</td>
<td>JE &amp; Student Writing Workshop</td>
</tr>
<tr>
<td>Week 5</td>
<td>Wright</td>
<td>Take-Home Exam (T-HE)</td>
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<tr>
<td>Week 6</td>
<td>Oliver</td>
<td>JE &amp; Draft Workshop through CPR</td>
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<tr>
<td>Week 7</td>
<td>DuBois &amp; Fanon</td>
<td>First Essay</td>
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<tr>
<td>Week 8</td>
<td>Joyce &amp; Bhabha</td>
<td>JE &amp; argument exercise</td>
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<tr>
<td>Week 9</td>
<td>Hardt &amp; Negri</td>
<td>JE</td>
</tr>
<tr>
<td>Week 10</td>
<td>Woolf &amp; Butler</td>
<td>JE &amp; Student Writing Workshop</td>
</tr>
<tr>
<td>Week 11</td>
<td>Young &amp; Gilmore</td>
<td>JE &amp; Draft Workshop through CPR</td>
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<tr>
<td>Week 12</td>
<td>Hemingway &amp; Kant</td>
<td>Second Essay</td>
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<tr>
<td>Week 13</td>
<td>Walzer</td>
<td>JE &amp; argument exercise</td>
</tr>
<tr>
<td>Week 14</td>
<td>Lorentzen &amp; Turpin</td>
<td>T-HE</td>
</tr>
</tbody>
</table>

*All activities listed in this column are either writing assignments or activities designed to work on writing.*
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Claude Gibson, Dept. of English
    Paul Parrish, Dept. of English
    M. Jimmie Killingsworth, Head, Dept. of English
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 414

We recommend that ENGL 414, Milton, 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: 90%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:30

An entire class period is spent on describing the type of writing required. Written prompts are distributed. Written feedback is given on the multiple drafts and oral feedback is given by the professor in-class and through mandatory conferencing. The instructor provides in-class discussion of writing assignments and finished essays. Writing instruction is provided through readings (including reading aloud), discussion, lecture, and student-led discussion.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   ENGL 414, 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: [Signature]
(Course Instructor/Coordinator) 2/06/08 (Date)

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

Approvals:
College Dean: [Signature] 2/11/08 (Date)
Department Head: [Signature] 2/17/08 (Date)
MILTON
English 414.500
TR 9:35-10:50 a.m.
BLOC 123

Paul A. Parrish
210D Blocker
862-8305, pparrish@tamu.edu
Office Hours: TR 8:30-9:30, 11:00-12:00 and by arrangement

English 414 (Milton) is an introduction to the life and works of one of the major poets in the English language. Focusing on John Milton’s long poetic achievements (Paradise Lost, Paradise Regain’d, and Samson Agonistes), the course also includes readings from his other poetry and selections from his prose. Milton was very much a man of his times, deeply engaged in the social and political controversies that, in the middle of the seventeenth century, erupted into the Civil War and the period of the Commonwealth. During the semester we will attempt to arrive at an understanding of the development of Milton as a poet and of the relationship between his writings and the life and times out of which they arise.

ENGL 414 is designed to meet the University’s writing intensive (“W”) requirement for the English major. Thus the course will also involve substantial writing assignments as the primary way of enabling you not only to reveal your understanding of Milton’s writings but to present your judgments and interpretations in clear and persuasive prose.

Texts
- Roy Flannagan, ed. The Riverside Milton
- Dennis Danielson, ed. The Cambridge Companion to Milton. 2nd ed.

Prerequisite
- Three credits in English at the 300-level

Learning Objectives
1. To read, discuss, and understand Milton’s writings and the major themes and issues he addresses.
2. To situate Milton’s writings in the context of his life and times and to understand some of the reasons why Milton continues to be regarded as a major English author.
3. To enhance interpretive and analytical skills through both oral and written responses to Milton’s works.
4. To write original and lucid essays that exemplify skillful and accurate writing and that reveal sound interpretive, analytical, and research skills.

Reading Schedule by Week

August 28  Course Orientation

September 4 The 1645 Poems
Flannagan, 31-294 (passim.)
Danielson, 39-53, 54-69

September 11 The Sonnets (7, 9, 11, 12, 13, 14 19, 23) and Comus
Flannagan, 31-294 (passim), 109-71 Danielson, 25-38, 98-112

September 18 Draft/proposal due: September 18
Of Education and Areopagitica
Flannagan, 977-86, 987-1024 Danielson, 84-97
September 25  The Tenure of Kings and Magistrates  
First Paper Due: September 27  
Flannagan, 1057-75  
Danielson, 70-83

October 2  Introduction to Paradise Lost  
*PL*, 1-2  
Flannagan, 297-347

October 9  Paradise Lost, Books 3-4  
Flannagan, 349-412  
Danielson, 113-29, 236-52

October 16  Draft/Proposal Due: October 16  
*PL*, 5  
Flannagan, 415-504  
Danielson, 130-43, 160-74

October 23  *PL*, 6-8  
Flannagan, 508-81  
Danielson, 175-92

October 30  *PL*, 9-10  
Flannagan, 583-657  
Danielson, 144-59  
Second Paper Due: October 30  

November 6  *PL*, 11-12  
Flannagan, 659-710  
Danielson, 193-201

November 13  Paradise Regain'd, 1-2  
Flannagan, 711-50  
Danielson, 202-18

November 20  Draft/proposal Due: November 20  
Danielson, 253-67

November 27  *PR*, 3-4  
Flannagan, 751-82  
Danielson, 219-35

December 4  Final Session  
Major Paper Due: December 4

Course Requirements

This course is designed to integrate significant reading, in-class discussions, and written responses. As such, 90% of the grade will be based on written assignments, with 10% of the grade based on oral work and class participation. Written assignments include two interpretive/analytical essays and a major research-oriented essay, along with three one-page draft proposals of each of these essays. The drafts should be seen as preliminary to the completed essay, and the two interpretive essays may be seen as preparatory for the longer research essay. In short, the activities that will determine your grade are as follows:

- Oral work/class participation: 10%
- Draft/proposal for first paper (one page): 5%
- First Interpretive Paper (Due 9/18) (4 pages): 20%
- Draft/proposal for second paper (one page): 5%
- Second Interpretive Paper (Due 10/9) (4 pages): 20%
- Draft/proposal for major paper (one page): 5%
- Major Research Paper (8-10 pages): 35%
Oral Work/Class Participation

You are expected to attend regularly and to participate frequently in class discussions. On occasion particular individuals or groups will be responsible for making an oral presentation and/or leading class discussion. As a group we will also be organizing a Paradise Lost reading "marathon" later in the semester.

Interpretive Papers

Your two interpretive papers are aimed to develop and reinforce your skills in taking a literary text and presenting your interpretation of it, or some meaningful portion of it, in written form. Analysis and interpretation are fundamental skills in the discipline of English, and being able to write cogently about one’s response to the text is crucial. For these assignments, research is neither expected nor prohibited, but it should not, at any rate, dominate the paper. I am mainly interested in how the paper reveals your ability to read a text closely and carefully.

Draft/proposals

The one-page draft proposals anticipating each major written assignment will be brought to class for peer workshops. It is crucial, therefore, that these be submitted in a timely fashion.

Major Paper

The single most significant assignment is a major essay, including research, which will be due at the end of the semester. You will select your topic, in consultation with me, and complete your work according to the following schedule:

October 9 Submit preliminary topic (mandatory conference will follow)
November 6 Submit final topic (a follow-up conference may be held)
November 20 Draft/proposal submitted for peer workshop
December 4 Paper due

Attendance and Late Submissions

Because this is a discussion-oriented class, attendance is expected and necessary. I will permit two unexcused absences (the equivalent of a week) without a penalty; for each absence beyond the two your final grade will be lowered by a point. Essays should be submitted at class time on the day they are due, but I will not penalize papers submitted by 5:00 that day. Late submissions will be marked down two steps (e.g., from A to B+, from B+ to B-, etc.)

Milton Discussion Group

There is a fairly lively, but not overly burdensome, Milton discussion group that you are encouraged, but not required, to subscribe to during the semester. Most of the participants are teachers and scholars, with an occasional undergraduate or graduate student. But you can also simply be a lurker and watch as the discussions unfold. You may subscribe by going to: milton-l-request@lists.richmond.edu.

Academic Integrity

Governing your conduct in this course are the principles embedded in the Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” All students have the responsibility to understand what is meant by plagiarism (the more academic version of “cheating”) and the consequences for violating the norms of good conduct in this regard. You should become familiar with the Honor Council Rules and Procedures as outlined at http://www.tamu.edu/aggiehonor/.
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, and other items. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., what belongs to another. Thus, you are committing plagiarism if you copy the work of another person—for example, in the context of preparing for and completing a paper or examination—and turn it in as your own, even if you have the permission of that person. Plagiarism is a particularly serious academic violation and must be avoided in all instances. If you have any questions regarding what plagiarism is or is not, talk to me or consult the web site indicated above.

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, Disability Services, in Room B118 of Cain Hall or call 845-1637. Their web site is: http://disability.tamu.edu/.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Claude Gibson, Dept. of English
    Britt Mize, Dept. of English
    M. Jimmie Killingsworth, Head, Dept. of English
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 431

We recommend that ENGL 431, Chaucer, 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: 4000+
4. Instructor to student ratio for one section: 1:30

Each of the precis is returned with copious written commentary and the opportunity for the student to set up individual conferences. Because the precis is a repetitive assignment, student handling of it should improve as the course progresses and analytical and expressive skills develop. Writing instruction combines teacher’s explanation of the principles and techniques; critical reading of examples of academic writing; discussion of those examples’ positive and negative points; informal in-class writing; more formal critical responses to other academic writing; teacher feedback on student writing; independent research and critical argumentation in a formal term paper, with teacher consultation in conference and as further desired by the student.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGL 431, Chaucer

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: Claude Johnson 2/6/08
   (Course Instructor/Coordinator) (Date)

Received: Valerie Balester 2/13/08
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

   College Dean: Daniel Q. Curtis 2/11/08  
   (Date)

   Department Head: M. Kilgore 2/7/08  
   (Date)

RECEIVED
FEB 13 2008
Sketch of "W" Course Compliance for ENGL 431, Chaucer:

<table>
<thead>
<tr>
<th>General rubric category:</th>
<th>Description of relevant course elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relation to the major</td>
<td>An advanced course on a major English author, requiring highly developed critical reading skills. Must be taught at the upper division.</td>
</tr>
<tr>
<td>Amount of graded writing required</td>
<td>Roughly 20 pp.</td>
</tr>
</tbody>
</table>
| Amount of writing instruction | (1) One full class day devoted to the parts of the academic writing process in which advanced English majors remain least proficient: effective development and execution of a research plan, and the successful integration of published scholarship into student argumentation.
(2) Portions of selected class days given to discussion of examples of academic writing the whole class has read, with attention to the authors’ strategies and methods, both successful and unsuccessful.
(3) Portions of other class days given, as needed, to questions that develop during the process of writing the term paper. Instructor will frequently begin class by asking whether any new issues have arisen that should be discussed briefly.
(4) One required conference with the instructor in which individual feedback on work-in-progress, and guidance for further development, are given.
(5) Written assignment prompts and detailed criteria for success are given. |
| Provisions for practice and/or feedback | (1) During work on the term paper, one required conference with the instructor in which individual feedback on work-in-progress, and guidance for further development, are given.
(2) Four précis, designed to build students’ skills in critically engaging with published scholarship, skills essential to the term paper’s entry into formal dialogue on its topic.
(3) Numerous brief in-class responses to prompts given or questions asked by the instructor. Graded as “unsatisfactory,” “satisfactory,” or “excellent” (minus, check, or plus) and accumulating in the form of a curve credit applied to the term paper. Responses will often be discussed in class as a stimulus to instructional dialogue on the day’s subject matter. |
| Collaborative writing (where applicable) | None. |

Sample syllabus follows.
English 431: Chaucer
(Designed for “W” course compliance)

Dr. Britt Mize
bmize@tamu.edu

Office: Blocker 217C, ph. 979-845-8349
Office hours: TBA

Minimum prerequisite: 3 hours of English credit at the 300 level.

I. Required Texts

2. Selected articles from recent issues of the *Chaucer Review*. The contents of this scholarly journal are available via Project Muse. To get to it, go to the library’s homepage and enter “chaucer review” in the search box for “E-Journals.” Then select “Find Text @ TAMU” to access .pdf files through Project Muse.

II. What Are We Doing Here?

This course is an advanced interaction with the works of Geoffrey Chaucer, one of the most sophisticated, entertaining, and influential authors in the English language. It’s designed primarily for senior English majors, who are assumed to be experienced, skillful readers and writers. My goals are for you (1) to gain familiarity with the extent, aesthetics, and philosophical orientations of the writings of Chaucer; (2) to become conversant with some of the ways his works have been, and currently are, talked about by professionals in the field; and (3) to exercise and continue developing your skills as an analytical reader, critical thinker, and articulate academic writer. This last goal deserves special notice: as a designated “W” course, English 431 will give attention throughout the semester to the processes of academic writing in the discipline of literary study.

Just so there will be no surprises, I should say a word about costs and payoffs. Competent reading of Middle English requires climbing a steep learning curve; and even apart from the linguistic difficulties faced by Modern English speakers, Chaucer’s writings are nuanced and complex, which is part of what keeps us talking about them more than 600 years later. For these reasons, to succeed in this course you’ll need to pledge your time, full effort, and intensive attention to the texts we read. If you do this, I pledge in return to make it worth the trouble. Rise to the challenge, and you have my word that you’ll learn a tremendous amount and leave intellectually enriched by the always surprising Chaucer.

III. Course Requirements and Grades

The conditions of credit for this course are (1) a passing grade based on your completion of all assigned written work and (2) your attendance and consistent participation in the activities that constitute the course. Please note that you are expected to be present and to bring a sense of responsibility for engaging with the texts we read. The courses I teach take place primarily in the classroom, so not regularly attending class equals not taking the course. My attendance policy is “come to class unless you can’t.” In an extreme case—ten or more MWF class meetings missed for unexcused reasons—poor attendance may be cause for failure.

There will be a final exam worth 25% of the course grade and a final paper (about 8–10 pp.) worth another 25%. The remaining 50% of the course credit will be divided equally among four brief précis (2–3 pp. each) of published articles. You’ll receive detailed assignment sheets to guide you in each type of formal writing assignment (the term paper and the précis), and we’ll discuss their conventions and recommended procedures in class.

Throughout the semester you’ll also be accumulating a positive, negative, or neutral credit, based on brief, in-class written responses, that will be applied to the term paper grade. Here’s how it works: on some days class will begin with an unannounced quiz, each of which will be scored with either a plus, a check, or a
minus. At the end of the semester I’ll total up your marks. Plusses and minuses will cancel each other out one-for-one. After that cancellation, the majority of your remaining marks will determine what happens: if you have mostly plusses left over, your term paper grade will swing up by one degree (for instance, a B on the paper would become a B+); if you have mostly minuses left over, your term paper grade will swing down by one degree (for instance, an A- on the paper would become a B+); and if you have mostly checks left over, you break even and your term paper grade will be unaffected. If you have an excused absence on a day when a quiz was given, that quiz will count neither for nor against you (as if I hadn’t given one at all, so that there is no penalty). If you have an unexcused absence on the day of a quiz, the quiz is simply missed and will be tallied as a minus.

Absences are excused for the reasons outlined in the Student Rules (see student-rules.tamu.edu/rule7.htm). Please alert me by email of any absence that should be excused so it can become part of my records. At my discretion, I may ask for standard documentation.

IV. Conferences

Availability to students is important to me. My posted office hours are open hours, and you’re welcome to stop by for any reason. If you can’t make my office hours due to a conflict with your class or work schedule but want to talk to me in person, let me know and I’ll do my best to make an appointment with you for an alternative time.

During the second half of the semester each of you will be required to schedule a conference with me to discuss progress up to that point on your term paper. On the class day prior to your scheduled conference, please hand in to me whatever work you have done so far. When we meet I will provide feedback and offer consultation on your continuing work.

V. Academic Integrity

According to the university Code of Honor, “an Aggie does not lie, cheat, or steal, or tolerate those who do.” Besides being a personal insult to me and to the offender’s classmates, academic dishonesty undermines the very nature and purpose of an educational institution. Cases of which I become aware will normally result in failure of the course and the addition of an Honor Violation Probation flag to the student’s official record (see the Honor Council Rules and Procedures at www.tamu.edu/aggiehonor).

All your graded work for this class is expected to be original: created by you, and created for this course. You are responsible for understanding and avoiding plagiarism and cheating. If you’re not certain that you know what is meant by “plagiarism” or “cheating,” either in general or in regard to a specific assignment, please talk with me for clarification. I won’t hold that against you—I’d much rather answer your questions early than run into problems later.

VI. 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 Studies with Disabilities, in Cain Hall, Rm. B1118, or call 845-1637.
Course Schedule

M 8/27     Introductory matters.

**SELECTED LYRICS AND A DREAM-VISION**

W 8/29     Study the “Linguistic Notes” handout;  
            *Chaucers Wordes unto Adam, His Owne Scriveyn* (p. 650);  
            *The Complaint of Chaucer to His Purse* (p. 656);  
            *To Rosemounde* (p. 649).

F 8/31     Textbook Introduction, pp. xv–xxvi (“Chaucer’s Life”);  
            *Against Women Unconstant* (p. 657);  
            *Merciles Beaute* (p. 659);  
            *The Complaint unto Pity* (pp. 640–41).

M 9/3     *The Parliament of Fowls.*

W 9/5     From *The Legend of Good Women: Prologue*, G version only (ll. 1–545);  
            *The Legend of Philomela* (ll. 2228–393).

**TROILUS AND CRISEYDE**

F 9/7     Book I.

M 9/10    Book II, ll. 1–812.

W 9/12    Book II, ll. 813–1757.

F 9/14    Book III, ll. 1–952.


W 9/19    Book IV, ll. 1–805.

F 9/21    Book IV, ll. 806–1701.

M 9/24    Book V, ll. 1–1316.

W 9/26    Book V, ll. 1317–869;  
            Dabney Anderson Bankert, “Secularizing the Word: Conversion Models in  
            Précis 1 (required).

**ORIENTATION AND INSTRUCTION FOR TERM PAPER PROJECT**

F 9/28    Strategies for topic selection; research methods; and turning an intelligent critical  
            argument into a scholarly one.
### **The Canterbury Tales**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>M 10/1</td>
<td>I.1–858, <em>The General Prologue.</em></td>
<td>Précis 1 returned with comments.</td>
</tr>
<tr>
<td>W 10/3</td>
<td>I.859–1880, <em>The Knight’s Tale</em> (parts 1–2).</td>
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<tr>
<td>W 10/10</td>
<td>I.3855–4324, <em>The Reeve’s Prologue and Tale.</em>;</td>
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<td></td>
<td>Précis 2 returned with comments.</td>
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<tr>
<td>F 10/12</td>
<td>I.4325–422, <em>The Cook’s Prologue and Tale.</em></td>
<td></td>
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<tr>
<td>F 10/26</td>
<td>IV.1–1212g, <em>The Clerk’s Prologue and Tale.</em></td>
<td>Turn in progress report on term paper; begin scheduling individual conferences.</td>
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<tr>
<td></td>
<td>Précis 4 (elective).</td>
<td>Précis 4 returned with comments.</td>
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<tr>
<td>Date</td>
<td>Sections</td>
<td>Assignments</td>
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<tr>
<td>M 11/12</td>
<td>VII.453–690</td>
<td>The Prioress's Prologue and Tale.</td>
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<tr>
<td>W 11/14</td>
<td>VII.691–966</td>
<td>The Prologue to Sir Thopas and The Tale of Sir Thopas. Précis 5 returned with comments.</td>
</tr>
<tr>
<td>F 11/16</td>
<td>VII.967–1888</td>
<td>The Tale of Melibee.</td>
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<tr>
<td>M 11/19</td>
<td>VII.1889–2766</td>
<td>The Monk's Prologue and Tale.</td>
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<tr>
<td>[F 11/23</td>
<td>Thanksgiving Holiday.]</td>
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<tr>
<td>M 11/26</td>
<td>VIII.1–553</td>
<td>The Second Nun's Prologue and Tale.</td>
</tr>
<tr>
<td>M 12/3</td>
<td>X.1–1080</td>
<td>The Parson's Prologue and Tale.</td>
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<tr>
<td></td>
<td>X.1081–96</td>
<td>Chaucer's Retraction.</td>
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<tr>
<td></td>
<td>Précis 6 returned with comments.</td>
<td></td>
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<td></td>
<td>Term papers due.</td>
<td></td>
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<tr>
<td>TBA</td>
<td>Final Exam (as scheduled by the university).</td>
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</tbody>
</table>
Hey Doc, What's a Précis?

Britt Mize

A précis is a kind of academic summary. Specifically, it’s a tightly focused summary of an argument expressed by a piece of academic writing, not necessarily a summary of the piece of writing that expresses the argument. The difference is important. An argument is the attempted demonstration of a claim (a thesis, or “the point,” or the answer to a question) via a structure of reasoning. It is this structure, the construction of the argument, that a précis tries to show concisely and as clearly as possible. If this is best done by rearranging the material, or by spending proportionally less time on a certain point than the author does, then that’s what you should do: don’t assume that you should write one sentence per authorial paragraph, in the same sequence—or anything like that. Your précis will not be a narrative of what the scholar said first, then next, then next, etc.; it will be a display of the article’s argumentative skeleton.

Précis writing, then, requires an active and analytical involvement with the target text, and a good précis will reflect this involvement by focusing effectively on what’s really important in the argument. Make clear the nature of the evidence or reasoning that the author invokes; what the key steps in that reasoning are; and how exactly those steps move the writer toward his or her conclusion.

The culmination of this analytical involvement with the argument will be some sort of opinion about its effectiveness. The focus of this writing is on critical summary and not on critical review, but your précis should end with a very brief comment (no more than a moderate paragraph) on the value and persuasiveness of the argument.

The whole bag should be no more than 3 pages, double-spaced.

Hey Doc, What’s a Précis?

Britt Mize

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Online Bibliographies of Chaucer Scholarship
Britt Mize

The two resources described below are to assist you in locating published work relevant to your term paper project.

These are bibliographies, not full-text databases; what they collect in most cases is publication information and topical descriptors. Use these bibliographies—particularly the Chaucer Bibliography Online, supplemented by MLA—to compile for yourself a reading list of materials with potentially high relevance to your project. Then, take your reading list and begin acquiring the items on it. Some will be books; some will be individual essays in book-form essay collections; most will be journal articles.

For books, our library will have some and won’t have some, so determine this by using the library’s online catalog and begin placing ILL orders for things we don’t have that you will need to see. For journal articles or essays within collections, our library will have many but won’t have others, so the same applies: begin placing requests for electronic document delivery of items we don’t have.

Increasingly, journal articles are becoming available online through services such as Project Muse and JSTOR, but a great many still are not. Having things available online is wonderful and convenient, but digitized items must not be privileged over non-digitized for reasons of convenience. In real research, when the goal is to discover something new to say and contribute to an academic conversation, a choice to limit one’s reading to items available online is a lazy choice that will result in ill-informed work.

1. Chaucer Bibliography Online. The journal Studies in the Age of Chaucer publishes an annual printed bibliography of all Chaucer scholarship. The Chaucer Bibliography Online is a searchable, cumulative online version of that bibliography that attempts to cover all Chaucer scholarship from 1975 through the present.

Please be aware that the annotations are merely topical statements; they are not evaluative in nature, nor can they serve as full summaries. Rather, they are intended to help you know whether the article is one that might have bearing on your particular project.

To access this resource, browse to http://uchaucer.utsa.edu.

2. MLA International Bibliography. The Modern Language Association has been publishing an annual printed bibliography of literary scholarship, organized by topic, for over a century. The full contents of that printed bibliography from 1963 to the present are available online in a searchable database, supplemented by selected pre-1963 references.

For Chaucer, the MLA bibliography should in theory overlap exactly with the Chaucer Bibliography Online (see previous item) from 1975 on, although in practice the CBO captures some references missed by MLA. MLA may still be useful to you, however, for locating materials that are not specifically about Chaucer but may have topical bearing on your work.

To access this resource, go to the TAMU library homepage. Choose the “Indexes/Databases” tab and type “mla” into the search box. Choose “MLA Bibliography.”
An "A" paper
(1) has a thesis that is not only clearly stated, but also specific, meaningful, original, and interesting. It shows insight and careful thought on the part of the writer and seems worthy of a reader's close attention.
(2) identifies specific textual evidence in support of the thesis and offers thorough, thoughtful analysis of that evidence. The line of argument has been carefully considered by the writer and supports the thesis solidly.
(3) is organized so that the line of argument unfolds logically and systematically. The structure and strategy of an "A" paper are easy for a reader to follow because the writer has thought carefully about how to arrange the material in a way that will make sense to someone else. The sentences within each paragraph, too, are relevant to the main point of that paragraph and follow one another in a clear progression of thought. An "A" paper contains no digressions or superfluous information; everything in the paper connects logically to build support for the thesis.
(4) shows a good awareness of prior scholarship most pertinent to the topic. The writer makes judicious reference to published work, always clarifying the relevance of cited sources to the point being made and providing full, transparent documentation according to an accepted form (such as MLA or the Chicago Manual of Style).
(5) is written with excellent clarity, precision, and conciseness. The writer has obviously paid close attention to stylistic matters in the final stages of the paper's preparation.
(6) is virtually free of "surface errors" (i.e., typographical errors, misspellings, deviations from standard grammar and mechanics, etc.).

A "B" paper
(1) has a thesis that is clearly stated and meaningful, not ambiguous or hollow. As in an "A" paper, the argument that a "B" paper sets out to make is original and worth seriously considering. The thesis of a "B" paper may not be quite as sharply focused as the thesis of an "A" paper, although it could be, if other aspects of the paper are not up to "A" standards.
(2) identifies and analyzes specific textual evidence in support of the thesis. The line of argument is sound overall and has only minor, isolated shortcomings in clarity or thoroughness. The writer's claims about the text(s) being analyzed are informed and perceptive, and his or her interpretations are, on the whole, well justified.
(3) is organized so that the line of argument is generally easy to follow. Although certain improvements could perhaps be made in the organization of sentences within paragraphs or paragraphs within larger units, effective communication of the evidence for the thesis is never hampered on account of this.
(4) shows reasonable awareness of prior scholarship pertinent to the topic. The writer refers to published work, generally indicating the relevance of cited sources to the point being made and always providing adequate bibliographic information.
(5) shows generally good clarity and conciseness; exceptions are only occasional and minor. A "B" paper communicates its points well, with little ambiguity.
(6) has few surface errors. The paper has been proofread attentively.

A "C" paper
(1) probably has a thesis that is a little bit too broad or general to generate an original and interesting argument. Alternatively, the thesis may be presented in an ambiguous or confusing way such that the paper's argument is not as clear as it needs to be.
(2) will identify textual evidence in support the thesis, but may sometimes interpret it in a questionable way or overlook other important evidence. Although a "C" paper does attempt to provide systematic support for its thesis, the logical connection between the evidence provided and the central point of the paper may at times seem unclear or unconvincing because of underdeveloped or superficial analysis.

(3) will have a generally logical scheme of organization, but within this scheme, the development of the argument may at times seem digressive or difficult to follow. Some rereading may be necessary in order for a reader to keep track of the basic line of reasoning.

(4) shows some awareness of prior scholarship pertinent to the topic, though a reader may get the impression that this awareness is spotty and unsystematic. The writer refers to published work, generally indicating the relevance of cited sources to the point being made and providing adequate bibliographic information; but at other times references may seem arbitrary, unclear in importance, or absent where needed.

(5) will usually communicate clearly enough, but may be somewhat less polished stylistically than a "B" paper. A "C" paper sometimes presents a reader with obscurely or loosely expressed thoughts that may cause some difficulty of understanding, but most of the time the writer successfully says what he or she means to say.

(6) probably has some surface errors that the writer should have been able to catch.

A "D" paper

(1) may have a thesis that is insubstantial, far too broad for development in a paper of this length, highly subjective, overly derivative of previously published work, or so obvious that it does not call for systematic discussion. Alternatively, the thesis of a "D" paper may be stated vaguely or unclearly enough that a reader is unsure of exactly what point is being argued.

(2) may fail to identify specific textual evidence in favor of the thesis. Alternatively, a "D" paper may purport to identify such evidence but do so in a conspicuously sketchy fashion or make its point only by ignoring other evidence to the contrary. A "D" paper provides some, but not adequate, support for its central claim.

(3) may have significant enough flaws in organization to present real difficulty for a reader.

(4) will gesture to some prior scholarship, but the works that are cited may lack clear relevance or seem to be the result of only a perfunctory attempt at research.

(5) may have generalized or consistent problems with clarity and conciseness. A reader of a "D" paper may frequently find its manner of expression confusing or imprecise.

(6) may have a consistent problem with surface errors. A "D" paper typically does not appear to have been proofread with any care.

An "F" paper

probably has most of the deficiencies characteristic of a "D" paper, but more consistently or to a greater degree. If the writer has attempted to present cogent support of a central idea, this has not been accomplished successfully. Any of a number of factors may contribute to this shortfall: inadequate grasp of the paper's subject matter; a fundamentally vague or illogical argument; lack of evidence for important claims; gross factual errors; absence of an intelligible organizational scheme; failure to address the research component of the assignment; etc. In an "F" paper, substantive, content-oriented problems are damaging enough that the secondary aspects of a paper, such as style and surface errors, do not play a major role in a reader's consideration of quality (although typically an "F" paper will be weak in those areas as well). An "F" paper may give the impression of having been conceived hastily and written in a single draft. (Please note that any paper that does not match the assignment is also eligible to receive an "F" grade.)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Claude Gibson, Dept. of English
     Susan Egenolf, Dept. of English
     M. Jimmie Killingsworth, Head, Dept. of English
     Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL/WMST 474

We recommend that ENGL/WMST 474, Studies in Women Writers, 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: 1:27

Students receive detailed response to the proposal and bibliography, and (for any formal submission) they may submit via email their introduction and another paragraph for teacher input prior to the due date. A day for peer critiques of the major paper is scheduled. The professor takes up journals twice during the semester and provides detailed response to the students' analyses. An essential component of this class is the journal. Students are given prompts twice a week and asked to respond. The prompts attend to the global or thematic issues occurring in the readings, or they may ask students to attend to the rhetoric of the reading. Writing workshops and peer critiques are scheduled on the syllabus; more informal discussion of writing occurs almost daily in connection with the readings.
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: ____________________________ 2/6/08
(Course Instructor / Coordinator) (Date)

Received: ____________________________ 2/13/08
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: ____________________________ (Date)

Department Head: ____________________________ 2/7/08 (Date)
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 474, Studies in Women Writers

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: Claude Gibson 2/16/08
(Course Instructor / Coordinator) (Date)

Received: Valerie Balester 2/18/08
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Daniel D'Anieri 2/11/08 (Date)
Department Head: Claudia Nelson 2/18/08 (Date)
ENGL/WMST 474-501—Studies in Women Writers: Gendered Narratives

Course description
This course will explore seven novels written by women authors from the mid-eighteenth century to the present. Though produced under various social and political conditions, these novels all share the rhetorical technique of first-person narratives in a male voice. The novels include male narrators in the guise of explorers, aristocrats, an Indian rajah, a scientist, a war veteran, and a missionary. We will question the expectations associated with gendered narratives and will explore the extent to which the women authors employed the male narrators to subvert conventional limitations or expectations. We will also attend to the ways in which historical context (within the narrative and for the authors) might effect the reasons for employing male narrators.

Prerequisite—3 credits of literature at 200-level or above (usually one course) or approval of instructor.

Primary Texts:
Maria Edgeworth. Ennui (1809).
Sarah Scott. A Description of Millenium Hall (1762).
Mary Shelley. Frankenstein (1818).

Grade Determination:
Attendance and participation 5%
Journal writing (26-52 pp.) 10%
Two short response papers (2-3 pp. each) 10%
Oral presentation 5%
First exam 20%
Second exam 20%
Proposal and bibliography 5%
Final researched essay (9-12 pp.) 25%

This course is designated as both a Writing Intensive (W) and an Inquiry Intensive (I) course. As such, the format of the course will encourage students to explore and interrogate methods for scholarly research and interpretation. The seminar essay is a semester-long project in which students will employ scholarly methods to develop a
compelling argument supported by primary and secondary research. In addition to the novels we will also read and discuss relevant critical essays. **In-class writing and peer review workshops are incorporated into the course plan.**

**Requirements:**
 Attendance and completion of all assigned reading by the day upon which that assignment is listed are the most basic expected requirements for every student.

**Journal writing**—you will bring a composition book or journal to each class and **at least two times a week, you will be given writing prompts centered around the assigned readings.** These frequent short writing assignments, requiring **one to two pages per entry,** are designed to provide you with approaches for examining the texts. At the end of the semester, you will turn in your journal for a grade based on the content of your writings.

**Short response papers (approx. 600 words each)**—during the course of the semester, you will turn in **two short response papers.** You will develop these responses from your in-class journal writings. Your response should be local rather than global—you may work with rhetorical strategies employed by authors, with a particular footnote that captures your attention, with the historical context, etc. While your opening paragraph may make more general statements about the play (or novel or poem), your paper should focus on a single scene or character or stage direction. You may also choose to respond to the secondary/critical readings.

**Oral presentation**—you will sign-up for an oral presentation related to the course readings. Your presentation should include images (paintings, engravings, maps, pictures of cultural artifacts, etc.) that will enrich our understanding of the texts. You may wish to use Powerpoint for your presentation.

**Exams** will be identification, with discussion of the significance of the quotations, and **essay.** You will have choice on both parts of the exam (e.g. answer 1 of the following 3 essay questions). You will need to bring a blue-book for each exam. The Second Exam will have **one take-home essay question (3-4 pp.)** that you will turn in on the exam date with the in-class portion of the exam.

**Research paper (9-12 pp./2250-3000 words)**— You will present an original argument related to the writings of empire that we've studied in class. You will find our library's Eighteenth Century Collections Online, Making of the Modern World, Empire Online and Early American Imprints, and MLA databases to be very helpful. You should see this essay as your argument entering the critical dialogue surrounding a particular work or works. This, of course, means that you'll need to research what has been written about your topic previously. You may also wish to do historical or biographical research. Do use specific quotations from the research materials and the primary texts to support your summary and analysis. You will, of course, receive more details about this assignment as the semester progresses. You should employ 8-12 outside sources.
Paper proposal with bibliography (2 pp.)—In preparation for your research paper, you'll write a short proposal about your planned topic and include a bibliographical list of the works you plan to address.

All essays are to be typed, double-spaced, with citations according to MLA format. Essays are due (electronically and in hardcopy in class) on the due dates specified below. A short extension is usually possible, but you must see me BEFORE the due date to get the extension. Otherwise, a letter-grade will be deducted for each day the essay is late.

Students with a university-excused absence on the day an assignment is due may make-up the assignment. Upon your return to class, please see me with documentation. Your make-up work will be due the week following your return.

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

The Academic Integrity Task Force has requested that the Aggie Honor Code appear on all syllabi. Students should also refer to the Honor Council Rules and Procedures on the web: http://www.tamu.edu/aggiehonor

It is your responsibility to know the Aggie Honor Code and to understand what constitutes scholastic dishonesty and to avoid it at all costs. Suspected violations of the Aggie Honor Code will be reported to the Aggie Honor System Office.

During the semester, you will be expected to write and sign the following statement or the Aggie Honor Code on all quizzes, exams and papers:
"On my honor, I have neither given nor received unauthorized aid on this quiz/exam/paper. The work I am turning in is my own."

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 accommodation, please contact the Department of Student Life, Disability Services (http://disability.tamu.edu/), Cain Hall, Room B-118 or call 845-1637; disability@tamu.edu.

Schedule of Readings:

M 1/14: Introduction to the course; discussion of gendered narrative
W 1/16: Sarah Scott. A Description of Millenium Hall; journal writing
F 1/18: Sarah Scott. Millenium Hall; journal writing

M 1/21: MLK Holiday; no class
W 1/23: Sarah Scott. Millenium Hall; journal writing
F 1/25: Sarah Scott. Millenium Hall; journal writing
W 1/30: Elizabeth Hamilton. *Hindoo Rajah; journal writing*
F 2/1: Elizabeth Hamilton. *Hindoo Rajah; journal writing*

M 2/4: Elizabeth Hamilton. *Hindoo Rajah; journal writing*
W 2/6: Elizabeth Hamilton. *Hindoo Rajah; journal writing*
F 2/8: Maria Edgeworth. *Ennui*

M 2/11: Maria Edgeworth. *Ennui; journal writing*
W 2/13: Maria Edgeworth. *Ennui; journal writing*
F 2/15: Maria Edgeworth. *Ennui*

M 2/18: Maria Edgeworth. *Ennui; journal writing*
W 2/20: Mary Shelley. *Frankenstein*
F 2/22: Mary Shelley. *Frankenstein; journal writing*

M 2/25: Mary Shelley. *Frankenstein*
W 2/27: Mary Shelley. *Frankenstein; journal writing*
F 2/29: Mary Shelley. *Frankenstein; journal writing*

M 3/3: *Frankenstein* representations and films; *journal writing*
W 3/5: Exam 1
F 3/7: *Writing workshop: the abstract*

Spring Break

M 3/17: Charlotte Perkins Gilman. *Herland; journal writing*
W 3/19: Charlotte Perkins Gilman. *Herland; journal writing*
F 3/21: Reading Day; no class

M 3/24: Charlotte Perkins Gilman. *Herland; journal writing*
W 3/26: Charlotte Perkins Gilman. *Herland*
F 3/28: Leslie Marmon Silko. *Ceremony; journal writing*

M 3/31: Leslie Marmon Silko. *Ceremony; journal writing*
W 4/2: Leslie Marmon Silko. *Ceremony; Abstract due.*
F 4/6: Leslie Marmon Silko. *Ceremony; journal writing*

M 4/7: Leslie Marmon Silko. *Ceremony; journal writing*
F 4/11: Louise Erdrich. *Miracles of Little No Horse; journal writing*

M 4/14: *Writing workshop: incorporating research.*
W 4/16: Louise Erdrich. *Miracles of Little No Horse*
F 4/18: Louise Erdrich. *Miracles of Little No Hors; journal writing*
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: Anja Schulze, Dept. of Marine Biology  
     John R. Schwarz, Dept. of Marine Biology  
     Donna Lang, AOC Dean, TAMU Galveston  
DATE: April 14, 2008  
SUBJECT: REPORT ON PROPOSED W COURSE: MARB 435  
  
We recommend that MARB 435, Marine Invertebrate Biology, 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: 25% (4 credit-hour course)  
2. Course content appropriate to the major  
3. Total number of words: 2000-3000  
4. Instructor to student ratio for one section: 1:18  

Teaching assistants provide feedback on students’ drafts. Students who make a low grade on a written assignment have the opportunity to resubmit a new report on a different topic. The instructor provides writing instruction in the form of discussion and rubric-style evaluations.
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):

MARB 435 - Marine Invertebrate Zoology

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

Approvals:

College Dean: [College Dean] (Date)

Department Head: [Department Head] (Date)
MARB 435 – MARINE INVERTEBRATE ZOOLOGY

Spring 08 Syllabus

Instructor: Dr. Anja Schulze
Phone: (409) 740-4540
Email: schulzea@tamug.edu
Teaching Assistants: Russell Carvalho, email: Russell64@yahoo.com
Clif Nunnally, email: nunnallc@tamug.edu
Office hours: Tuesday 10-12 at Ft. Crockett 260A (or email for appointment)

Course description
This course covers approximately 20 phyla of invertebrate animals as well as some important protozoan groups. The emphasis is on marine representatives. In the lectures, an overview of the diversity, morphology, evolution and ecology of each taxon will be given. The labs focus on local fauna and include field trips to the Galveston groins, oyster reefs and mud flats and a trawling cruise in Galveston Bay. Additional voluntary field trips will be offered.

Writing: This is a Writing Intensive Course. Written assignments account for more than 25% of the grade, and you must pass the writing portion in order to pass the course.

Schedule

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Monday, Wednesday 11:00-12:15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labs:</td>
<td>401: Monday 13:00 – 15:50, CLB 201</td>
</tr>
<tr>
<td></td>
<td>402: Tuesday 13:00 – 15:50, CLB 201</td>
</tr>
<tr>
<td></td>
<td>403: Wednesday 13:00 – 15:50, CLB 201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lecture Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Jan. 14</td>
<td>Syllabus, Linnean System, Phylogenetic trees</td>
<td>No labs</td>
</tr>
<tr>
<td>Wednesday Jan. 16</td>
<td>Protozoa</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Lecture Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Jan. 21</td>
<td>Martin Luther King Day – no class</td>
<td>No labs</td>
</tr>
<tr>
<td>Wednesday Jan. 23</td>
<td>Zooplankton</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Lecture Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Jan. 28</td>
<td>Porifera I</td>
<td>Lab 1: Microscopy, drawings, Zooplankton (field trip)</td>
</tr>
<tr>
<td>Wednesday Jan. 30</td>
<td>Porifera II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Lecture Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Feb. 4</td>
<td>Test 1</td>
<td>Lab 2: Porifera and Cnidaria</td>
</tr>
<tr>
<td>Wednesday Feb. 6</td>
<td>Cnidaria I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Lecture Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Feb. 11</td>
<td>Cnidaria II, Ctenophora</td>
<td>Lab 3: Galveston groins (field trip)</td>
</tr>
<tr>
<td>Wednesday Feb. 13</td>
<td>Bilateria, Platyhelminthes, Nemertea</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Lecture Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Feb. 18</td>
<td>Oyster reefs, Mollusca I</td>
<td>Lab 4: 99th Street (field trip)</td>
</tr>
<tr>
<td>Wednesday Feb. 20</td>
<td>Mollusca II</td>
<td></td>
</tr>
</tbody>
</table>
### Week 7
- **Monday** Feb. 25: Mollusca III  
  Lab practical and Lab 5: mollusc shell identification
- **Wednesday** Feb. 27: Meiofauna

### Week 8
- **Monday** March 3: Test 2  
  Lab 6: Meiofauna field trip
- **Wednesday** March 5: Annelida I

### Week 9
- Spring break

### Week 10
- **Monday** March 17: Annelida II  
  Lab 7: Mollusca
- **Wednesday** March 19: Brachiopoda, Bryozoa, Phoronida

### Week 11
- **Monday** March 24: Ecdysozoa: Tardigrada, Onychophora  
  Lab 8: Trawl field trip
- **Wednesday** March 26: Arthropoda I

### Week 12
- **Monday** March 31: Arthropoda II  
  Lab practical and lab 9: Annelida and Sipuncula
- **Wednesday** April 2: Arthropoda III, Nematoda

### Week 13
- **Monday** April 7: Introduction to Deuterostomia, Echinodermata I  
  Lab 10: Arthropoda
- **Wednesday** April 9: Echinodermata II

### Week 14
- **Monday** April 14: Hemichordata, Chordata  
  Lab 11: Deuterostomia + review
- **Wednesday** April 16: Test 3

### Week 15
- **Monday** April 21: Deep Sea Invertebrates  
  Lab Finals
- **Wednesday** April 23: Coral Reefs

### Week 16
- **Monday** April 28: Review

### Week 17
- **Tuesday** May 7: Finals (2-4 pm)

### Deadlines
- **Jan. 30:** Article summary 1 (during lecture)
- **Week of Feb. 11:** Zooplankton report (by 1 pm on day of lab section)
- **Week of Feb. 25:** Galveston groins report (by 1 pm on day of lab section)
- **Week of March 3:** Oyster reef field trip report (by 1 pm on day of lab section)
- **Week of March 24:** Meiofauna report (by 1 pm on day of lab section)
- **March 31:** Article summary 2 (during lecture)
- **April 1:** Q-drop date
- **Week of April 7:** Trawl report (by 1 pm on day of lab section)
- **Week of April 21:** Last day to submit late reports with 10% penalty (by 1 pm on day of lab section)

### Readings
- Webpages: [http://webs.lander.edu/rsfox/invertebrates/glossary.html](http://webs.lander.edu/rsfox/invertebrates/glossary.html) (online glossary); [http://webs.lander.edu/rsfox/invertebrates/](http://webs.lander.edu/rsfox/invertebrates/) (online lab manual)
Exams
The lab and lecture tests, except the finals, will mainly cover the material since the last test, but comparative questions referring to previously covered material can be expected as well. Both the lab and lecture finals are cumulative and will cover the complete course. Your UIN will be the only means of identifying yourselves on exams and quizzes. Bring it with you or memorize it. If you miss a test due to an excused absence you will have the opportunity to take it within five business days after the original date. If you have an excused absence exceeding five business days, alternative assignments for extra credit can be arranged.

Written Assignments
You are required to submit two article summaries (200 words each) for the lecture portion and two field trip reports (800 words each) for the lab. The field trip reports are for either two of the five required field trips. Reports are due two weeks after the trip by 1 pm on the day of your lab section. If you submit more than two field trip reports the lowest grade will be dropped. It is highly recommended to submit reports for the first two field trips. The penalty for a late assignment is 10%, no matter how late it is. No late assignments will be accepted after the final deadline in the week of April 21 (day of lab section).

Writing Note: Since these are written exercises and will be graded based on writing guidelines described at the end of this syllabus, submitting additional reports enables you to improve your writing skill and grade. Review areas for improvement, consult with me and with the TAMUG Writing Lab, and submit a new report for a higher grade.

Lecture notes
Lecture notes and other relevant material will be posted on WebCT the night before the lecture or earlier. You can bring the lecture notes to class but you still need to add your own notes. Use the posted material as a study guide, read up on the material in the textbook and ask lots of questions. If you miss a lecture, ask a classmate to share his or her notes with you.

Review questions
Review questions will be posted on WebCT for each lecture. Use them to test your own understanding of the material. If you get stuck, try to find the information in the textbook, discuss the question with your classmates or ask your TA or instructor. Some of the questions will re-appear on the exams, usually in modified format (however, not all the questions on the exam will be from the review questions!)

Labs
You are expected to attend each laboratory session. Each lab section lasts for three hours. It is very important that you complete all exercises and take careful notes of all specimens on display. If you finish early, you may ask your TA to bring out material from previous labs for review.

Read the appropriate section in the lab manual before the lab. To each lab, you should bring your lab manual, textbook, notebook, unlined paper, pencil, eraser, ruler and calculator.

Grades

<table>
<thead>
<tr>
<th>Article summary 1</th>
<th>Points</th>
<th>Percent of final grade</th>
<th>Article summary 2</th>
<th>Points</th>
<th>Percent of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>3%</td>
<td>Field trip report 1</td>
<td>30</td>
<td>3%</td>
<td>Field trip report 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>8%</td>
<td></td>
<td>80</td>
<td>8%</td>
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</tr>
<tr>
<td>Test 1</td>
<td>100</td>
<td>10%</td>
<td>Lab practical 1</td>
<td>60</td>
<td>6%</td>
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<td>-----------------</td>
<td>----</td>
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</tr>
<tr>
<td>Test 2</td>
<td>120</td>
<td>12%</td>
<td>Lab practical 2</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>Test 3</td>
<td>140</td>
<td>14%</td>
<td>Lab finals</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td>Finals</td>
<td>160</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>60%</td>
<td></td>
<td>400</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Final grades**

Your final grade will be calculated by adding up all your points from the lecture and lab components. In order to pass the course, you have to have at least 60% in both the lab and the lecture portion of the course (i.e. at least 360 points in the lecture and 240 points in the lab). You cannot make up for a failing lab grade by doing well in the lecture tests or vice versa.

- A: 90-100%
- B: 80-89.9%
- C: 70-79.9%
- D: 60-69.9%
- F: < 60%

**Note:** You must pass the written portion of the class in order to pass the course.

**Communication**

Occasionally I will contact the whole class or individual students through your TAMU direct accounts which are easily accessible to me. Please read your TAMU direct email regularly or have it forwarded to your regular email account.

You can contact me or your TA any time via email or phone, but leave enough time for us to respond (e.g. we might not be able to respond the night before a test). Important announcements will often be made in class. If you miss a class, it is your own responsibility to check with your classmates whether you have missed any announcements.

For additional guidance on written assignments, consult with the TAMUG Writing Lab (CLB 206, writinglab@tamug.edu)

**Class cancellation policy**

If a class is cancelled and an exam is due that day, the exam will automatically be re-scheduled for the next regular class meeting. If a class without an exam or quiz is cancelled, the next exam will still be held at the date scheduled in the original syllabus but will not cover the cancelled lectures. The class schedule may be updated.

**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).

**Americans With Disabilities Act**

The Americans With Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Director of Counseling.

**The Aggie Code of Honor**

"Aggies do not lie, cheat, or steal, nor do they tolerate those who do." This Code is as much a part of the TAMUG campus as it is the TAMU campus. Scholastic dishonesty will not be tolerated and students who observe such dishonesty are encouraged to report same. Scholastic dishonesty will be dealt with following procedures set forth in the Texas A&M University Regulations.
Guidelines for field trip report

Due date: in two weeks at the beginning of the lab
Late penalty: 10%

Title (5 points): Choose a concise title that reflects the content of your report. "Invert field trip report" is NOT an appropriate title.

Introduction (15 points): Describe the field site. The following points should be addressed: location, date, time of day, tide, weather conditions (air and water temperature, wind), wave exposure, different habitat types, currents etc. State the objectives of the field trip. (up to 200 words)

Observations (25 points): Describe the zonation along the jetty. Where can you distinguish the zones most clearly? Which are the indicator species for each zone?
Name at least five different invertebrates that your group found (scientific species name). Provide their classification (genus, family, order, class, phylum), using your textbooks or the Integrated Taxonomic Information System (ITIS, www.itis.gov as a reference. For each of the four species, name its habitat and other interesting observations you may have made. (up to 300 words)

Species account (25 points): Pick one of the five species you listed in the previous section and research its biology. How does it feed? How does it reproduce? You can address any additional aspect of their biology that you find interesting. You can use your textbook and the worldwide web, but you have to cite at least two scientific journal articles (up to 300 words).

Cite the literature using the name and date system, as customary in most biological journals. Here are some examples:

Smith (1987) described...
Smith (1987, 1988) found that...
Smith & Brown (1983) state....
Smith et al. (1983) suggest... (use "et al." if more than two authors are involved)
The phylum Porifera comprises sedentary filter-feeding organisms, well defined by the possession of an aquiferous system (Bergquist, 1978; Brusca & Brusca, 1990, Ruppert et al. 2004).

Websites: list the URL in parentheses.

References (10 points): List all your references here, including textbooks, journal articles and websites, using the formats below. Pay attention to bold print, italics, punctuation and indentation. Think of your field trip report as a mini journal article. If you submit a paper to a scientific journal with the references in the wrong format, it will be rejected. In this report you will lose points for using incorrect formatting.
Reference format

Journal article with a single author:

Journal article with two authors:

Journal article with three authors:

Book:

Part of book:

Note: It is highly recommended that you write your reports on the first and second field trip. If you are not satisfied with your grades for those reports you will have the opportunity to submit additional reports for the later field trips. You can improve both your understanding of course material and your grade by submitting additional reports; the lowest grade will be dropped and the new grade will replace it.

I am available outside of class, and the TAMUG Writing Lab (CLB 206, writinglab@tamug.edu) can help guide you on written assignments. The lab has copies of my assignments and online and in-person information which can help you improve your writing and your score.

For additional guidance come by the Writing Lab...online and in person!
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: David Larson, Dept. of Mathematics  
     Sue Geller, Dept. of Mathematics  
     Albert Bogguss, Head, Dept. of Mathematics  
     Tim Scott, AOC Dean, College of Science  
DATE: April 14, 2008  
SUBJECT: REPORT ON PROPOSED W COURSE: MATH 491  

We recommend that MATH 491, Research, 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% (1 credit); 70% (2 credit); 50% (3 credit)
2. Course content appropriate to the major
3. Total number of words: 2500+
4. Instructor to student ratio for one section: 1:1

The student writes multiple drafts of a paper that is to be submitted for publication. The professor comments extensively on each draft and requires the student to rewrite as necessary. The student is required to read articles in the journal to which the paper will be submitted. Then the style and format will be discussed with the professor. The professor will discuss the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics, and follow-up on such in the course of feedback on the drafts the student writes.
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 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: [Signature]
(Course Instructor / Coordinator) 12/28/07
(Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) 1/26/08
(Date)

Approvals:

College Dean: [Signature] 1/7/08
(Date)

Department Head: [Signature]
(Date)

RECEIVED
JAN 1 0 2008
Math 491-970 (1 credit hour) Syllabus Fall 2007

Professor: David Larson
Office: Blocker 620A
Telephone: 845-3623
e-mail: larson@math.tamu.edu

Course goal: To take the research the student has done and prepare a paper for publication.

Grading: 95% of the grade will be determined by the student's proficiency in writing. The other 5% will be on the mathematical accuracy of what is written.

Content: The student in consultation with the professor will choose a journal for which to write the paper. This will entail reading articles in a variety of journals and discussing the appropriateness of the content of the journal to the proposed article. Once a journal is chosen, the student will reread articles for style and audience. There will be discussion of the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics, and follow-up on such in the course of feedback on the drafts the student writes. The proper way to cite other people's work as opposed to plagiarism will be discussed.

Approximately 10% of the semester will be spent learning about choosing a journal, choosing one for the paper to be written, and studying papers in that journal for style and format. At least 85% of the semester will be spent with the student writing and rewriting the paper. It is expected that 491W will be taken for one credit only if the mathematics has been well checked for errors. In the small chance that mathematical errors are found, they will be corrected. The professor will give regular feedback, especially after each draft but also during the writing of a draft as questions arise.

SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED

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 B116 of Cain Hall or call 845-4570.
Academic Integrity Statement

``An Aggie does not lie, cheat, or steal or tolerate those who do."
See the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor
for more information.
Professor: David Larson  
Office: Blocker 620A  
Telephone: 845-3623  
email: larson@math.tamu.edu

Course goal: To take the research the student has done and prepare a paper for publication.

Grading: 70% of the grade will be determined by the student's proficiency in writing. The other 30% will be on the mathematical accuracy of what is written.

Content: The student in consultation with the professor will choose a journal for which to write the paper. This will entail reading articles in a variety of journals and discussing the appropriateness of the content of the journal to the proposed article. Once a journal is chosen, the student will reread articles for style and audience. There will be discussion of the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics, and follow-up on such in the course of feedback on the drafts the student writes. The proper way to cite other people's work as opposed to plagiarism will be discussed.

Approximately 10% of the semester will be spent learning about choosing a journal, choosing one for the paper to be written, and studying papers in that journal for style and format. At least 60% of the semester will be spent with the student writing and rewriting the paper. As mathematical errors are found, they will be corrected. The professor will give regular feedback, especially after each draft but also during the writing of a draft as questions arise.

SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED

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 B116 of Cain Hall or call 845-4570.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Marisa Kellam, Dept. of Political Science
Patricia Hurley, Head, Dept. of Political Science
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 312

We recommend that POLS 312, Ethnic Conflict, 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: 2000-3000
4. Instructor to student ratio for one section: 1:25

The final term paper is split into three parts. The students will submit drafts on each part and the professor will provide formative feedback on writing. The students will then incorporate the feedback and submit a final version of the entire paper. Writing will weigh more heavily in their grade on the final version. They will also receive feedback from their classmates on their introductory paragraphs, prior to submitting the final version of the paper for a grade. In addition, students will submit all written work through Turnitin.com. This will allow those students who do not think they are plagiarizing to learn from their errors and correct their misunderstandings about proper citation. The course will involve various methods of instruction, including readings, lectures, writing assignments, class discussion, peer response groups, and student presentations.
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 312: ETHNIC 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:  
(Course Instructor / Coordinator) 
12/17/07

Received:  
(W Course Coordinator, University Writing Center) 
1/31/08

Approvals:

College Dean:  
Matthews  
1/3/08

Department Head:  
Patricia A. Smith  
12/17/07

RECEIVED
Jan 7 2008
POLITICAL SCIENCE 312: ETHNIC CONFLICT

Fall Semester 2008

Instructor:
Office Location:
Office Hours:
Phone:
E-mail:
Webpage:

Course Description

In this class, we will examine theories about the sources of ethnic conflict and strategies that have the potential to contain these conflicts. The course material is divided into three sections. First, we will consider the different means by which governments have structured ethnic relations and evaluate the strengths and weaknesses associated with each approach. Second, we will discuss theories seeking to explain why these domestic arrangements for containing conflict have sometimes broken down and ethnic violence has emerged. Third, we will evaluate the costs and benefits associated with different strategies for facilitating the peaceful resolution of existing conflicts.

This is a writing intensive course. It will therefore provide you with some writing instruction and ample opportunities for writing practice. 60% of your final grade will be based on drafts and a final submission of an 8-10 page term paper. In this paper, you will synthesize information from a variety of sources, apply theories to understand a real-world political event, and offer policy recommendations. The paper will therefore help to develop your skills in writing the type of paper typically assigned in upper-division political science courses. Both your peers and I will give you feedback on your earlier drafts with the goal of improving your writing over the course of the semester. For more details about “W” courses, go to: http://writingcenter.tamu.edu/wid

Learning Outcomes

Students can expect to learn the following by the end of this course:

1. to define, understand, and use concepts and terms relevant to the study of ethnic conflict
2. to analyze the effects of historical social, political, economic, cultural and global forces on ethnic conflict
3. to analyze, critically assess, and develop creative solutions to public policy problems
4. to understand the diversity of human cultures
5. to analyze differences and commonalities across cultures
6. to develop strategies for reducing prejudice and stereotyping of groups
7. to improve proficiency in the forms of writing most commonly associated with and essential to political science

Course Prerequisites

The Undergraduate Catalog lists the introductory course in American National Government (POLS 206) as a prerequisite for this class. I also recommend that students have a familiarity with the concepts presented in the introductory classes in the fields of Comparative Politics (POLS 329) and World Politics (POLS 331).

Required Texts


Grading Policy

I will assign your final course grade based on the required course assignments and examinations as follows:

- **Writing Assignments (60%)**
  - Part 1 of Final Paper (2-3 pages), draft 10%
  - Part 2 of Final Paper (3-4 pages), draft 15%
  - Part 3 of Final paper (3-4 pages), draft 15%
  - Final Paper (8-10 pages) 20%
- **Oral Presentation (10%)**
- **Final Exam (30%)**
Command of course material and conduct of research is the most important determinant of your grade on the course assignments. However, this course is a writing intensive course, intended to improve your ability to write a paper that is appropriate to the discipline of political science. Thus, regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

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.

I provide more detailed instructions for the writing assignments below.

Late work, without a University excused absence, will be penalized.

I encourage students to review all assignments once they are returned, and to discuss any concerns or questions they may have about their grades with me. After discussion, if a student still feels that they have been graded unfairly, I will consider a request for a re-grade only if it is made in the form of a written (not e-mail) justification for the grade dispute. These requests must be submitted within 7 days from the date when the assignment is returned in class whether or not the student is there to receive it (except in the case of a University excused absence).

Students with Disabilities

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

Course Materials Copyright

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, exams, and review sheets. Because these items are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.
Academic Integrity

I expect that all students will conduct themselves in a manner that is consistent with the Aggie Honor Code:

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

Plagiarism defeats the whole purpose of a "W" course. As commonly defined, plagiarism consists of passing off as one's own 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.

While plagiarism may indicate dishonesty, plagiarism may also reflect incomplete or poor knowledge of citation and documentation standards. Inexperienced writers may be unsure of the difference between direct quotes, paraphrases, and summaries. To avoid plagiarism—unintentional or otherwise—all written work for this course must be submitted using the plagiarism detection site Turnitin.com. Students will check their own drafts so that those who think they are not plagiarizing but are will learn from their mistakes.

You should also be aware that academic dishonesty involves acts other than plagiarism. If you have any questions regarding academic dishonesty, please consult the Aggie Honor System Office website or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

http://www.tamu.edu/aggiehonor

University Writing Center

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 writingcenter.tamu.edu, or stop by in person.
TENTATIVE COURSE OUTLINE

Introduction

- Perspectives on Ethnic Identity and the Structure of Inter-Ethnic Relations

  Readings
  Taras and Ganguly, pp. 1-13
  Mueller (Nationalism and Ethnic Conflict), pp. 97-125

Section I: State Regimes for Structuring Inter-Ethnic Relations

- Polyarchic Regimes: Majoritarian Democracy

  Readings
  Lijphart, “The Westminster Model of Democracy” (library reserve)

- Polyarchic Regimes: Consociational and Integrative Democracy

  Readings
  Lijphart, “Consociational Democracy” (library reserve)
  Sisk, Chapters Three and Four

- Authoritarian Regimes

  Readings
  Lustick, “Stability in Deeply Divided Societies: Consociationalism versus Control” (library reserve)
  Rothchild, “Hegemonial Exchange: An Alternative Model for Managing Conflict in Middle Africa” (library reserve)

- Ethnically-Based Preferential Policies

  Readings
  Weiner, “The Political Consequences of Preferential Policies: A Comparative Perspective” (library reserve)

Section II: The Causes of Ethnic Conflict

- Domestic Causes: Economic and Social Factors

  Readings
  Brown (Nationalism and Ethnic Conflict), pp. 3-25

- Domestic Causes: Political Factors
Readings
Snyder and Ballentine (Nationalism and Ethnic Conflict), pp. 61-96

• Domestic Causes: Structural Factors - Failed States and Security Dilemmas

Readings
Taras and Ganguly, pp. 212-227
Posen, “The Security Dilemma and Ethnic Conflict” (library reserve)
Snyder and Jervis (Civil Wars, Insecurity, and Intervention), pp. 15-37

• International Causes: Diffusion and Escalation

Readings
Taras and Ganguly, Chapter Three
Lake and Rothchild, “Spreading Fear” (library reserve)

Section III: Conflict Management Strategies

• Limited Responses to Refugee Crises

Readings
Loescher and Dowty (Nationalism and Ethnic Conflict), pp. 337-365
Posen (Nationalism and Ethnic Conflict), pp. 193-232

• Self-Determination: Partition and Secession

Readings
Taras and Ganguly, Chapter Two
Kaufmann (Nationalism and Ethnic Conflict), pp. 444-483
Kaufmann (Civil Wars, Insecurity, and Intervention), pp. 221-260

• Third-Party Mediation

No Readings

• Peace Agreement Implementation: U.N. and U.S. Participation

Readings
Taras and Ganguly, Chapter Four
Walter (Civil Wars, Insecurity, and Intervention), pp. 38-69

• Peacekeeping Operations: From Short-Term to Long-Term Commitments

Readings
Rothchild and Stedman, “Peace Operations” pp. 17-35
Hartzell, “Explaining the Stability of Negotiated Settlements to Intrastate Wars” pp. 3-22
Stedman (Nationalism and Ethnic Conflict), pp. 366-414

Student Presentations:

Course Review:
Final Examination:
REQUIRED COURSE ASSIGNMENTS

Term Paper

Each student must write an original 8-10 page\(^1\) term paper researching a recent or ongoing situation of ethnic conflict anywhere in the world. You will need to email me the conflict that you wish to examine in your paper by ______________ for my approval. You may not change paper topics without my approval.

The paper consists of three parts which correspond to the three units of the course. You are required to submit drafts of each part during the semester on the dates indicated below. These drafts will be graded, with grades primarily based on the substance and the treatment of course material. I will provide comments on writing, which you should address in the final version of the paper that you will submit at the end of the semester. The final version will receive a separate grade, in which the overall quality of your written work will weigh heavily.

In Part 1, you will provide a “thick description” of the conflict you have chosen to research. You should discuss the structure of inter-ethnic relations leading up to the conflict, and identify the key actors in the conflict and their motivations. You might also provide a timeline of major events. A draft of Part 1 is due on ______________. (2-3 pages)

(Tip: The Economist Intelligence Unit is a good place to start when gathering basic facts about your conflict.)

In Part 2, you will compare and evaluate different theoretical perspectives to understand the causes of the conflict you have chosen to research. Your focus in this part should be on the application of the theories discussed in the course and required readings. A draft of Part 2 is due on ______________. (3-4 pages)

In Part 3, you will offer policy recommendations for managing or resolving the conflict under study. If you are studying a past conflict that has already been resolved or contained, then you should discuss the strategies employed and why they were successful. You may also want to discuss any earlier attempts that failed, and why they were not successful at resolving the conflict. A draft of Part 3 is due on ______________. (3-4 pages)

For the final submission of your paper, you will need to write an introduction and conclusion, and bring the three parts together into one coherent paper. To do so, you will need to include a thesis statement linking characteristics of ______________

\(^1\) Double-spaced, 12 pt. Times New Roman font, one inch margins, pages numbered
the conflict, and its probable causes, to policy recommendations for resolving the conflict. You should bring a draft of your complete introduction to class on ________________ for feedback from peer response groups. For the final version of the paper, you should also edit and revise your writing based on comments I provided on your earlier drafts. The final paper is due on __________ ____. (8-10 pages)

NOTE: Sources beyond the course material may help to strengthen your paper, but they are not required. However, you must cite any and all material that you use in your paper (including course readings) following the format used in the American Political Science Review.

Class Presentation

During the final 2-3 weeks of the course, each student will make a 10 minute presentation to the class on the case of ethnic conflict that they researched. You should provide a one page outline highlighting the main points of your presentation to be distributed to the entire class. (Note that material from student presentations may be included in the final exam.)

Final Exam

The final exam will be cumulative and will include both short answer and essay format questions.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Marisa Kellam, Dept. of Political Science
Patricia Hurley, Head, Dept. of Political Science
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 323

We recommend that POLS 323, Political Systems of Latin 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: 45%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:25

Students will receive feedback on their writing in different ways prior to the submission of their final term paper: 1) The two reading/film review essays are designed in large part to give students writing practice and to provide opportunities for early feedback on their writing; 2) Students must submit a preliminary research report for their final term paper. The professor will give feedback on their research plans, and clarity of thesis statements; 3) Students must submit a complete and polished draft of their research paper for written ungraded comments from the professor; 4) Students will be strongly encouraged to meet with the professor (or University Writing Assistant) to discuss writing in progress; 5) Students will also receive feedback during class presentations; 6) Students will submit all written work through Turnitin.com. The course will involve various methods of instruction, including readings, films, lectures, writing assignments, class discussion, and student presentations.
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):

POL3 323: Political Systems of Latin 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:

(Course Instructor / Coordinator)

Received:

(W Course Coordinator, University Writing Center)

Approvals:

College Dean:

(Date)

Department Head:

(Date)

Attachment G
POLITICAL SCIENCE 323: POLITICAL SYSTEMS OF LATIN AMERICA

Fall Semester 2008

Instructor: Marisa Kellam
Office Location: Allen 2039
Office Hours: Phone: 845-8834
E-mail: mkellam@polisci.tamu.edu
Webpage: www.polisci.tamu.edu/facultY/kellam

Course Description

This course is an introduction of the political systems of Latin America. We will study the dramatic political and economic transformations that have occurred across the region in the last few decades, the effect of different kinds of political institutions on democratic governability and representation, and the critical issues and current challenges that affect the quality of democracy in Latin America today, especially recurrent economic crisis, corruption, populism, and popular protest.

This is a writing intensive course. It will therefore provide you with some writing instruction and exposure to the type of writing that is common in the political science discipline. 45% of your final grade will be based on various writing assignments, including an 8-10 page research paper on some aspect of the democratic experience in a country or countries of your choice. You will turn in a draft of your paper for ungraded feedback, so that you have an opportunity to revise and improve your writing before submitting the final version for a grade. You will also submit two shorter essays earlier in the semester that summarize and respond to assigned readings or films. These essays provide opportunities for writing practice, and feedback, with the goal of improving your writing over the course of the semester. For more details about “W” courses, go to: http://writingcenter.tamu.edu/wid

Learning Outcomes

Social and Behavior Sciences

Students can expect to learn the following by the end of this course:

(1) to define, understand, and use concepts and terms relevant to the study of Latin American politics
(2) to apply a body of factual knowledge directly relevant to understanding the role of government across a range of Latin American societies
(3) to apply a body of factual knowledge and to critique and apply major theses directly relevant to analyzing the effects of historical, political, economic, and global forces on the politics of Latin American countries

(4) to recognize and formulate testable hypotheses relevant to the study of Latin American politics

**International and Cultural Diversity**

Students can expect to learn the following by the end of this course:

(1) to apply a body of factual knowledge about the history, society, politics, and economics of Latin American countries to facilitate understanding of the diversity of human cultures

(2) to analyze alternative explanations for differences among governmental institutions in the national political systems of Latin America

(3) to apply alternative explanations for different types and levels of political participation (including, but not limited to, voting, taking part in demonstrations or rebellion) in different Latin American countries

**Writing**

Students can expect to improve proficiency in forms of writing commonly associated with and essential to political science.

**Course Prerequisites**

The only prerequisite for this course is POLS 206.

**Required Texts**

Smith, Peter H. *Democracy in Latin America: Political Change in Comparative Perspective*. Oxford: Oxford University Press.


I will post additional readings on e-reserve at the library.
Grading Policy

I will assign your final course grade based on the required course assignments and examinations as follows:

- **Writing Assignments (45%)**
  - Reading/Film Review #1 (1-2 pages) 10%
  - Reading/Film Review #2 (1-2 pages) 10%
  - Preliminary Research Report (1 page) 5%
  - Research Paper (8-10 pages) 20%

- **Exams (45%)**
  - Exam 1 15%
  - Exam 2 15%
  - Exam 3 15%

- **Class Presentation and Handout (10%)**

*Late work, without a University excused absence, will be penalized.*

I encourage students to review all assignments and exams once they are returned, and to discuss any concerns or questions they may have about their grades with me. After discussion, if a student still feels that they have been graded unfairly, I will consider a request for a re-grade only if it is made in the form of a written (not e-mail) justification for the grade dispute. These requests must be submitted within 7 days from the date when the assignment is returned in class whether or not the student is there to receive it (except in the case of a University excused absence).

Command of course material and conduct of research is the most important determinant of your grade on the course assignments. However, this course is a writing intensive course, intended to improve your ability to write papers that are appropriate to the discipline of political science. *Thus, regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.*

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.*

Note that students are required to submit complete drafts of their research paper. They are expected to incorporate feedback on their writing style and essay structure into their final submissions. Although I will not grade these
drafts, a student who fails to submit a draft will receive a zero on the final assignment.

I provide more detailed instructions for the writing assignments below.

**Students with Disabilities**

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consult the Aggie Honor System Office website or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
http://www.tamu.edu/aggiehonor

University Writing Center

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 writingcenter.tamu.edu, or stop by in person.
TENTATIVE COURSE OUTLINE

PART I: Transitions: Authoritarian Regimes, Democratization and Economic Reform

WEEK 1: Introduction to the Course, the Region, and the Comparative Method

• Smith, Introduction and Chapter 1

WEEK 2: Political Instability and Authoritarianism


WEEK 3: Democratization

• Smith, Chapters 2-3

Workshop this week: The Library Resources and the Research Process

• Read the Economist Intelligence Unit Country Profile for the country or countries you plan to write about

→ Email the professor with the country or countries and topic on which your research paper will focus by Monday, ...

WEEK 4: The Global Context, Economic Liberalization

• Smith, Chapter 4
• Read the Economist Intelligence Unit Country Report and begin keeping up with current events in the country and subject you plan to write about

WEEK 5: Documentary Screening, Review and Exam

• Documentary: “Las Madres: The Mothers of the Plaza de Mayo” (1986)

→ Preliminary Research Report is due on Monday, ...

EXAM #1 on ...

PART II: Political Institutions and Governability

WEEK 6: Presidentialism

• Smith, Chapter 5

Workshop: How to write an A+ paper for this class and how to avoid plagiarism

• Harvey Book

→ Reading/Film Response #1 due on Monday, ...
→ “Revise and Resubmit” Preliminary Research Reports are due on Friday, ...

WEEK 7: Institutional Variations

• Smith, Chapter 6

**WEEK 8: Party Systems**


**WEEK 9: Elections**

• Smith, Chapter 7


**WEEK 10: Documentary Screening, Review and Exam**

• Documentary: “Our Brand is Crisis” (2005)

→ *A complete and polished draft of the term paper is due on Monday, ...*

EXAM #2 on ...

**WEEK 11: Student Presentations**

→ *Reading/Film Response #2 due on Monday, ...*
WEEK 12: Student Presentations

PART III: Current Issues and New Challenges

WEEK 13: Economic Crisis, Social Protest, Presidential Ousters

- Smith, Chapters 8-9

WEEK 14: Corruption, Populism, Illiberal Democracy

- Smith, Chapters 10-11

WEEK 15: Documentary Screening, Review and Exam

- Documentary: “This Revolution Will Not Be Televised” (2002)

EXAM #3 on ...

WEEK 16: Conclusions

- Smith, Chapter 12

→ The final version of the research paper is due on Monday, ...
COURSE WRITING ASSIGNMENTS

Reading/Film Review Essays

You will write two short review essays (aprx. 2 pages each) that give an accurate summary of the reading (or film), as well as your own reasoned response to the author's (or director's) argument and evidence. You will choose the reading(s) that you will review (excluding the chapters from the Smith textbook), and you may submit your essay at any point prior to the due date. You may write a review of one of the documentaries that we will view in class, but at least one of the essays must review an assigned reading.

The review essays are designed to accomplish three goals. First, they will foster serious contemplation of the course materials. Second, they will encourage you to carefully examine how political scientists write. Finally, they provide writing practice and opportunities for early feedback so that you can improve your writing over the course of the semester.

See the tips on writing reviews and critiques and on how to summarize from the University Writing Center (attached).

The first review essay is due anytime before _______ (the beginning of the 6th week of class), and the second event essay is due anytime before _______ (the beginning of the 11th week of class).

Research Paper

Each student must write an original 8-10 page research paper on a topic of their own choosing that addresses some aspect of the democratic experience in Latin America. You will need to email me the topic and country (or countries) that you wish to examine in your paper by ____________ for my approval. You may not change paper topics/countries without my approval.

*The paper should explain something.* This explanation will consist of three parts: the introduction, which tells the reader what you are going to explain; the body, which should include a clear statement of your argument along with the evidence that supports your explanation; and the conclusion, which summarizes what you have written.

In the introduction, you tell the reader what you plan to explain and how you plan to explain it. It is a good idea to rewrite the introduction after you have

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1 Double-spaced, 12 pt. Times New Roman font, one inch margins, pages numbered
finished your first draft of the whole paper because you will understand what the paper is about better at that point than you did when you began to write.

The main part of the paper is the proof section. It consists of the presentation of facts or evidence and the reasoning from the facts or evidence to the outcome you want to explain. It is very important to explain the mechanisms that connect causes to effects, that is, to explain WHY the cause leads to the outcome. Unsupported opinions do not belong in academic papers.

When you make factual or causal assertions, you should cite the source from which you learned the fact or got the idea (if it did not originate in your own mind). It is plagiarism to use several consecutive words from a source without putting them into quotation marks or to use someone else’s ideas without citing him or her. We will go over proper citation in class. You must cite any and all material that you use in your paper (including course readings) following the format used in the American Political Science Review. At the end of the paper, you should list in alphabetical order (by author’s last name) the references you have cited in the text and only those references.

Do not conclude inconclusively. Restate your main points in the conclusion. If you wish to speculate about future events, the conclusion is the place to do it.

This is a research paper. That means that you are expected to have learned something about the subject you are writing about from sources other than lectures and texts assigned for this class (though you may also use lectures and assigned reading). Your paper must use at least five additional scholarly sources. This means academic books and articles. You may use the Internet for information but it cannot be your only source of information. (Note some academic sources can be accessed electronically through “full-text” databases. Just because they are electronic doesn’t make them non-academic. If you have questions, ask!) Encyclopedias and almanacs may be used for background information but they should not be the primary sources.²

Proofread your papers!

A draft of the paper is due on _____________, and the final submission is due on _____________. I will provide written comments on the drafts, but I also encourage you to visit my office hours or schedule an appointment to discuss your research and writing in progress.

² The Economist Intelligence Unit may also be a good place to start when gathering basic facts about your countries.
Preliminary Research Report

You are required to submit a preliminary research report for your term paper, which must include a preliminary bibliography with at least 5 scholarly sources.

- Identify the topic which you will research and the country or countries you will study
- State your research question (i.e., what question will your paper answer?)
- What is you current best guess about the answer to your research question? (This is your hypothesis.)
- Use a diagram or equation to represent the relationship you think exists between your hypothesis and the outcome you want to explain
- List five specific sources that you have found and either read or plan to read in order to investigate your research question.

The preliminary report is due on __________. If you are required to revise and resubmit your report, the resubmission is due on __________. The graded preliminary report with my comments must be attached to the final paper.

OTHER COURSE REQUIREMENTS

Class Presentations

Each student will make a 10 minute presentation to the class on their research. Presentations will occur after you have submitted your drafts but prior to the final submission of your papers. This means that you can and should incorporate the comments and suggestions that you receive from me and your classmates during your presentation into your final paper. You must provide a one page outline highlighting the main points of your presentation to be distributed to the entire class. (Note that material from student presentations may be included in the third exam.)

Exams

The exams will be cumulative and will include both short answer and essay format questions.
Reviews & Critiques

A critique is a formalized, critical reading of a written work. It is also a personal response to that reading, but it is more than just saying you liked a book or thought an article was great. Your goal in writing a critique is to turn your critical reading into a systematic evaluation in order to deepen your reader’s understanding (and your own) of a work. You should determine what an author says, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications can be drawn from such an analysis. Critiques should include a fair and accurate summary of the passage; they also should include a statement of your own assumptions.

- **Introduction:** Introduce both the passage under analysis and the author. State the author’s main argument and the point(s) you intend to make about it. Provide background material to help your readers understand the relevance or appeal of the passage. This background material might include one or more of the following:
  - an explanation of why the subject is of current interest;
  - a reference to a possible controversy surrounding the subject of the passage or the passage itself;
  - biographical information about the author;
  - an account of the circumstances under which the passage was written;
  - or a reference to the intended audience of the passage.

- **Summary:** Summarize the author’s main points, making sure to state the author’s purpose for writing. (See handout “Writing a Summary.”)

- **Analysis of the presentation:** Evaluate the validity of the author’s presentation, as distinct from your points of agreement or disagreement. Comment on the author’s success in achieving his or her purpose by reviewing three or four specific points. It is important to remain objective and academic while criticizing the author. Avoid using words or phrases that sound like a personal attack. You might base your review on one (or more) of the following criteria:
  - Is the information accurate?
  - Is the information significant?
  - Has the author used and interpreted information fairly?
  - Has the author defined terms clearly?
  - Has the author argued logically?

- **Your response to the presentation:** Now it is your turn to respond to the author’s views. With which views do you agree? With which do you disagree? Discuss your reasons for agreement and disagreement; when possible, tie these reasons to assumptions—both the author’s and your own.

- **Conclusion:** State your conclusions about the overall validity of the piece—your assessment of the author’s success at achieving his or her aims and your reactions to the author’s views. Remind the reader of the weaknesses and strengths of the passage.

Summarizing
Summarizing gives the "gist" of a chosen passage, using your own words and not the author's. While an effective summary emphasizes all of the main points in a selection, it is significantly shorter than the original.

Purpose
Summarization is a valuable tool for academic, personal, and professional writing, and can be used for many purposes:
- To convey a general idea
- To give only necessary information
- To shorten material
- To reference material
- To set up quoted material
- To provide support
- To add credibility
- To establish background
- To offer an overview of a topic

What a Summary Should Contain
- Effective summaries are made up of concise, coherent sentences that communicate the key information of a passage.
- Summaries may involve deleting extraneous material, highlighting key points, synthesizing the overall meaning, or miniaturizing primary ideas.
- Remember that a summary must remain faithful to the author's interpretation and emphasis.
- Summaries should focus on what the author is saying, not on how he or she is proving it.
- You should not give your own opinions about the author's message; instead, maintain a neutral tone. Your summary can be biased only if the original passage is biased.

How to Summarize
1. Read the passage you are summarizing at least twice so that you fully comprehend what the author is saying.
2. Isolate the thesis, or main idea, of the passage to be summarized.
3. Work through the text to identify the portions that support the author's main idea; highlight or underline these sections
4. Rephrase the main points into your own sentences, but remember to keep the author's intended purpose and message.
5. Don't include examples and details.
6. Begin with a reference to the writer, the title of the work, and possibly when and where it was published.
7. Make up a new thesis that explains the essential idea of the passage. Don't simply restate the author's thesis; you want to prove that you understand the information in the passage by forming your own sentence. This helps you to re-create the meaning of the original in a way that makes sense for you.
8. In order to avoid plagiarism while you are summarizing, be sure to change the thesis, sentence structure, and vocabulary.

9. Your summary does not have to be in the same order as the original passage unless this arrangement is necessary for comprehension; however, you should use the same balance as the author. If the author devotes 30% of the piece to a topic, you should do the same.

10. Finally, revise and edit to ensure accuracy.

11. If you get stuck, pretend you are telling a friend what the passage was about. You will find yourself identifying the main points and supporting details naturally.

Checklist

☐ Is the main idea clear and accurate?
☐ Is your summary concise?
☐ Are there few (if any) details and examples?
☐ Does your summary include only information found in the original?
☐ Does your summary read like a unified paragraph?
☐ Did you include bibliographic information?
☐ Does your summary include your opinions or analysis? If so, delete them.

Remember

- Always write a summary with the author’s purpose in mind.
- The length of a summary depends on what is being summarized.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Marisa Kellam, Dept. of Political Science
     Patricia Hurley, Head, Dept. of Political Science
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: April 14, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: POLS 324

We recommend that POLS 324, Global Inequality, 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: 2000-3000
4. Instructor to student ratio for one section: 1:25

Students will submit drafts of each writing assignment prior to the final submission. The drafts are not graded, but they are required. The professor will provide written comments on the first writing assignment drafts. Peer response groups will read and comment on drafts of the second and third assignments. In addition, students will submit all written work through Turnitin.com. This will allow those students who do not think they are plagiarizing to learn from their errors and correct their misunderstandings about proper citation. The course will involve various methods of instruction, including readings, lectures, writing assignments, class discussion, peer response groups, and student presentations.
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 324: Global Inequality

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) 12/17/07 (Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 1/3/08 (Date)

Approvals:

College Dean: [Signature] 1/3/08 (Date)

Department Head: Patricia Clancy 12/19/08 (Date)
POLITICAL SCIENCE 324: GLOBAL INEQUALITY

Fall Semester 2008

Instructor:
Office Location:
Office Hours:
Phone:
E-mail:
Webpage:

Course Description

This course examines the causes, consequences and proposed solutions for the inequality that exists between developed and developing states. The course is divided into four sections. First, we will examine different theoretical perspectives that offer competing explanations for the existing inequality among states. We will also evaluate each approach’s prescriptions for the development of poorer states. Second, we will consider the present structure of economic relations between developed and developing states in terms of trade, monetary relations, global finance and aid. Third, we will discuss a number of current issues and debates that have emerged with the adoption of a liberal development strategy by many developing states. Fourth, we will conclude by considering how international and domestic conflict condition the prospects for development of poorer states as well as strategies for managing these security concerns.

This is a writing intensive course. It will therefore provide you with some writing instruction and opportunities for writing practice. 55% of your final grade will be based on three writing assignments. Each of these assignments exposes you to a different type of “paper” that is common in the discipline of political science. The first of these is an essay in which you will argue whether or not globalization has reduced inequality. You will use information from course readings and lectures to build an argument in support of your thesis. The second assignment is to write an abstract of your essay. The third assignment is a book review. Both your peers and I will give you feedback on your earlier drafts with the goal of improving your writing over the course of the semester. For more details about “W” courses, go to: http://writingcenter.tamu.edu/wid
Learning Outcomes

Students can expect to learn the following by the end of this course:

1. to define, understand, and use concepts and terms relevant to the study of global inequality
2. to analyze the effects of historical social, political, economic, cultural and global forces on global inequality
3. to analyze, critically assess, and develop creative solutions to public policy problems
4. to understand the diversity of human cultures
5. to compare and contrast human behaviors in different cultural contexts
6. to value diversity in a global society
7. to improve proficiency in forms of writing commonly associated with and essential to political science

Course Prerequisites

The Undergraduate Catalog lists the introductory course in American National Government (POLS 206) as a prerequisite for this class. I also recommend that students have a familiarity with the concepts presented in the introductory classes in the fields of Comparative Politics (POLS 329) and World Politics (POLS 331).

Required Texts


One of the following books (select one that interests you, or discuss with me your choice of another book related to global inequality):


**Grading Policy**

I will assign your final course grade based on the required course assignments and examinations as follows:

- **Writing Assignments (55%)**
  - Essay (4-6 pages) 25%
  - Abstract (½ page) 10%
  - Book Review (3-4 pages) 20%

- **Exams (45%)**
  - Exam 1 15%
  - Exam 2 15%
  - Exam 3 15%

Command of course material and conduct of research is the most important determinant of your grade on the course assignments. However, this course is a writing intensive course, intended to improve your ability to write a paper that is appropriate to the discipline of political science. Thus, regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

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.
Note that students are required to submit complete drafts of each of the three writing assignments. They will receive feedback on their writing style and structure from the instructor and/or their peers. Although these drafts will not be graded, a student who fails to submit a draft will receive a zero on the final assignment.

Late work, without a University excused absence, will be penalized.

I encourage students to review all assignments once they are returned, and to discuss any concerns or questions they may have about their grades with me. After discussion, if a student still feels that they have been graded unfairly, I will consider a request for a re-grade only if it is made in the form of a written (not e-mail) justification for the grade dispute. These requests must be submitted within 7 days from the date when the assignment is returned in class whether or not the student is there to receive it (except in the case of a University excused absence).

Students with Disabilities

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

Course Materials Copyright

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, exams, and review sheets. Because these items are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Academic Integrity

I expect that all students will conduct themselves in a manner that is consistent with the Aggie Honor Code:

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

Plagiarism defeats the whole purpose of a "W" course. As commonly defined, plagiarism consists of passing off as one’s own 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.
While plagiarism may indicate dishonesty, plagiarism may also reflect incomplete or poor knowledge of citation and documentation standards. Inexperienced writers may be unsure of the difference between direct quotes, paraphrases, and summaries. To avoid plagiarism—unintentional or otherwise—all written work for this course must be submitted using the plagiarism detection site Turnitin.com. Students will check their own drafts so that those who think they are not plagiarizing but are will learn from their mistakes.

You should also be aware that academic dishonesty involves acts other than plagiarism. If you have any questions regarding academic dishonesty, please consult the Aggie Honor System Office website or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

http://www.tamu.edu/aggiehonor

University Writing Center

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 writingcenter.tamu.edu, or stop by in person.
TENTATIVE COURSE OUTLINE

Section I: Competing Theories of Underdevelopment and Global Inequality

The Challenge of Development
- Payne and Nassar, pp. 10-22.
- Payne and Nassar, Chapters 4-5.

Mercantilist Perspectives
- Payne and Nassar, Chapter 6
- Balaam and Veseth, Chapters 1-2

Liberal Perspectives
- Balaam and Veseth, Chapter 3

Structuralist Perspectives
- Balaam and Veseth, Chapter 4
- Payne and Nassar, Chapter 3

Domestic Politics Perspectives
- Payne and Nassar, Chapter 10

Cultural Perspectives
- Palmer, “Traditional Societies” (library reserve)

Review:
Exam #1:

Section 2: The International Economy and Global Inequality

International Trade
- Balaam and Veseth, Chapter 6

International Monetary Relations
- Balaam and Veseth, Chapter 7

International Finance and Debt
- Balaam and Veseth, Chapter 8

Foreign Aid
- Palmer, “Foreign Aid and Development” (library reserve)

Review:
Exam #2:
Section 3: Current Issues in the Politics of Developing States

Transnational Corporations
- Balaam and Veseth, Chapter 17

Economic Cartels and the Politics of Oil
- Balaam and Veseth, Chapter 18
- Payne and Nassar, pp. 34-38

Section 4: Managing Conflict in Developing States

Third World Security and Development
- Kaplan, “The Coming Anarchy” (library reserve)

Managing International Challenges to Third World Security
- Payne and Nassar, Chapter 14

Managing Domestic Challenges to Third World Security
- Payne and Nassar, Chapter 12
- Kaufmann, “Possible and Impossible Solutions to Ethnic Civil Wars” (library reserve)
- Rothschild and Stedman, “Peace Operations: From Short-Term to Long-Term Commitments” (library reserve)

Review:
Exam #3:

Book Review Draft Due at the end of Week 14
Final Version of Book Review Due the last day of class
COURSE WRITING ASSIGNMENTS

Essay

Write a 4-6 page* essay on the following topic:

Is globalization reducing inequality within countries? Across countries? Are open markets good for development? Can global rules and institutions reduce global inequality and advance development?

Use lectures and course materials to build an argument in support of your thesis. See the tips from the University Writing Center on making arguments (attached). Sources beyond the course material may help to strengthen your paper, but they are not required. However, you must cite any and all material that you use in your paper (including course readings) following the format used in the American Political Science Review.

A draft of the essay is due on _____________. I will provide comments and suggestions for improvement, focusing mostly on writing style and the organizational structure of your essay. After I return your draft, you will have one week to revise your essay. The final version of the essay is due on __________.

Abstract

An abstract is a clear and concise description of a piece of written work, and is very common in academic writing. The writing style of an abstract is different from an essay. See the tips from the University Writing Center on writing abstracts (attached).

A draft of your abstract is due on _____________. You will receive feedback on your abstract through peer response groups. You will then submit a final version of the abstract on _____________.

Book Review

Write a 3-4 page* review and critique of a recently published academic or popular book addressing the issue of global inequality. There is a list of suggested books provided above. You may also choose another book as long as you get my approval. Your review should include an accurate summary of the book, as well as your own reasoned response to the author’s argument and evidence. See the tips on writing reviews and critiques and on how to summarize from the University Writing Center (attached).

* Double-spaced, 12 pt. Times New Roman font, one inch margins, pages numbered
A draft of your review is due on _____. You will receive feedback through peer response groups. You will then submit a final version of the review on the last day of class.
Arguments

Choose a Topic which has at Least Two Sides
Choose a subject that allows for the possibility of persuading your reader. Avoid subjects that cannot be addressed in a logical manner and that cannot be proven with evidence from unbiased academic sources.

Analyze Your Audience
Who are your readers? What do they already know about the subject? How are they likely to feel about it? How impartial or prejudiced are they going to be? Can you find a way to present your argument so that they will receive it logically rather than emotionally? Some ideas, especially those based on one's faith or other strongly held emotional beliefs, cannot be logically challenged or debated.

Make a List of Your Main Points
Jot down a list of the main points you will use in your argument. Analyze each piece of evidence to see how effective it will be in proving your thesis.

Use Unbiased Sources
Skilled writers avoid writing or referring to any ideas which are distorted, inaccurate, or inflammatory. Argue with solid, reasonable, fair, and relevant evidence. Be as fair-minded as possible.

Make a List of Counter Arguments
Make a list of the possible arguments your readers might raise against you. Think of ways in which you can respond to those objections.

Decide How You Will Structure Your Essay
Decide how you want to structure your essay. You can begin with a thesis and then provide evidence. You can begin with the evidence and end with an assertion. You can discuss your weakest point in the middle of the paper and your strongest point at the end. Which structure seems to fit your subject and evidence better?

Build To a Memorable Conclusion
Conclusions are what listeners and readers are most likely to remember. Repeat or restate your thesis. Drive home the importance of your argument, and make sure that your conclusion is the strongest, most dynamic part of your paper by calling your reader to action or by stressing the importance of the argument you have made.
Abstracts

An abstract is a stand-alone statement that briefly conveys the essential information of a paper, article, document or book; it presents the objective, methods, results, and conclusions of a study. The style of an abstract is concise and non-repetitive.

Often abstracts from papers are published alone in abstract journals or in on-line databases. Thus, an abstract might serve as the only means by which a researcher finds out the information in a paper. Moreover, a researcher might decide whether to read the paper or not based on the abstract alone. Because of this need for self-contained compactness, an abstract must convey the essential results of a paper.

Many publications have a specific style required for abstracts, for example, whether to use the present or past tense. This document describes general guidelines. For specifics, look for samples in journals from the field in which you are writing.

Qualities of a Good Abstract

In doing any research, a researcher has an objective, uses methods, obtains results, and draws conclusions. In writing the paper to describe the research, an author might discuss background information, a literature review, a technical report or proposal, and detailed procedures and methodologies. However, an abstract of the paper:

- uses one or more well-developed paragraphs, which are unified, coherent, concise, and able to stand alone;
- uses an introduction-body-conclusion structure in which the parts of the essay/report are discussed in order: objective, methods, findings, conclusions, and possibly a set of recommendations;
- provides logical connections between material included;
- should not contain background information, a literature review, or detailed description of methods;
- does not usually have references to other literatures (if absolutely necessary, use a full citation);
- adds no new information but simply summarizes the report; and
- is intelligible to a wide audience.

The Style of an Abstract

The style of an abstract should be concise and clear. Readers do not expect the abstract to have the same sentence flow as a paper. Rather, the abstract's wording should be direct. To achieve this, you should:

- avoid repetitions;
- generally use the past tense.

Two Types of Abstracts: Informational and Descriptive

Informational Abstracts

- communicate contents of reports;
- include purpose, methods, scope, results, conclusions, and recommendations;
- highlight essential points;
• are short—from a paragraph to a page or two, depending upon the length of the essay or report (10% or less of the essay or report); and
• allow readers to decide whether they want to read the essay or report.

**Descriptive Abstracts**
• tell what the report contains;
• include purpose, methods, scope, but NOT results, conclusions, and recommendations;
• are always short--usually under 100 words; and
• introduce a subject to readers, who must then read the report to learn study results.

**Writing an Abstract**
The process of writing an abstract involves boiling down a whole paper into one paragraph that conveys as much new information as possible. One good way of writing an abstract is to start with a draft of the complete paper and do the following:
• Highlight the objective and the conclusions that are in the introduction and the discussion parts of the paper.
• In the methods section of the paper, bracket sentences that contain key information.
• Highlight the results from the discussion or results section of the paper.
• Compile the above highlighted and bracketed information into a single paragraph.
• Condense the bracketed information into key words and phrases that identify—but do not explain—the methods used.
• Delete extraneous words and phrases.
• Delete any background information.
• Rephrase the first sentence so that it starts off with the new information contained in the paper rather than the general topic. One way of doing this is to start off the first sentence with the phrase “this paper” or “this study.”
• Be sure that the abstract conveys the essential information and has a terse style.

**Sources**
Purdue University Online Writing Lab, <http://owl.english.purdue.edu/> 24 June 2000.

Reviews & Critiques

A critique is a formalized, critical reading of a written work. It is also a personal response to that reading, but it is more than just saying you liked a book or thought an article was great. Your goal in writing a critique is to turn your critical reading into a systematic evaluation in order to deepen your reader's understanding (and your own) of a work. You should determine what an author says, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications can be drawn from such an analysis. Critiques should include a fair and accurate summary of the passage; they also should include a statement of your own assumptions.

• Introduction: Introduce both the passage under analysis and the author. State the author's main argument and the point(s) you intend to make about it. Provide background material to help your readers understand the relevance or appeal of the passage. This background material might include one or more of the following:
  - an explanation of why the subject is of current interest;
  - a reference to a possible controversy surrounding the subject of the passage or the passage itself;
  - biographical information about the author;
  - an account of the circumstances under which the passage was written;
  - or a reference to the intended audience of the passage.

• Summary: Summarize the author's main points, making sure to state the author's purpose for writing. (See handout “Writing a Summary.”)

• Analysis of the presentation: Evaluate the validity of the author's presentation, as distinct from your points of agreement or disagreement. Comment on the author's success in achieving his or her purpose by reviewing three or four specific points. It is important to remain objective and academic while criticizing the author. Avoid using words or phrases that sound like a personal attack. You might base your review on one (or more) of the following criteria:
  - Is the information accurate?
  - Is the information significant?
  - Has the author used and interpreted information fairly?
  - Has the author defined terms clearly?
  - Has the author argued logically?

• Your response to the presentation: Now it is your turn to respond to the author's views. With which views do you agree? With which do you disagree? Discuss your reasons for agreement and disagreement; when possible, tie these reasons to assumptions—both the author's and your own.

• Conclusion: State your conclusions about the overall validity of the piece—your assessment of the author's success at achieving his or her aims and your reactions to the author's views. Remind the reader of the weaknesses and strengths of the passage.

Summarizing
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- To convey a general idea
- To give only necessary information
- To shorten material
- To reference material
- To set up quoted material
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What a Summary Should Contain
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- Summaries may involve deleting extraneous material, highlighting key points, synthesizing the overall meaning, or miniaturizing primary ideas.
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- Summaries should focus on what the author is saying, not on how he or she is proving it.
- You should not give your own opinions about the author’s message; instead, maintain a neutral tone. Your summary can be biased only if the original passage is biased.

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1. Read the passage you are summarizing at least twice so that you fully comprehend what the author is saying.
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3. Work through the text to identify the portions that support the author’s main idea; highlight or underline these sections
4. Rephrase the main points into your own sentences, but remember to keep the author’s intended purpose and message.
5. Don’t include examples and details.
6. Begin with a reference to the writer, the title of the work, and possibly when and where it was published.
7. Make up a new thesis that explains the essential idea of the passage. Don’t simply restate the author’s thesis; you want to prove that you understand the information in the passage by forming your own sentence. This helps you to re-create the meaning of the original in a way that makes sense for you.
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9. Your summary does not have to be in the same order as the original passage unless this arrangement is necessary for comprehension; however, you should use the same balance as the author. If the author devotes 30% of the piece to a topic, you should do the same.
10. Finally, revise and edit to ensure accuracy.
11. If you get stuck, pretend you are telling a friend what the passage was about. You will find yourself identifying the main points and supporting details naturally.

Checklist

☐ Is the main idea clear and accurate?
☐ Is your summary concise?
☐ Are there few (if any) details and examples?
☐ Does your summary include only information found in the original?
☐ Does your summary read like a unified paragraph?
☐ Did you include bibliographic information?
☐ Does your summary include your opinions or analysis? If so, delete them.

Remember

• Always write a summary with the author’s purpose in mind.
• The length of a summary depends on what is being summarized.
• Summarizing improves with practice.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Marisa Kellam, Dept. of Political Science
    Patricial Hurley, Head, Dept. of Political Science
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 328

We recommend that POLS 328, Globalization and Democracy, 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: 1:25

Students will receive feedback on their writing in different ways prior to the submission of their final term paper: 1) The two current event assignments are designed in large part to give students writing practice and to provide opportunities for early feedback on their writing; 2) Students must submit a preliminary research report for their final term paper. The professor will give feedback on their research plans, and clarity of thesis statements; 3) Students will be strongly encouraged to meet with the professor (or University Writing Assistant) to discuss writing in progress; 4) Students will submit all written work through Turnitin.com. The course incorporates various methods of instruction, including readings, lectures, current event analysis, compare and contrast writing assignments, independent research by students, and class discussion/scenario generation.
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):

   **POLIS 328: Globalization and Democracy**

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: _______________________________ 1/3/08 (Date)
(Course Instructor / Coordinator)

Received: _______________________________ 1/3/08 (Date)
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: _______________________________ 1/3/08 (Date)

Department Head: _______________________________ 12/19/07 (Date)

RECEIVED
JAN 7 2008
BY: 93 of 221 G
POLITICAL SCIENCE 328: GLOBALIZATION AND DEMOCRACY

Fall Semester 2008

Instructor:
Office Location:
Office Hours:
Phone:
E-mail:
Webpage:

Course Description

The purpose of the course is to offer a balanced assessment of globalization. Our main focus will be on the effect that the process of globalization has within countries. The course begins by defining globalization and tracing its origins. Equipped with a historical perspective on globalization we can evaluate the economic, social and cultural, and political consequences of globalization. We will address the effects that globalization has had on advanced, industrial democracies (like the United States) as well as its effect upon countries in the so-called "developing world." We will draw on examples from all regions of the world.

This is a writing intensive course. 50% of your final grade will be based on various writing assignments, including a 6-8 page research paper. You will also submit two shorter essays earlier in the semester. These essays provide opportunities for writing practice, and feedback, with the goal of improving your writing over the course of the semester. For more details about "W" courses, go to: http://writingcenter.tamu.edu/wid

Learning Outcomes

Social and Behavior Sciences

Students can expect to learn the following by the end of this course:

(1) to define, understand, and use concepts and terms relevant to the study of Globalization from the point of view of Political Science;
(2) to apply a body of factual knowledge directly relevant to understanding the role of government and the challenges raised for government by the process of globalization;
(3) to analyze the effects of historical, social, political, economic, cultural, and global forces collective known as globalization on the development of democracy around the world;
(4) to understand the way in which globalization (and global integration) has produced similar and different results in different countries depending upon the political, historical and cultural traditions in those states.

International and Cultural Diversity

Students can expect to learn the following by the end of this course:

(1) to analyze how globalization has produced similarities and differences in the economic, social, political and environmental context in different countries;
(2) to compare and contrast alternative political cultures and organizations in developed and developing countries;
(3) to understand why similar policies may not work in all countries and why efforts to equate globalization with homogenization of cultures may produce domestic problems.

Writing

Students can expect to improve proficiency in forms of writing commonly associated with and essential to political science.

Course Prerequisites

The only prerequisite for this course is POLS 206.

Required Texts


Grading Policy

I will assign your final course grade based on the required course assignments and examinations as follows:

- **Writing Assignments (50%)**
  - Current Event Analysis #1 (1-2 pages) 10%
  - Current Event Analysis #2 (1-2 pages) 10%
  - Preliminary Research Report (1 page) 5%
  - Term Paper (6-8 pages) 25%

- Globalization Scenarios: Debate and Discussion (5%)
- Midterm Exam (15%)
- Final Exam (30%)

Late work, without a University excused absence, will be penalized.

I encourage students to review all assignments and exams once they are returned, and to discuss any concerns or questions they may have about their grades with me. After discussion, if a student still feels that they have been graded unfairly, I will consider a request for a re-grade only if it is made in the form of a written (not e-mail) justification for the grade dispute. These requests must be submitted within 7 days from the date when the assignment is returned in class whether or not the student is there to receive it (except in the case of a University excused absence).

Command of course material and conduct of research is the most important determinant of your grade on the course assignments. However, this course is a writing intensive course, intended to improve your ability to write papers that are appropriate to the discipline of political science. Thus, regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

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.

I provide more detailed instructions for the writing assignments below.
Students with Disabilities

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

Course Materials Copyright

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, exams, and review sheets. Because these items are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Academic Integrity

I expect that all students will conduct themselves in a manner that is consistent with the Aggie Honor Code:

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

Plagiarism defeats the whole purpose of a "W" course. As commonly defined, plagiarism consists of passing off as one’s own 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.

While plagiarism may indicate dishonesty, plagiarism may also reflect incomplete or poor knowledge of citation and documentation standards. Inexperienced writers may be unsure of the difference between direct quotes, paraphrases, and summaries. To avoid plagiarism—unintentional or otherwise—all written work for this course must be submitted using the plagiarism detection site Turnitin.com. Students will check their own drafts so that those who think they are not plagiarizing but are will learn from their mistakes.

You should also be aware that academic dishonesty involves acts other than plagiarism. If you have any questions regarding academic dishonesty, please consult the Aggie Honor System Office website or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

http://www.tamu.edu/aggiehonor
**University Writing Center**

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 writingcenter.tamu.edu, or stop by in person.
TENTATIVE COURSE OUTLINE

WEEK 1
- Introduction to the Course
- Defining Terms & Concepts

P&N pg 1-22

WEEK 2
- What is Globalization?
- A Brief History of Globalization

P&N 99-114

WEEK 3
- Development and Underdevelopment
- Global Inequalities

P&N 74-96, 114-117

WEEK 4
- Globalization and Poverty

P&N 148-173
CQ, chapter 6

WEEK 5
- The Risks of Globalization
- Race to the Bottom
- Are American Jobs at Risk?

P&N, pg. 163-169
CQ, chapter 15

Current Event #1 due by the end of this week

WEEK 6
- Economic Adjustment and the Developing World
  (Latin America and Asia)

P&N, pg. 152-153
CQ, 16

WEEK 7
- Review


**MIDTERM THIS WEEK**

WEEK 8

- How to write an A+ Paper for this Class and How to avoid plagiarism
- International Law and Institutions

Harvey
CQ, chapter 3

WEEK 9

- Does Globalization Promote Democracy?
- Should the US Promote Democracy?

P&N 204-227
CQ, chapter 11

**PRELIMINARY RESEARCH REPORT DUE THIS WEEK**

WEEK 10

- Does Globalization Promote Democracy? (Russia)

P&N 227-231
CQ, chapter 12

("Revise and Resubmit" preliminary reports due this week)

WEEK 11

- Does Globalization Promote Human Rights? (Africa)

P&N 227-231
CQ, chapter 13

WEEK 12

- **GLOBALIZATION SCENARIOS (MANDATORY ATTENDANCE)**

  CQ, chapters 4, 5 & 10

WEEK 13

- The Impact of Globalization on Women
- Religion & the Clash of Civilizations

P&N chapter 2, 177-199

*Current Event #2 due by the end of this week*
WEEK 14
- Ethnic Conflict & Genocide
  
P&N 271-281, 300-302
  CQ, ch 8

WEEK 15
- The Flow of Peoples - Migration
- Human Trafficking and Slavery
  
P&N 307-330
  CQ, chapter 7

**PAPER DUE THIS WEEK**

WEEK 16
- The Future of Globalization
- Review & Conclusions

Final Examination: __________
COURSE WRITING ASSIGNMENTS

The papers that you write for this class should explain something. This explanation will consist of three parts: the introduction, which tells the reader what you are going to explain; the body, which should include a clear statement of your argument along with the evidence that supports your explanation; and the conclusion, which summarizes what you have written.

In the introduction, you tell the reader what you plan to explain and how you plan to explain it. It is a good idea to rewrite the introduction after you have finished your first draft of the whole paper because you will understand what the paper is about better at that point than you did when you began to write.

The main part of the paper is the proof section. It consists of the presentation of facts or evidence and the reasoning from the facts or evidence to the outcome you want to explain. It is very important to explain the mechanisms that connect causes to effects, that is, to explain WHY the cause leads to the outcome. Unsupported opinions do not belong in academic papers.

When you make factual or causal assertions, you should cite the source from which you learned the fact or got the idea (if it did not originate in your own mind). It is plagiarism to use several consecutive words from a source without putting them into quotation marks or to use someone else’s ideas without citing him or her. We will go over proper citation in class. You must cite any and all material that you use in your paper (including course readings) following the format used in the American Political Science Review. At the end of the paper, you should list in alphabetical order (by author’s last name) the references you have cited in the text and only those references.

Do not conclude inconclusively. Restate your main points in the conclusion. If you wish to speculate about future events, the conclusion is the place to do it.

Proofread your papers!

Current Events

The current events essays are designed to accomplish two goals. First, they will encourage you to process the material you are learning in this course in a meaningful way by linking theoretical arguments to real-world events. Second, they provide writing practice and opportunities for early feedback so that you can improve your writing over the course of the semester.

For these assignments, you must choose a current or recent event (something that happened within the last year or so) that is related to globalization. You will need to attach a copy of the newspaper or magazine article that discusses the event to your essay. Your essay must explain why the event is either an
example of or a consequence of globalization. It is a short essay, but it still must include an introduction, a body, and a conclusion.

The first event essay is due anytime before ______ (the end of the 5th week of class), and the second event essay is due anytime before __________ (the end of the 13th week of class). Start reading the newspaper today!

Term Paper

Each student must write an original 6-8 page term paper on the consequences of globalization from a comparative perspective. Specifically, I would like you to examine how some aspect of globalization has affected two countries. You may pick two countries where the effect has been the same or two where the effect has been different. The point of the paper is to compare and contrast the experience of these two countries and to identify why the effect has been the same or different. Here are some examples, but you are not limited to this list:

- Compare the experience of China and India since joining the WTO. Which country has benefited more and why?
- Compare IMF involvement in Thailand and Argentina following banking crises. Why was the effect not the same?
- Compare the implementation and reaction to one of the major international environmental accords in two countries. How and why are their reactions similar and different? You might find it very interesting to compare the United States and one of the developing nations.
- Compare the status of women in two countries. How has their position changed because of globalization? What general conclusions can you draw?
- Will all of Latin America benefit from the Free Trade Area of the Americas? Who will win and lose?

This is a research paper. That means that you are expected to have learned something about the subject you are writing about from sources other than lectures and texts assigned for this class (though you may also use lectures and assigned reading). Your paper must use at least five additional scholarly sources. This means academic books and articles. You may use the Internet for information but it cannot be your only source of information. (Note some academic sources can be accessed electronically through “full-text” databases. Just because they are electronic doesn’t make them non-academic. If you have questions, ask!) Encyclopedias and almanacs may be used for background information but they should not be the primary sources.2

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1 Double-spaced, 12 pt. Times New Roman font, one inch margins, pages numbered
2 The Economist Intelligence Unit may also be a good place to start when gathering basic facts about your countries.
Students are strongly encouraged to schedule an appointment (during office hours or at another agreed upon time) for us to meet to discuss a polished draft of your paper. If you wish to have such a discussion of your paper, you are responsible for scheduling this meeting. I will be available for such meetings beginning on ____________ (two weeks before the paper is due).

The paper is due on ____________.

Preliminary Research Report
You are required to submit a preliminary research report for your term paper, which must include a preliminary bibliography with at least 5 scholarly sources.

- Identify the topic which you will research and the two countries you will study
- State your research question (i.e., what question will your paper answer?)
- What is your current best guess about the answer to your research question? (This is your hypothesis.)
- Use a diagram or equation to represent the relationship you think exists between your hypothesis and the outcome you want to explain
- List five specific sources that you have found and either read or plan to read in order to investigate your research question.

The preliminary report is due on ____________. If you are required to revise and resubmit your report, the resubmission is due within one week. You may not change paper topics without my approval. The graded preliminary report with my comments must be attached to the final paper.

OTHER COURSE REQUIREMENTS

Scenario Discussion

All students are expected to attend class and actively participate in the globalization scenarios exercise and discussion of policy responses. Scenario debate and discussion will take place on ____________. To get credit students must attend class, participate in the group discussion, and say at least one thing in the full class discussion. Instructions will be given in class.

Exams

The midterm and final exams will be cumulative and will include both short answer and essay format questions.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Elisabeth Ellis, Dept. of Political Science
Patricia Hurley, Head, Dept. of Political Science
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 350

We recommend that POLS 350, Modern Political Thought, 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: 2500+
4. Instructor to student ratio for one section: 1:20

Each paper receives feedback which the students are expected to take into account on the next of five papers. Writing workshops include targeting self-analysis and targeted group analysis. Each workshop focuses on a specific aspect of writing. Students discuss every paper in class, so in addition to workshops, student writing is discussed in nearly every class period. The first writing workshop consists of timed writing and subsequent analysis. Other workshops focus on improving previous work, identifying common problems, writing economically, writing authoritatively, and so forth.
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):

POCS 350 Modern Political Thought

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) 1-25-08
(Date)

Received: 
Valerie Balester 2-8-08
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: [Signature] 1/30/08
(Date)

Department Head: [Signature] 1-28-08
(Date)

RECEIVED
JAN 31 2008
BY: 106 of 221
Modern Political Thought: POLS 350-W
Elisabeth Ellis, Associate Professor

Course Description: Political thought from Machiavelli to Marx. 3 credits. Prerequisite: POLS 206 or approval of the department head. In this course we shall survey the history of western political thought in the modern period. Special emphases include the problems of violence, legitimacy, and religious and ideological diversity. In addition to learning the history and analyzing the political arguments of the modern period, we shall be using the authors' texts as examples of different kinds of writing. We shall examine the connections between rhetorical strategies and theoretical success, applying the results of this work to our own writings on modern political theory.

Course Requirements. The course consists of readings, lectures, writing workshops, and student contributions. Most class days will include some lecture, some writing workshop, some discussion paper defense, and some general discussion. As participation is an essential element of the learning experience in this course, only university-excused absences will be accepted. However, each student may miss two days without penalty (these will account for ordinary illnesses and university activities). Every course activity is required; students must submit papers, participate in discussion, and take the midterm and final exams, in order to pass the course.

Grading: 1000 points total. 
900-1000 = A
800-899 = B
700-799 = C
600-699 = D
below 500 = F

Discussion Papers (five, two-page papers): 100 points each.
Midterm Examination (blue-book format): 100 points.
Final Examination (blue-book format): 300 points.
Participation (attendance and engagement): 100 points.

Required Reading is available at the MSC bookstore. All eight paperback texts, and the assigned electronic readings, are required. Students should bring the relevant text to class.

Locke, ed. Shapiro, Two Treatises of Government and A Letter Concerning Toleration (Yale, 2002).
Kant, ed. Gregor, Practical Philosophy (Cambridge, 1999).
Writing Workshops
Workshops early in the course address various topics including but not limited to critical reading skills, rhetorical devices, argument construction, and revising for clarity. During the later writing workshops, students bring drafts of their papers to class, evaluate them according to a checklist of standards, and share suggestions for problem-solving.

Discussion Papers
Each student is responsible for preparing five two-page discussion papers throughout the course of the semester, with no more than one paper per week. Discussion paper topics will be posted at least one week in advance. Alternate topics are acceptable only with the advance permission of the instructor. The papers are prepared for discussion in class; students not defending papers are responsible for asking interesting questions of the paper presenters. No credit can be given for papers that are not defended in class on the assigned discussion day. Papers will be graded for addressing the topic, arguing well, understanding the material, and presenting it well (25% each). This last category includes spelling and grammar.

Students are expected to incorporate feedback from each paper into their next papers, demonstrating increasing facility with the construction of political argument over the course of five discussion papers. All the work in the course is to be submitted electronically, by 12 noon on the day of class. Please bring a hard copy of your paper to class.

Course Success
There is a lot of quite difficult reading in this course. Students will want to set aside blocks of time to spend in a quiet, pleasant place while they read. Since all of the material consists of arguments about the environment, one very good way to learn it is to engage in such arguments yourselves. Students are encouraged to form study groups that meet regularly in some pleasant locale to discuss the material.
**Students With Disabilities.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

**Course Materials/Copyright Statements** 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 latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

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

Course meetings will consist of lecture, reading, writing workshop, and discussion paper defense. Therefore, it is essential that you come prepared, with your text read, with a copy of the text in hand, with drafts of your next discussion paper, and with an inclination toward sometimes spirited, but always civil, political argument.

The primary reading for the week is to be read entire, unless otherwise noted. If you have not already read the work, start early and come to office hours for help if you need it. Most of these texts require second, third, or tenth readings to reveal themselves with any degree of richness. If you have read the work before, read it again, taking notes. It is essential that you use the editions assigned for this class; otherwise, you will not be able to follow seminar discussion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Course introduction.</td>
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<td></td>
<td>8/30</td>
<td>Course introduction.</td>
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<td></td>
<td>9/6</td>
<td>Writing Workshop I</td>
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<td></td>
<td>9/13</td>
<td>Writing Workshop II</td>
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<td>5</td>
<td>9/25</td>
<td>Read Locke, <em>Second Treatise of Government</em>, chapters 1-5,</td>
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<td>6</td>
<td>10/2</td>
<td>Writing Workshop III</td>
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<td>10/4</td>
<td>Read: Locke, <em>Letter Concerning Toleration</em></td>
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<td>7</td>
<td>10/9</td>
<td>Midterm Examination</td>
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<td>10/11</td>
<td>Read: Rousseau, <em>First and Second Discourses</em></td>
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<td>9</td>
<td>10/23</td>
<td>Read Kant, “What is Enlightenment?” and “Perpetual Peace.”</td>
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<td>10/25</td>
<td>Writing Workshop IV</td>
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<td>10</td>
<td>10/30</td>
<td>Read Hegel, “Lordship and Bondage.”</td>
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<td>11/1</td>
<td>Writing Workshop V</td>
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<td>Date</td>
<td>Activity</td>
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<td>11/8</td>
<td>Read: Marx, <em>The Marx-Engels Reader</em>, 469-500; 594-617</td>
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<td>11/13</td>
<td>Read: Nietzsche, <em>Genealogy of Morality</em>.</td>
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<td>11/15</td>
<td>Writing Workshop VI</td>
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<td>11/20</td>
<td>Read: Freud, <em>Civilization and its Discontents</em>.</td>
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<tr>
<td>11/22</td>
<td>Thanksgiving: eat, and read.</td>
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<tr>
<td>11/27</td>
<td>Final Discussion</td>
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<tr>
<td>11/29</td>
<td>Writing Workshop VII</td>
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<tr>
<td>12/12</td>
<td>Comprehensive Final Exam (blue book)</td>
<td></td>
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</tbody>
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TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Julie Rogers, Dept. of Architecture
     Mark J. Clayton, Interim Head, Dept. of Architecture
     Leslie Feigenbaum, AOC Dean, College of Architecture
DATE: April 14, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: VIST 201

We recommend that VIST 201, Writing for Design, 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: 3000+
4. Instructor to student ratio for one section: 1:18

Written feedback is provided by the instructor and a University Writing Assistant on all
assignments. All comments are available in a class notebook kept by the instructor and are
posted online in the class resource folder for reference. Projects #3 and #6 are peer evaluated and
all comments are returned to students. Project #5 is given to an outside source for review and
comment. Writing instruction is provided in the form of lectures and class discussions. Select
notes on punctuation, grammar, style, and usage will be available to the students. Select chapters
form Jay Bolter’s Writing Space will be used to illustrate parallels in writing and design.
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):

WIST-20) WRITING FOR DESIGN (Pending approval on the 120 credit-hour degree plan (Catalog #131, 2008-2009)

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) October 5, 2007
(Date)

Received: [Signature]
(WCourse Coordinator, University Writing Center) 4/26/08
(Date)

Approvals:

College Dean: [Signature]
(Date)

Department Head: [Signature]
(Date)
VIST 201. Writing for Design

Description: VIST 201. (0-1). Credits 1. Writing as a design tool; emphasis on expanding the focus of the design studio beyond drawing and modeling; formal written analysis of works of art and architecture; writing and the design process from concept development to final verbal presentations.

Prerequisites: VIST 106; Concurrent enrollment in VIST 205

Introduction: Designers often fail to appreciate writing as a tool for design, and tend to view the activity as a time-consuming barrier to their creative endeavors. This course will examine the relationship between "works of art" and "words of art". Written assignments in the course will be directly associated with design projects in the VIST 205 (Principles of Design III) studio.

A variety of written assignments will promote an appreciation that words and language are not simply static descriptors. In fact, it may be argued that the electronic text we now use is the first text in which the elements of meaning, of structure and of display are fundamentally unstable. Many would argue that this instability better enables texts to describe the visual nature and plasticity of both language and even design. All text, all information and all data in the computer is developed and held in controlled movement, and so the inclination of electronic text is to change and to grow - not unlike design. In addition electronic writing tends to reduce the distance between author and reader. It can more easily accommodate a reversal of roles, turning the reader into author. Further parallels between writing, electronic text and design will be further explored in this class.

Objectives: Course objectives include the following:
- to explore the role of writing in the design process
- to research and utilize historical and contemporary precedents
- to effectively communicate the creative process
- to evaluate others work in written form

Content: Assignments

Project Preparation
(1) Researching the background or precedent; gathering information that will enable the preparation of quantitative and qualitative descriptions of goals, facts, concepts, needs and problems in design.
One research essay

(1) Expanding the limits of design with creative writing; inventing the client and imagining space and materials for the Light Tower project.
One creative story
Outline of topics and key points to be stressed in your verbal presentation
A one page outline of topics and key points to be stressed in your oral presentation. Include at least two questions that might be asked to engage the audience.

Short Evaluation Paragraphs
The peer evaluations should identify and examine positive and negative aspects of the student work assigned to you. At least two negative aspects of the design must be examined. The response to the peer evaluations should serve as an opportunity for you to reflect on your work. You should mount at least one insightful argument in defense to a negative comment that was brought to light in the peer assessment.

** Each page is to be single spaced, 11 pt Times New Roman font. Each page will have a header with the students name and UIN to the right, Title of the paper in the center and Date on the left. If you like you may include a footer at the bottom with the file address for easy reference. Statements will be handed in as paper copy. No late papers will be accepted.

Grading:
(1) Research Essay 20%
(1) Creative Story 20%
(1) Summation 10%
(3) Problem identification (5% each) 15%
(1) Presentation 5%
(2) Evaluations (15% each) 30%

Project grades will be based upon:

Completion: completing the assignment and personal goals, handed in on time
Creativity: innovation and creative insight expressed within the problem's context


Materials: No special materials are required for this course. A flash drive, CDRW or zip drive should be used for backup of personal student work.

Costs: Project materials vary greatly with media. Project materials, digital prints and other required materials will range from $25.00-$50.00
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If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

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 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 Chair

CC: Julie Harlin, Dept. of Agricultural Leadership, Education, and Communication
Christine Townsend, Head, Dept. of Agricultural Leadership, Education, and Communication
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGSC 384

We recommend that AGSC 384, Clinical Professional Experience in AGSC, be certified as a writing-intensive (W) course for the next four 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 (4000+)
4. Instructor to student ratio for one section: 1:20

During the semester students compile a 2000-4000 word personal/professional digital portfolio that includes, among other things, a vita or resume, a professional profile, an autobiography, interviews with practicing teachers, classroom observation write-ups, and a profile of an adolescent learner who represents future students. Students receive feedback on written drafts then rewrite before the final draft is due. Class discussions are the primary method of instruction, and students are provided examples of excellent work.

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):

   A6SC.384 Early Field Experiences (Clinical Professional Experience in A6SC as of Fall 2008)

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] 2-21-08
(Course Instructor / Coordinator) (Date)

Received: [Signature] 2-25-08
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: [Signature] 3-25-08 (Date)

Department Head: [Signature] 2-22-08 (Date)
Dept. of Ag. Leadership, Education, & Communications
Texas A&M University

AGSC 384
Clinical Professional Experience in AGSC
(Writing Intensive Course)

Instructor: Dr. Grady Roberts
Assistant Professor
104A Scoates Hall, 2116 TAMU
College Station, TX 77843–2116
Phone: 979–862–7650
Email: groberts@tamu.edu

Tiffany Johnston, Graduate Assistant
Phone: 979–862–7650
Email: TJohnston@aged.tamu.edu

Natalie Knackstedt, Graduate Assistant
Phone: 979–458–2700
Email: NKnackstedt@aged.tamu.edu

Office Hours: Face–face – by appointment; Email – anytime

Description: This course is a guided clinical experience for students early in their preparation to teach agricultural science in public schools of Texas.

Course Goals: The goal of the course is to develop an understanding of and appreciation for a) individual students, learning styles, and teaching methods to accommodate various learning styles, and b) secondary school curricula to meet student, societal, and subject matter needs. Ultimately, you should become a competent, compassionate, reflective practitioner and lifelong learner. Since this is also a writing intensive course, we hope to further develop your writing skills so that you may communicate in a professional manner, as we would hope all educators would.

Class Meetings: Regular Class Meetings: Thursdays 3:00 – 5:00 pm, Scoates 101
(See Course Schedule) Lab, TBA according to your observation schedule.

Required Texts:
(Order online: www.professionaleducatorspub.net $67.95)

NOTE: This text is used for AGSC 301, 325, 327, & 384.

Web Site: http://agsc.tamu.edu/384/index.htm

Attendance: Class participation will include class discussions as well as attendance. Attendance will be checked at each session. For further information and policy concerning excused absences, see Student Rules, Part 7, Attendance. Please note that student rules require immediate notification of your instructor of an EXCUSED absence. The opportunity to make up assignments as a result of an UNEXCUSED absence will be at the discretion of your instructor.
Course Schedule

We shall meet periodically during the semester as a class to assess progress, reflect on and share experiences, and, yes, perhaps even socialize a bit. We will meet a total of 10 scheduled times (including our first meeting!) to discuss the topics indicated below:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Introductions &amp; Expectations; Portfolio Requirements</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/24</td>
<td>Learning from Experience</td>
<td></td>
<td>Reflections from Week 1</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>Being a professional educator</td>
<td>Ch 1–2</td>
<td>Observation Write-Up &amp; Interview with Dr. Roberts</td>
</tr>
<tr>
<td>4</td>
<td>2/14</td>
<td>Motivating and Engaging Students</td>
<td>Ch 12</td>
<td>Portfolio Section 1</td>
</tr>
<tr>
<td>5</td>
<td>2/21</td>
<td>Facilitating a Learning Environment</td>
<td>Ch 14</td>
<td></td>
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<tr>
<td>6</td>
<td>3/6</td>
<td>Recruiting, Retaining, and Guiding Young People</td>
<td>Ch 9</td>
<td>Portfolio Section 2</td>
</tr>
<tr>
<td>7</td>
<td>3/20</td>
<td>Planning a Total Program</td>
<td>Ch 6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>4/3</td>
<td>Diverse Students &amp; Urban Programs</td>
<td>Ch 20</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4/17</td>
<td>Designing Facilities for Ag Science Programs</td>
<td>Ch 10</td>
<td></td>
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<tr>
<td>10</td>
<td>4/24</td>
<td>Celebrating Success &amp; Course Evaluations</td>
<td>Ch 19</td>
<td>Portfolio Sections 3 &amp; 4</td>
</tr>
</tbody>
</table>

Assignments & Deadlines
(All assignments will be submitted electronically – by email)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reflections from Week 1</td>
<td>1/24</td>
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<tr>
<td>One Observation Write-up</td>
<td>2/7</td>
</tr>
<tr>
<td>Interview with Dr. Roberts (schedule with Jovonna Ivestor)</td>
<td>2/7</td>
</tr>
<tr>
<td>Portfolio Section 1</td>
<td>2/14</td>
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<tr>
<td>Portfolio Section 2</td>
<td>3/6</td>
</tr>
<tr>
<td>Portfolio Sections 3 &amp; 4</td>
<td>4/24</td>
</tr>
</tbody>
</table>
Portfolio Assignment

Section 1: Who am I?

1. Personal Profile
   A primary requisite for you as a prospective teacher is to know yourself. Your first project is to develop information relative to YOU. Generally, you should plan to tell three things: where you have been, where you are, and where you are going. Also include why you want to become a teacher, and what experiences you have had that will make you a better teacher in the future. Also include your goals, values, aspirations and future in terms of teaching. Where do you see yourself in 5, 10, or 20 years (typical length for this part ~3 pages)?

2. Educational Profile
   To be a good teacher, it is helpful to understand the type of student you were in high school. This section should contain three things: an interview with one of your high school teachers about the type of student you were (not an Ag teacher); a list of courses/subjects you liked and disliked; and summary statistics (GPA, class rank, SAT/ACT, etc.). This section will typically be ~2 pages.

3. Professional Profile
   Your preferred learning styles—along with other dimensions of “you”—are important components in your developing as a teacher. What are some of these components? That is, what should your “professional profile” consist of (typical length for this part ~2 pages)?
   
   A. Your technical strengths and weaknesses in agriculture and life sciences. This will probably be a reflective self-analysis using courses taught in AGSC programs as your basis for reflection.
   
   B. Your demeanor, personality, personal traits profile. Take three or more tests (e.g., VARK, ILS, Kiersey, Meyers–Briggs); describe yourself narratively using your results; attach copies of results, “their” interpretations, and your narrative.

4. Professional Resume
   You’ve probably done one of these before. If not, find a resource (book, WWW, mentor) to help in the development of a professional resume. (And, NO, it does not have to be restricted to one page!)
Section 2: What is a teacher?

1. Student Personal Profile
   - Identify as much personal and family information as you, the student, and her or his parents feel comfortable in revealing. It is NOT necessary, however, nor should you reveal the student’s name, address, or phone number. Try to “paint a picture” with words and/or pictures to describe the student. Also, you should try to identify the preferred learning style of the student as you did for yourself. Be sure to interact with the student to try to INTERPRET this information. That is, make the experience of some value to the student as well as to you. You should also include personality tests, etc. that help provide information to the student and on the student (include a copy of the results in this section). This personal profile of a student may follow closely the format that you used in your own personal profile. You may include photos of “your” student as well— with permission of the student and parents/guardians (typical length for this part~2 pages).

2. Student Educational Profile
   - While the personal profile should contain “demographic” kinds of information, the educational profile should detail the student’s educational background, current situation, aspirations (both educational and career), and any other “school”-oriented information. If the student happens to have interests in agriculture, natural resources, food systems, the environment, etc, you should “zero” in on those (typically length for this part=~2 pages). REFLECTION: Reflect on your overall impressions of the student and ways you would motivate him/her if you were the teacher. What insights did you gain into the student’s educational background relative to their personal information?

3. Teacher Interviews
   - “Interview” at least three classroom teachers to assess their philosophies of teaching and learning, classroom management, discipline, etc. Why do they teach? How did they decide to become a teacher? What are the rewards from teaching? … the frustrations? Do they recommend teaching to you as a profession? What is their advice for you? Like a newspaper reporter, take notes and write a “story” about each teacher’s interview with you. Then, separately, for each teacher “interview,” reflect on what each said and what it means to you as a prospective teacher. One of these teachers MUST be a current AGSC teacher. None of these teachers may be your relative or close family friend. Interviewing teachers will give you insights into why others before you chose teaching as their profession and will help you to identify their roles and responsibilities.
Section 3: What do teachers do?

1. **Classroom Observations**
   Observe in “classrooms” for at least 35 clock hours during the semester and in at least 2 different schools. At least 20 hours must be in an Agricultural Science classroom, 10 hours in other secondary classrooms, and the remaining 5 hours from a variety of other situations where teachers teach and learn and/or students learn (e.g., SAE supervision, livestock shows, contests, school sports events). Please note that “variety” means that your remaining 5 hours should be from at least three different activities; attending three football games or attending three junior livestock shows will not be sufficient variety. Two of the 35 hours should be spent working with special needs students (CTED/VEH class, Life Skills, Content Mastery, riding clinic, etc.) Hours from No. 2 below can be part of your 35 hours. The teachers you observe should not be relatives or close family friends. Use the form included in this syllabus to record your observations. Note: one form should be used for each activity (i.e. observe 2 classes, 1 hour each – use 2 forms; observe 1 class for 2 hours – use 1 form). **Note:** Hours observed during fieldtrip can be used.

**SUMMARY:** Using the summary form, provide: Total number of hours and schools observed in AGSC classrooms (need 20 hours and 2 schools, minimum) Total number of hours and schools observed in other secondary classrooms (need 10 hours, minimum) Total number of hours and types of outside-of-class activities (need 5 hours minimum from 3 different activities) Total number of hours in special needs setting(s) (need 2, minimum)

2. **In–Depth Observation of One Student (Optional)**
   This component ties back with “your” student. If possible, spend a class day or several periods with “your” student observing her/him. Chronicle the student’s interaction with other students, teachers, and subject matter. Describe narratively what you observe! Does the student seem to enjoy some classes better than others? Is learning taking place? How does the student interact with other students? ... with teachers?

3. **Supporting Materials**
   This section may include such things as a copy of a Student Handbook or Teacher Handbook from a school, lesson plan forms, student travel permission slips, FFA banquet programs, school newspapers, student dress or behavior codes, teaching master schedules, and handouts and tests from classes you observed. Try to include here materials that may be of value to YOU in the future.

Section 4: Becoming a reflective practitioner.

Reflecting on your experiences is critical to become a reflective practitioner. In this course, you will start to form a reflective habit by keeping a journal throughout the semester. After each class session (classes 1–9), write a short summary of what we talked about and **most importantly, what it meant to you.** It is expected that each write-up will be ~1 page.
<table>
<thead>
<tr>
<th>Portfolio Section</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1: Who am I?</strong></td>
<td></td>
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<tr>
<td>Personal Profile</td>
<td>50</td>
<td></td>
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<tr>
<td>Educational Profile</td>
<td>50</td>
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<tr>
<td>Professional Profile</td>
<td>50</td>
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<tr>
<td>Professional Resume</td>
<td>50</td>
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<tr>
<td><strong>Section 2: What is a teacher?</strong></td>
<td></td>
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<tr>
<td>Student Personal Profile</td>
<td>50</td>
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<tr>
<td>Student Educational Profile</td>
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<tr>
<td>Teacher Interviews</td>
<td>50</td>
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<tr>
<td><strong>Section 3: What do teachers do?</strong></td>
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<tr>
<td>Classroom Observations</td>
<td>450</td>
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<tr>
<td>In-Depth Observation (Optional)</td>
<td>(50)</td>
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<tr>
<td>Supporting Materials</td>
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<td><strong>Section 4: Becoming a reflective practitioner</strong></td>
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<tr>
<td>Reflective Journal</td>
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<tr>
<td><strong>Total from Portfolio</strong></td>
<td>950</td>
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<tr>
<td><strong>Class Attendance/Participation</strong></td>
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<td><strong>Total</strong></td>
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<th>Points</th>
<th>Grade</th>
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<tr>
<td>900 to 1000</td>
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<td>600 to 699</td>
<td>D</td>
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<td>0 to 599</td>
<td>F</td>
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</table>
Academic Integrity

(http://www.tamu.edu/aggiehonor/)

AN AGGIE DOES NOT LIE, CHEAT OR STEAL OR TOLERATE THOSE WHO DO.

Copyright

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

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 have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated."

"If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." You are also encouraged to discuss specific questions about whether a particular practice is plagiarism or not with your instructor.

Provisions For 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 a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Director of Counseling and each of your course instructors."
### AGSC 384 Classroom Observation Report

<table>
<thead>
<tr>
<th>Date:</th>
<th>School, Subject/Course, and Teacher:</th>
<th>Minutes/Hours Observed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Numbers/Descriptions: (gender, classification, etc.)</th>
<th>Classroom Layout (if applicable):</th>
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<tbody>
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<table>
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<tr>
<th>Topic/Lesson Taught:</th>
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<thead>
<tr>
<th>Teaching Methods Used (lecture/discussion, demonstration, guided practice, etc.):</th>
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<tr>
<th>Interactions (Student–Teacher and Student–Student):</th>
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<tr>
<th>Classroom Management:</th>
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<table>
<thead>
<tr>
<th>Summary Observations (Did learning occur?):</th>
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<table>
<thead>
<tr>
<th>Reflections (What does this mean to me?):</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Observation Category</td>
</tr>
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<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Agricultural Science Classrooms (20 hours required)</strong></td>
</tr>
<tr>
<td>1.</td>
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<td>19.</td>
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<td>20.</td>
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<tr>
<td><strong>Other Secondary Classrooms (10 hours required)</strong></td>
</tr>
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<td>10.</td>
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<tr>
<td><strong>Outside of Class Activities (5 hours Required)</strong></td>
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<tr>
<td>5.</td>
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<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Diana Burton, Dept. of Ecosystem Science and Management
Steven G. Whisenant, Head, Dept. of Ecosystem Science and Management
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FRSC 406

We recommend that FRSC 406, Forest Policy, be certified as a writing-intensive (W) course for the next four 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 (62%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:25

Writing is done in essays (two of about 3-5 pages each) and in a structured policy analysis paper (12-15 pages). The paper is turned in as a draft, and each student is given detailed comments on the draft. The revised paper is graded. Each student thus submits from 18 to 25 pages of finished written product for grading. Writing materials are included in the web site and are required. Detailed comments and corrections are provided to each student on each written assignment. Instructions are given on how to prepare and present a structured policy analysis paper.

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):
   FRSC 406 Forest Policy

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

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

Signature: [Signature]
(Course Instructor / Coordinator)

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

Approvals:
College Dean: [Signature] 1-25-08
(Date)
Department Head: [Signature] FOR SGW 1/15/2008
(Date)
FRSC 406 Forest Policy  
Draft Syllabus  
Fall 2008

FRSC 406 Forest Policy is taught as a web course using Blackboard Vista. Students may directly access policy material on forest and natural resource issues from many federal, state, and other agencies, advocacy groups, special interest alliances, and nongovernmental organizations. In addition, there are many materials on the web to give context to the historical development of policy issues.

Course Objectives: The student will have the opportunity to:
1) acquire an understanding of the historical development of forest and natural resources policy, laws, and institutions in the U.S.,
2) learn to evaluate policy proposals using structured analysis methods,
3) learn to think critically about current forest resource policy issues and information in the context of relevant history, and
4) enhance formal written communication skills.

Professor: Dr. Diana M. Burton, Associate Professor  
Department of Ecosystem Science and Management  
HFSB 308  845-2577  TAMU e-mail: d.burton@tamu.edu  
(please use Blackboard Vista email)

Office Hours: Tuesdays and Wednesdays 10:00 - 11:30 a.m., and other times by appointment.  
Communication through e-mail or by phone is encouraged.  
Please use the Blackboard Vista email.

Texts:  


Selected Readings  
Selected Web Sites

Materials, including the Dana and Fairfax text but not the Klyza and Sousa book, will be in files or linked through Vista. The Klyza and Sousa book must be purchased. All reading materials and web links are required. Some of the selected readings or websites are quite extensive. For those items, the student is expected to spend enough time on the document or web site to become familiar with the contents. For those students who are particularly interested in a topic, reading or viewing the entire site or document is encouraged. Because all assignments and exams/quizzes are open book, open notes, and open web, it is not necessary for students to memorize the details of the material. The objective is for the student to obtain an understanding of forest and natural resource policy and the vast array of policy-relevant materials available.

Discussions  
Web discussions will permit students to exchange opinions about course materials and explore linkages among topics. The instructor will pose one or more questions each week on the material and each student is expected to post at least one comment each week. Students should focus on the instructor's questions, but
may also comment on the postings of other students. The point is to enhance understanding of the material through these discussions.

To encourage discussion, these postings will not be graded for writing quality, but for content. Please note, however, that postings so full of errors, misspellings, emoticons, and other grammatical informalities that the instructor finds them indecipherable will receive no credit.

Assignments and Quizzes
All assignments will be posted in Blackboard Vista. Short essay assignments and papers will usually require additional independent research to gain information not contained in the course materials on Blackboard Vista. In the professional policy analysis world, there is a veritable flood of written and web information available on any and all topics. It is part of the education in this course for the student to learn to obtain and go through these kinds of materials, sort out what is important and useful information, assess the validity of the sources, and integrate the acquired knowledge to understand and communicate historical and current issues and policy analyses.

In addition, there will be a number of quizzes given via Blackboard Vista. These will be focused on evaluation of the student’s mastery of basic informational course content. There are certain facts and concepts that anyone passing a policy course concerned with natural resources or ecosystems needs to understand and these quizzes will emphasize these basic ideas. However, there will be additional questions requiring integrative thought on the part of the student. These tests will be given in Vista, with a short time period (e.g. one hour) permitted for the student to completely answer all questions. The student can take each one-hour exam at a time convenient for the student within the specified test/exam calendar.

Students may discuss assignments and papers, but MUST WORK ON EXAMS/QUIZZES ALONE. Turning in each assignment and exam/quiz/test for this course will be construed to mean that the student has not received unauthorized aid on the academic work submitted and has completed the assignment in accordance with the Aggie Honor Code.

Writing Materials
Improving written communication skills is an important component of the class. Assistance with writing assignments is available from the instructor. Additional assistance is to be found at the TAMU University Writing Center. In addition, the UWC website provides handouts, materials, and links to other materials that students may find useful. This professor highly recommends that students consult the UWC handouts on citations within a text and the correct preparation of a list of references.

In addition, materials that contribute to the improvement of formal writing in a policy context will be on the course website. These materials are required and are meant to aid the student in improving written communication skills.

Exams/quizzes will include some questions on writing, grammar, essay and paper organization, appropriate citation, and related topics. There will be two short essays of three-to-five pages each. Detailed feedback on each writing assignment will be provided. The policy paper (twelve-to-fifteen pages) will be turned in as a draft, which will be returned with comments. The final paper should be a revision of the draft that reflects
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Draft Syllabus
Fall 2008

additional thought and work by the student and an effort to respond to suggestions that the professor has made on the draft.

Grading
Both content and effectiveness of written communications will be graded. Some portion of each written assignment grade will be based on the quality of the writing, to include grammar, spelling, organization, and overall efficacy of the communication. Materials on enhancing writing quality are part of the course. A major assignment, the policy paper, will be evaluated first as a draft to permit improvements to be incorporated into the final document.

<table>
<thead>
<tr>
<th></th>
<th>Content Component</th>
<th>Writing Component</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Short Assignments (2)</td>
<td>100</td>
<td>70</td>
<td>170</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>300</td>
<td>150</td>
<td>450</td>
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<tr>
<td>Vista Exams/Quizzes</td>
<td>300</td>
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</tr>
<tr>
<td>Total</td>
<td>780</td>
<td>220</td>
<td>1000</td>
</tr>
</tbody>
</table>

Penalties for Late Work
Assignments, papers, and presentations will be assigned due dates and times. In fairness to those who are on time with work, late work will be graded down 10% for each 24 hours late, beginning at the time that the assignment is due. For example, if an assignment worth 100 points, is due at 4:00 p.m. on a certain day, an assignment turned in after 4:00 p.m. on its due date or any time until 4:00 the following day will lose 10% of the possible grade for lateness, which is 10 points. An assignment turned in after 4:00 p.m. on the day after it is due will lose 20% for lateness, which is 20 points. All assignments are to be turned in via Blackboard Vista, which has an automatic time and date stamp. Relevant citations and a reference list, including web citations, must be included on all assignments and papers.

Exams/quiz will be given within Blackboard Vista. Once the calendar time for the exam has expired, students who have not completed the exam will receive a zero. Generally, each exam will be open for a week and students must complete the exam at one sitting sometime during that week.

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities at 845-1637.
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Academic Integrity Statement
The Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”


A professional's integrity is of critical importance to career and personal success. Academic dishonesty is a violation of the Aggie Honor Code. Academic dishonesty is defined in the TAMU Student Rules and includes getting or providing unauthorized information, answers to questions on assignments or exams, plagiarism, fabrication of information, and conspiracy to commit academic dishonesty. Violation of academic dishonesty policies can lead to penalties ranging from a zero on the assignment or an "F" in the course up to and including expulsion from the University.

In this course, students may discuss assignments, BUT NOT EXAMS/QUIZZES/TESTS, among themselves or with the instructor as part of the learning process. Each student must independently write up and submit his/her own essays and his/her own papers. Exams are to be completed only by the student without help from anyone and are to be discussed only with the instructor. Turning in each assignment and exam/quiz/test for this course will be construed to mean that the student has not received unauthorized aid on the academic work submitted.

Plagiarism, or the use of others' words or work without proper attribution, including material used from Blackboard Vista, the texts, or course readings, will not be tolerated. Plagiarism is the theft of another's work and ideas. Therefore, all sources used must be cited as appropriate within the essay and a complete reference list must appear at the end of the document. Web searches and other aids, such as Turnitin.com, may be used to verify the originality of students' works.
COURSE SCHEDULE

Week 1 Beginning 8/25
Course Introduction
Early Years: Disposition of Public Domain and Forest Reservations
Dana and Fairfax, Chapters 1, 2 and 3
Selected readings and links
Discussion
Quiz

Week 2 Beginning 9/1
Boom, Depression, War and Resources
Dana and Fairfax, Chapters 4, 5 and 6
Selected readings and links
Discussion
Quiz

Week 3 Beginning 9/8
Resource Management and the Postwar Years
Dana and Fairfax, Chapters 7, 8 and 9
Selected readings and links
Thursday 9/11 Assignment #1 Due 4:00 p.m. via Blackboard Vista
Discussion

Week 4 Beginning 9/15
Conflict and Confrontation: the 60's and 70's
Dana and Fairfax, Chapters 10, 11, and 12
Selected readings and links
Discussion
Quiz

Week 5 Beginning 9/22
1980s and 1990s
Environmental Policy and Current Institutions
Klyza and Sousa, Chapters 1 and 2
Selected readings and links
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Discussion
Quiz

Week 6 Beginning 9/29
Policymaking in Congress and Executive Authority
Klyza and Sousa, Chapters 3 and 4
Selected readings and links

Discussion
Quiz

Week 7 Beginning 10/6
Courts and Beyond to Collaborative Policymaking
Klyza and Sousa, Chapters 5 and 6
Selected readings and links

Discussion
Quiz

Week 8 Beginning 10/13
Policymaking in the States and on to the Future
Klyza and Sousa, Chapters 7, 8, and 9
Selected readings and links

Discussion
Quiz

Week 9 Beginning 10/20

Policy Analysis Frameworks


Selected readings and links
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Land, Ethics and Property Rights


Selected links
Discussion
Quiz

**Week 10 Beginning 10/27**

Public Lands Issues


Selected links
Discussion
**Thursday 10/30 Assignment #2 Due** 4:00 p.m. via Blackboard Vista

**Week 11 Beginning 11/3**

Ecosystem Management and Sustainability
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Selected links

Forest Health, Restoration and Related Issues


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Selected links

Tuesday 11/4 Policy Paper Topics Due 4:00 p.m. via Blackboard Vista
Discussion
Quiz

Week 12 Beginning 11/10
Air, Water, Environment


Selected links
Discussion

Friday 11/14 4:00 p.m. Policy Paper Drafts Due via Blackboard Vista

Week 13 Beginning 11/17
Endangered Species

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Selected links

Global Change  


Selected links

International Issues  


Selected links

Discussion
Quiz
Week 14 Beginning 11/24

Urban Forestry


Selected links

Green Certification


Selected links

Discussion

Quiz

Thursday 11/22 HAPPY THANKSGIVING!

Tuesday, 12/2 Policy Paper Due at 4:00 p.m. via Blackboard Vista.
TO: Faculty Senate Executive Committee

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

CC: David Vaught, Dept. of History
    Adam Seipp, Dept. of History
    Walter Buenger, Head, Dept. of History
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 481

We recommend that HIST 481, Senior Seminar in History, be certified as a writing-intensive (W) course for the next four 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 (80%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:18

Rough drafts of the final paper are due at the end of the tenth week of class. Students are given extensive comments and constructive criticism on them. After returning the drafts, the instructor holds a writing workshop the next class period to discuss converting the corrected rough drafts into polished papers, and to schedule extensive office hours for individual consultations.

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):

   HIST 481, Senior Seminar in History

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) 2/11/08

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

Approvals:

College Dean: [Signature] 2/12/08

Department Head: [Signature] 2/11/08
Spring 2008  
History 481 – Section 904  
Europe’s Cold War

Meeting Time:  
Tuesday and Thursday, 3:55 – 5:10  
Meeting Place:  
Glasscock (History), Room 206  
Professor Adam R. Seipp  
208 Melbern Glasscock Building  
avseipp@tamu.edu  
945-1737 (O)  
Office Hours: Thursday 2-3 or by appt.

Overview

In the United States, we tend to remember the Cold War (1947-90) as a conflict between superpowers. As this struggle recedes into the past, it is increasingly clear that such an understanding ignores the complexity of the Cold War international system. This course will examine the role of European states, their societies, ordinary citizens, and the alliance blocs that helped to define Europe for nearly 50 years. Through readings, discussion, and a student-developed research paper, we will explore the remarkable story of the Cold War, the people whose lives were shaped by it, and its continued importance in Europe today.

Your goal in this course is to produce a sophisticated piece of historical writing based any theme related to the topic of the course. We will develop topics as a group and will help guide and inspire each other’s research. This course will ask you not just to focus on your work, but to collaborate with your classmates and the instructor to produce well-researched, polished examples of historical writing.

Required Book List

The following books are required for this course. They are available at any online retailer or at the MSC Bookstore. For several of these books, there are multiple editions. Feel free to pick any edition available.

Timothy Garton Ash, *The Magic Lantern*  
Diana Hacker, *A Pocket Style Manual*  
William Hitchcock, *The Struggle for Europe*  
Maria Höhn, *GIs and Fräuleins*  
Jan Gross, *Fear*  
Jeremy Suri, *Power and Protest*

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.

**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 ten percentage points. 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).

**Assignments and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Paper</td>
<td>50%</td>
</tr>
<tr>
<td>In-class writing assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Draft</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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</tbody>
</table>

The principle goal of this course is the design and completion of a research paper 15-18 pages in length (roughly 3750 – 4500 words) that utilizes primary source materials. Much of the reading and all of the supplementary instruction in the course will support this project, which we will work together as a class to consider and improve. Each student MUST turn in a draft of their final paper by the end of the business day on March 27, 2008. Drafts will be returned with comments one week later. We will discuss in class how best to complete this assignment through three separate writing workshops (January 22, February 12, and April 8—see end of syllabus for more details).

Because of the importance of the draft to the success of the final project, drafts will be reflected in the students’ final grade. Students are required to turn in a draft of at least 2,000 words on the date assigned. Anyone meeting that standard will receive full credit for the draft. Anyone failing to meet that standard of length, or who turns in a draft that does not reflect a good-faith effort to complete the assignment, will receive no credit for the draft assignment.

Both the draft and the final paper will be submitted through [www.turnitin.com](http://www.turnitin.com). The final paper will be submitted both online and in hard copy, due in my mailbox by the end of the business day on April 27, 2008. The draft may be turned in exclusively online.

COURSE ID#: 2138659
COURSE PASSWORD: eurcold08

Each student will prepare a packet of primary source documents related to their topic and distribute the packets to their classmates during THE CLASS BEFORE THEIR PRESENTATION. Other students will be responsible for reading other students’ material and discussing the documents in class.

For each of the monographs being discussed (Ash, Höhn, Gross, and Suri), there will be an in-class writing assignment. This assignment is designed to encourage careful reading. At the beginning of class on discussion days, each student will be asked to write a brief (roughly 15 minute) response to one of two questions, using material from the text. Essays will be graded on a 1-10 point scale.

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.

Schedule:

15-Jan Introduction
17-Jan Lecture: Themes in Cold War History (Hitchcock [H] 1-39)
22-Jan Writing Workshop I: Pre-Writing
24-Jan Topic Consultations (H 40-97)
29-Jan Discussion: Naimark chapter
31-Jan Topic Presentations (H 98-161)
5-Feb Library Session
7-Feb Discussion: Fear (H 162-220)
12-Feb Writing Workshop II: Drafting
14-Feb Doc Project 1 (H 221-268)
19-Feb Doc Project 2
21-Feb Doc Project 3 (H 269-310)
26-Feb Discussion: GIs and Fräuleins
28-Feb Doc Project 4
4-Mar Doc Project 5 (H 311-346)
6-Mar Doc Project 6
11-Mar  Spring Break
13-Mar  Spring Break
18-Mar  No class
20-Mar  UWC Presentation (H 347-409)
25-Mar  Discussion: Power and Protest
27-Mar  Drafts Due
1-Apr    No Class
3-Apr    Discussion: The Magic Lantern / Drafts returned (H 410-
8-Apr    Writing Workshop III: Revision
10-Apr   Lunch
15-Apr   No Class—individual meetings
17-Apr   No Class—individual meetings
22-Apr   No Class—individual meetings
24-Apr   Final Papers Due

Writing Workshops:
Three Writing Laboratories 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.

Writing Workshop I: Pre-Writing (January 22)
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 (February 12)
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 (April 8)
If you are in the habit of writing your papers in a single sitting just before they are du,
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.
TO: Faculty Senate Executive Committee

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

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

DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: KNFB 416

We recommend that KNFB 416, Middle and Secondary School Kinesiology, be certified as a writing-intensive (W) course for the next four 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 (62%)
2. Course content appropriate to the major
3. Total number of words (3000-4000)
4. Instructor to student ratio for one section: 1:16

Virtually every written assignment students turn in receives written feedback from the course or lab instructor. Feedback encompasses assessing how students link theory to practice (higher order thinking) as well as writing mechanics. The instructor uses a Wiki system whereby students submit their written work and receive feedback. The class as a whole also receives oral instructor comments on writing mechanics and specific examples provided for them to apply to their own work. Handouts on fundamental writing skills/errors are provided that utilize student examples regarding 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):

   KNFB 416: Middle Secondary Physical Education

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: Ron E. Rudi
(Course Instructor / Coordinator) Dec. 20, 2007

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 1/28/08

Approvals:
College Dean: Jan. 8, 2008
Department Head: Jan. 9, 2008

RECEIVED
JAN 14 2008
Instructors:
Dr. Ron E. McBride  |  158 U Read  |  845-8788  |  rmac@tamu.edu

Class Web Site: http://rmcbride.tamu.edu
Readings Web Site: http://s-wagner.tamu.edu
Catalog Description: Physical activities, teaching strategies, media techniques and curriculum in middle and secondary schools. Prerequisites: Completion of Phases I-III of the secondary program; admission to teacher education; approved acceptance to field experience
Attendance: Attendance to class and all teaching experiences is an expectation and therefore is not part of the points earned toward the course grade. An absence is excused if a student contacts the instructor prior to class for an illness, family emergency etc. No absences are permitted for the lab. Any absence in lab will require a make-up in another lab section.
Course Expectations: Be on time, be prepared, be ready to participate in a thoughtful manner.
Late Assignment policy: Assignments (lab and class) will only be accepted up to two days past the due date with a 5 point deduction per day for lateness. If there are extenuating circumstances to consider you must contact the instructor of your lab.
Course Approach: The course is designated as a university Writing Intensive class and written assignments represent an important part of the grade. Specifically, 25% of the final grade will be based on the quality of your written work. This includes basic writing mechanics, appropriate formatting and use of citations (i.e., APA style) and the overall effectiveness of communicating your ideas in a succinct and thoughtful manner. The course will also provide access to the university writing lab.
Course Objectives:
At the conclusion of the semester the students will be able to:
1. Plan and teach skill and concept-based lessons, using both direct and indirect teaching styles, that are safe, provide for accurate analysis/feedback of student performance, and incorporate the skills of effective teaching.
2. Describe the contemporary adolescent’s needs and how physical education programs may enhance their development.
3. List and describe the anatomy of Mosston’s spectrum of teaching styles.
4. Demonstrate through planning and teaching the ability to:
   • Select and implement strategies for building a community of learners
   • Make necessary methodological or organizational changes in a lesson as it progresses
   • Evaluate one’s own and other’s teaching
   • Motivate students to participate in physical activity and be self learners
5. List and demonstrate use of class management and discipline techniques to create a relatively uninterrupted lesson flow.
6. Plan and implement a yearly curriculum and unit plans appropriate for students in middle and secondary schools.
7. Explain the role and importance of Health Related Fitness and wellness in the program.
8. Plan ways to develop support for a quality physical education program.
9. Use current professional journals to inform practice on such issues as discipline and advocacy.
10. Provide evidence of critical thinking and teacher as reflective practitioner through written assignments in lecture, lab, and class/group discussions.

Grading Criteria: The grades will be determined by scores in three major performance areas: Individual Performance, Group Performance, and Peer Evaluation. Once each area’s points have been determined, they will be weighted according to the per cent noted in parenthesis. To receive an A in the course, you must attain 90 or higher in each category.

1. Individual Performance
   1. Quizzes (6) Count best 5................................. *
   2. Video Analysis Final Exam .......................... * (30%)
   3. Synthesis Paper ........................................... 40
      .............................................. 100

2. Group Performance
   1. Planning project........................................ 50
   2. Advocacy project...................................... * (30%)
   3. Peer Evaluation ...........................................
      .................................................. 100

3. Lab
   Post Assignments (9 total) ............................. 100 (40%)

Quizzes: You will have 6 quizzes based on the readings. The best 5 grades will count in your individual grade.

Final Exam: This will be based on a real teaching incident. You will be asked essay questions (distributed prior to the exam) about the lesson you view on a video and be expected to link theory (about effective teaching) to actual practice.

Synthesis Paper: A well-written synthesis paper (4-6 pages) utilizing information discussed in class and groups (see rubric) will include elements of effective teaching and demonstrate how you have connected the various components about PE together in an insightful manner in the secondary school today. Rough draft MUST also be turned in.

Planning Project: This is a group project that will demonstrate your understanding both of how to plan a yearly curriculum and a unit of instruction (see rubric). Your group will place the final product on a website and provide the instructor(s) the website address for dispersal to the rest of the class so all may share the curriculum projects.

Advocacy Project: This is a group activity that will use current research and information from the literature to advocate for physical education to the general public or specific target audience. The group will put together a 60-second advertisement to be presented to the class.

Peer Evaluation: You will be asked to evaluate how helpful the other members of your team were at helping you prepare for the quizzes, and completing group activities and projects. Each individual’s peer evaluation score will be the average of the points received from the other group members.

Note: An important outcome in this course and in the preparation of future teachers in general, is to teach them to become reflective practitioners. This means that teachers in the 21st century must be able to reflect on (analyze, assess) his/her teaching in an objective manner. What went well in this class? Why? What did not go so well? Why? Are my students getting what they need to become thoughtful and productive citizens capable of competing in a global economy? These skills are in demand by business,
The task of a teacher is not an easy one given the present state of our public schools (and society in general), but nevertheless this is the challenge we must meet. This course will constantly challenge you to become thoughtful and reflective teachers. Therefore, be ready to provide educationally sound rationales to support your ideas, opinions and thoughts.

**Calendar**—may change to accommodate guest speakers

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<th>Date</th>
<th>Activity</th>
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<tr>
<td>1/15</td>
<td>Holiday</td>
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<tr>
<td>1/17</td>
<td>Introduction&lt;br&gt;Orientation to Group work&lt;br&gt;Goals assignment&lt;br&gt;<strong>Read:</strong> Skills of teaching and Teaching styles section in lab manual</td>
</tr>
<tr>
<td>1/22</td>
<td>Turn-in Goals paper&lt;br&gt;Discuss skills of teaching and teaching styles&lt;br&gt;<strong>Read:</strong> Secondary and Middle school TEKS see class web site for URL</td>
</tr>
<tr>
<td>1/24</td>
<td>Lesson Planning&lt;br&gt;Free write on TEKS&lt;br&gt;Compare HS and MS TEKS&lt;br&gt;<strong>Read:</strong> Chapter 2</td>
</tr>
<tr>
<td>1/29</td>
<td>The PE student and Dodgeball&lt;br&gt;Currerical recommendations&lt;br&gt;<strong>Quiz 1 Chapter 2</strong>&lt;br&gt;<strong>Read:</strong> Chap 3 and Blitzer article</td>
</tr>
<tr>
<td>1/31</td>
<td>Critical and Reflective Thinking in PE&lt;br&gt;<strong>Read:</strong> Ennis article</td>
</tr>
<tr>
<td>2/2</td>
<td>Compare and contrast curricular ideas&lt;br&gt;Vision and Mission Statements&lt;br&gt;Scope and Sequence</td>
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<tr>
<td>2/4</td>
<td>Personal cultural profile/ stereotypes&lt;br&gt;Introduce Synthesis paper&lt;br&gt;<strong>Quiz 2 Chap 3 and Ennis article</strong>&lt;br&gt;Read Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>2/5</td>
<td>Compare and contrast text and reading&lt;br&gt;Develop management and discipline rationale</td>
</tr>
<tr>
<td>2/12</td>
<td>Sociocultural Interaction Model&lt;br&gt;<strong>Read:</strong> Glasser</td>
</tr>
<tr>
<td>2/14</td>
<td>Compare and contrast text and reading&lt;br&gt;Develop management and discipline rationale</td>
</tr>
<tr>
<td>2/19</td>
<td>Develop management and discipline plans&lt;br&gt;<strong>Quiz 3 Chapters 6 &amp; 7, Glasser 1</strong>&lt;br&gt;<strong>Read:</strong> Chapter 5 and Mowling et.al article</td>
</tr>
<tr>
<td>2/21</td>
<td>Involving students in learning / motivation</td>
</tr>
<tr>
<td>2/25</td>
<td>Turn in First draft of synthesis paper&lt;br&gt;Developing a Unit&lt;br&gt;<strong>Read:</strong> Chapter 10</td>
</tr>
<tr>
<td>2/26</td>
<td>Grading in PE&lt;br&gt;<strong>Read:</strong> Worrell, Evans-Fletcher, Kovar</td>
</tr>
<tr>
<td>3/5</td>
<td>Alternative/Authentic assessment&lt;br&gt;<strong>Quiz 4 Chap10 and Worrell et.al.</strong>&lt;br&gt;<strong>Read:</strong> Chapter 12&lt;br&gt;Develop and send me questions for guest speaker</td>
</tr>
<tr>
<td>3/7</td>
<td>Guest Speaker on Liability</td>
</tr>
<tr>
<td>3/8</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/13</td>
<td>Definitions of Negligence/Review&lt;br&gt;Address scenarios</td>
</tr>
<tr>
<td>3/15</td>
<td>Discuss and work on Advocacy project&lt;br&gt;<strong>Read:</strong> Chapter 15, Corbin article</td>
</tr>
<tr>
<td>3/17</td>
<td>Introduce Advocacy &amp; Project&lt;br&gt;<strong>Quiz 5 Chap 12</strong></td>
</tr>
<tr>
<td>4/15</td>
<td>Issues surrounding fitness: fitness development, technology and testing&lt;br&gt;Develop questions for guest speaker&lt;br&gt;Present Advocacy Advertisement</td>
</tr>
<tr>
<td>4/17</td>
<td>Guest speaker(s)&lt;br&gt;Issues of fitness development &amp; technology&lt;br&gt;(Developing job skills for employment)</td>
</tr>
<tr>
<td>4/20</td>
<td>Work on Group project&lt;br&gt;<strong>Read:</strong> Chapter 13</td>
</tr>
<tr>
<td>4/22</td>
<td>13Intramurals, clubs and athletics&lt;br&gt;<strong>Quiz 6 Chapter 15, Corbin, Chapter 13</strong></td>
</tr>
<tr>
<td>4/26</td>
<td>Final synthesis paper due--Turn in Rough Draft&lt;br&gt;<strong>Read:</strong> Berkowitz article</td>
</tr>
<tr>
<td>4/28</td>
<td>Teaching games for understanding/meaning&lt;br&gt;(meet in gym)</td>
</tr>
<tr>
<td>4/29</td>
<td>Projects Due Present Projects</td>
</tr>
<tr>
<td>4/30</td>
<td>Present Projects</td>
</tr>
<tr>
<td>5/8</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Tuesday May 8 3:30-5:30 Final Exam**
Special services

* 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 B116 Cain Hall. Phone # 458-1102

Plagiarism

*The handouts used in this course are copyrighted. By 'handouts,' I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic 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 latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Academic Integrity

"Aggies do not lie, cheat or steal, nor do they tolerate those who do."

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

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.
TO: Faculty Senate Executive Committee

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

CC: Wendy Boswell, Dept. of Management
    Murray Barrick, Head, Dept. of Management
    Martha Louder, AOC Dean, Mays College of Business

DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MGMT 373

We recommend that MGMT 373, Managing Human Resources, be certified as a writing-intensive (W) course for the next four 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 (54%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:20

Formative feedback is provided from the instructor on outlines for both of the case analyses. In addition, students participate in one peer review in-class writing assignment. The first in-class writing assignment is “practice” for the larger case analyses (and formative feedback is provided by the instructor). Writing instruction is provided via lecture (interwoven with examples and class discussion), handouts/resources, in-class writing, and group projects.

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):

   "MANAGING HUMAN RESOURCES"

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]  2/1/08
(Course Instructor / Coordinator)  (Date)

Received: [Signature]  2/14/08
(W Course Coordinator, University Writing Center)  (Date)

Approvals:
College Dean: [Signature]  (Date)
Department Head: [Signature]  2-7-08  (Date)

FEB 14 2008
MGT373—Spring, 2008
Managing Human Resources

Dr. Wendy R. Boswell
Office: 483D Wehner
Telephone: 845-4045
Email: wboswell@tamu.edu
http://maysportal.tamu.edu

OFFICE HOURS  Tuesday & Thursday 9:00-10:00am and by appointment

ASSIGNED READINGS

Additional writing resources may be placed on reserve at the West Campus Library.

COURSE OBJECTIVES
This course is intended to introduce students to the field of Human Resource Management (HRM). Students will learn theories and applications involved in effectively managing people in organizations. The concepts and critical thinking skills stressed in this course are applicable in all types of organizations and jobs in which students will eventually find themselves. Because this is a “Writing Intensive” (i.e., W) course, an additional objective is to improve students’ professional writing skills, by providing the opportunity for students to learn the writing most commonly associated with the field of business generally and management specifically.

CLASS FORMAT
Classes consist primarily of lecture and discussion. Short videos and active learning experiences will also be included. In order to use class time effectively, it is important that you complete readings prior to the date it will be covered in class.

GRADING

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100 (30)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150 (50)</td>
</tr>
<tr>
<td>Group case analysis I</td>
<td>50 (50)</td>
</tr>
<tr>
<td>Individual case analysis II</td>
<td>50 (50)</td>
</tr>
<tr>
<td>Writing exercises</td>
<td>35 (35)</td>
</tr>
<tr>
<td>Class participation</td>
<td>15 (0)</td>
</tr>
<tr>
<td>Maximum Total</td>
<td>400 (215 pts. –54% of course grade)</td>
</tr>
</tbody>
</table>

Because this is a “W” course, a significant portion of the course grade will be based on the quality of your written communication. As discussed below, some of the written assignments will be completed individually, while others will be completed in small groups. We will spend one class session as well as class time throughout the semester discussing writing skills for the management professional. Writing resources are listed on the last page of the syllabus.
EXAMINATIONS

Description: The examinations will consist of short essay, short answer, and multiple choice (70% multiple choice, 30% short essay/answer). There will be questions that assess your knowledge of factual information and questions that assess your ability to apply relevant knowledge to a factual scenario. The testing domain includes all material covered in the course (readings, lectures, exercises, videos, etc.). Material discussed during class is emphasized and is tested in greater depth. The examinations are not cumulative. However, the final exam will cover a larger portion of the total course material and thus is weighted more heavily.

Short essay/short answer: It is important that your responses to these questions not only be accurate, but also written professionally in complete sentences with correct grammar. Please respond to these questions as if you were conveying the information to your supervisor or a business associate. Sample questions and answers will be provided during the exam review session.

Grading appeals: Within 7 days of the date you receive your exam score, submit a written note to the instructor describing the nature of the grading issue you are appealing. Demonstrate in writing how your exam response satisfies the requirements better than the given grade. Include references to readings and class notes where appropriate. Within 7 days of receiving a written appeal, I will respond to you in writing with a decision.

Exam dates/times: Examinations must be taken at the scheduled time unless there is prior approval from the instructor and a legitimate, documented reason for needing a make-up exam (e.g., illness, family emergency). Failure to take an exam at the scheduled time will result in a grade of zero.

CASE ANALYSES

You will be required to analyze a case that involves HRM issues and report your analysis in a paper. There will be two separate cases, each worth 50 points. The first will be conducted in groups of 3-4, the second individually. Your analysis should be written as if you are a consultant that has been hired to address the issues faced by the company discussed in the case. Like the individual case analysis, the group case analysis will receive one grade – that is, each group member will receive the same grade on the assignment. However, you will be provided the opportunity to assess each of your group member’s contribution to the final product. The groups’ assessment of each individual member will be incorporated into each student’s participation grade (see below).

Each case analysis should be no more than 4 pages, double-spaced, using standard font (e.g., Times Roman 12). Provide a cover sheet (which does not count in the page limit) with your names and a title. Any case that is one day late will automatically be marked down 10 points; two days late will automatically be marked down 20 points; cases more than two days late will receive a zero.

As part of this assignment, you will be asked to submit to the instructor an outline of the proposed analysis at least 10 days before the case is due. You will then be provided
with written feedback on the proposed analysis the following class session. The outline will not be “graded”; however, failure to turn in this outline will result in 5 points being deducted from your grade on the assignment.

To provide you with “practice” analyzing a case, the first in-class writing exercise (discussed next) will involve analyzing and preparing a brief write-up of a business case. Each group will receive feedback on their analysis.

WRITING EXERCISES

These exercises will typically be completed individually, though a few will be completed in small groups. Some of the exercises will be completed during class time; others will be completed outside of class. Individuals or groups may be called upon to discuss their responses. For a few of the exercises (e.g., preparing a resume), individuals will be asked to share their response with a classmate who will then provide the student with constructive feedback. This process will not only provide you with feedback on your writing assignment, but will also give you experience in providing constructive feedback to colleagues.

There will be a total of seven exercises, worth 5 points each. You will be informed the class meeting before there will be an in-class exercise. You will receive a grade of zero for any exercise you miss and do not have a university-excused, documented excuse. If you miss an exercise and are able to demonstrate a University accepted reason (e.g., illness with a doctor’s note), you will be given a chance to make up the exercise. Make-ups must be completed and turned into the instructor within 7 days of the missed assignment. It is your responsibility to find out if you missed an assignment and to check with the instructor regarding the acceptability of your excuse. If you miss an exercise and do not have a legitimate reason, you cannot make it up and you will receive a zero on that exercise.

CLASS PARTICIPATION

It is expected that students will take an active role contributing to class discussions. You are expected to come to class prepared to discuss the material and/or ask questions. A maximum of 10 points will be given for quality in-class participation. Part of this grade will also take into consideration your group’s assessment of your contribution to the HRM case analyses. For example, a student that did not “pull his/her weight” will lose participation points accordingly. The other 5 participation points (for a maximum of 15 points) will be based on the quality of the constructive feedback you provide to your fellow student(s) on specific writing exercises.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics, reading assignments, exams</th>
<th>Assigned reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>1/16</td>
<td>The writing process</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>Trends in HRM</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>1/28, 30, 2/4</td>
<td>EEO and Other HR Legal Issues</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>2/6</td>
<td>Job Analysis &amp; Design</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>2/11, 13</td>
<td>Planning &amp; Recruitment</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>2/18, 20</td>
<td>Selection &amp; Placement</td>
<td>Ch. 6</td>
</tr>
<tr>
<td></td>
<td>(Case Analysis I due 2/20)</td>
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<tr>
<td>2/25</td>
<td>Catch up and Review</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>Exam I</td>
<td></td>
</tr>
<tr>
<td>3/3, 5</td>
<td>Performance Management</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>3/17, 19</td>
<td>Training &amp; Development</td>
<td>Chs. 7 &amp; 9 (Guest speaker 3/17 Henry Flores, Global Manager, Shell Lubricants)</td>
</tr>
<tr>
<td>3/24</td>
<td>Separation &amp; Retention</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>3/26</td>
<td>Pay structure</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>3/31, 4/2</td>
<td>Compensating Employees</td>
<td>Ch. 12</td>
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<tr>
<td></td>
<td>(Case Analysis II due 3/31)</td>
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</tr>
<tr>
<td>4/7</td>
<td>Employee Benefits</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>4/9</td>
<td><strong>No class</strong></td>
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<tr>
<td>4/14</td>
<td>Employee Benefits (cont.)</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>4/16</td>
<td>Labor Relations</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>4/21, 23</td>
<td>Global HR</td>
<td>Ch. 15 (Guest Speaker 4/23 Shellie Stone, Manager International HR, Halliburton)</td>
</tr>
<tr>
<td>4/28</td>
<td>Catch up &amp; Review</td>
<td></td>
</tr>
<tr>
<td>5/5</td>
<td>Exam 2 (8:30-10:00am)</td>
<td></td>
</tr>
</tbody>
</table>
Attendance and Tardiness

I do not have a formal attendance policy. Rather, I hope that you feel attending class is important to your learning, and thus will want to be here. So, I will not take roll and you will not “lose points” for being absent. With that being said, please keep in mind that there are in-class assignments that you will not get points for if you are absent (unless it is a University excused absence). In addition, the participation points you earn are directly linked to whether you are in class and actively participating. If you do miss class, whether it’s a University excused absence or not, it is your responsibility to find out what was missed.

It is extremely disruptive to the class when someone arrives late. Showing up late shows disrespect toward me as well as your fellow students. So, please be considerate! I STRONGLY encourage you to come to class on time, preferably a few minutes early to prepare. If you think you are going to be late, particularly if it is going to a chronic problem (perhaps due to a previous class being across campus or your work schedule), then please come talk to me.

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

1. Participation in an activity that is required for a class and appears on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days – student will provide the following within one week of the last date of the absence: (i) Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm, or (ii) Confirmation of visit to a health care professional affirming date and time of visit
7. Required participation in military duties.
8. Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.
Seeking My Assistance

I am more than willing to meet with students to provide assistance with course material and/or other school and career related issues. Please email me (or talk to me in class) to arrange a time to meet. I can usually be flexible on finding a meeting time. However, keep in mind that though I am often in my office during “normal business hours,” this does not mean that I am available to meet with students. So, I would encourage you not to “just stop by” unless it is absolutely necessary.

One rule I have regarding “seeking my assistance”: I will NOT answer questions regarding test material THE DAY OF THE EXAM. In other words, do not email me an hour before the scheduled exam time asking for clarification of a topic. If you have a specific question or need general assistance, make sure that you discuss it with me (in person or via email) the day before the scheduled exam at the very latest. This also means that you will need to give yourself ample time to study (i.e., do NOT begin studying the day before the exam). Keeping up with the material as we go through the semester, rather than cramming last minute, is always the best strategy.

Related, please make sure that you stay on task by reading the assigned readings BEFORE the class meeting when that material will be discussed. This will not only assist in your understanding of the material discussed in class, but will also add to the overall quality of our class discussions (and make it more likely you will earn participation points).

Scholastic Dishonesty

Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Scholastic dishonesty by a few is grossly unfair to the majority of students who are honest. Cases of apparent scholastic dishonesty will be pursued to the fullest extent allowed by University regulations. Please help us help you keep the grading fair and the learning opportunity in Management 373 as equitable as possible.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding scholastic honesty, please go to the online Student Rules book. Look under Part I: Academic Rules, then go to the section entitled “Scholastic Dishonesty.”

And, please remember 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:

http://www/tamu.edu/aggiehonor/
On all course work, assignments, and examinations at Texas A&M University, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, visit http://disability.tamu.edu, call 845-1637 or go to Cain Hall, Room B118. No accommodations will be provided to students unless they are registered with the Office of Services for Students with Disabilities. Those students that are registered should contact the course instructor prior to the first examination.

Food and Beverage Policy

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

Writing is defined not only as surface features such as grammar, mechanics, format, and usage but also includes the quality of the argument and critical thought (higher-order thinking skills such as analysis, synthesis, and evaluation), organization, and suitability of the writing to an audience. I have listed below some useful websites to assist you in improving your writing skills.

I encourage you to visit the Texas A&M University Writing Center (UWC). The UWC, located in Evans Library, 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. 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 http://uwc.tamu.edu/ or stop by in person. The UWC website provides many useful writing resources. Here are some additional writing-related resources you may find helpful:


“General Writing Concerns” from Purdue University's Online Writing Lab (OWL): http://owl.english.purdue.edu/handouts/generallindex.html


TO: Faculty Senate Executive Committee

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

CC: Mort Kothmann, Dept. of Ecosystem Science and Management
    Steven Whisenant, Head, Dept. of Ecosystem Science and Management
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RLEM 315

We recommend that RLEM 315, Vegetation Inventory and Analysis, be certified as a writing-intensive (W) course for the next four 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

Vegetation Inventory and Analysis requires the writing of two technical reports based on data students collect, analyze, and interpret and includes a literature search (40% of the final grade); in addition about 4 lecture exam questions are short answer and require concise, clear writing. Students will receive feedback on their papers; the first draft is reviewed by the GAT then returned for revision and final paper is graded by the instructor. Students will be provided with examples of published technical reports as well as detailed instructions on all aspects of report writing, including rubrics.

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):

RL EM 315 Vegetation Inventory & Analysis

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) 2/11/2008 (Date)

Received: [Date]
(W College Coordinator, University Writing Center) 2/22/08 (Date)

Approvals:

College Dean: [Signature] 18 Feb 2008 (Date)

Department Head: [Signature] 2/12/08 (Date)

RECEIVED
FEB 22 2008
RLEM 315 - VEGETATION INVENTORY AND ANALYSIS
COURSE SYLLABUS

Instructors: M. M. Kothmann  R. W. Knight  Jennifer Thomas
Office: 206 ANIN  322B ANIN  308 ANIN
Phone: 845-5575  845-5557  458-2044
E-Mail: m-kothmann@tamu.edu  RKNIGHT@ag.tamu.edu  jiffy@tamu.edu

COURSE WEBPAGE:
Use your neo ID and password to access your courses on Vista.

COURSE LEARNING OUTCOMES:
1. Ability to apply the concepts of sampling design in the development of a rangeland monitoring plan
2. Demonstrate proficiency in the application of descriptive statistics, mean comparisons, and linear regression to the analysis of vegetation sampling data
3. Ability to calculate sample size for specified level of precision
4. Ability to use t test and Chi square to test the significance of differences among samples
5. Demonstrate proficiency in the interpretation of sampling and monitoring data
6. Demonstrate the ability to write technical reports based on vegetation sampling and monitoring data
7. Describe and compare the primary concepts and tools and methods used for vegetation inventory on rangelands

POLICIES:
1. Attendance and participation are expected in all scheduled class activities. See the "Attendance Policy" link on Vista for details.
2. Assignments shall be submitted on the date due. Work not received by the end of class on the due date is considered late. Late work will be penalized 5% for each day it is late (Maximum 25 points). For excused absences, the student must contact the instructor within 1 week after returning to class. It is the student's responsibility to make arrangements with the instructor to make up work missed because of excused absences. Work missed because of unexcused absences will receive a grade of zero.
3. You will work on some assignments in teams. Each team member is expected to contribute to the effort. You will always be expected to submit individually written reports, even on team projects. Copying any part of the report of another team member is plagiarism and is not acceptable. 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. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." You may also contact the Texas A&M Writing Center’s website for guidance on how to avoid plagiarism: http://uwc.tamu.edu/. Allowing someone to copy your work is a violation of the Aggie Honor Code. Refer to the new office Aggie Honor System website and learn the "definitions of academic misconduct": http://www.tamu.edu/aggiehonor/acadmisconduct.htm

ACADEMIC INTEGRITY STATEMENT:

"An Aggie does not lie, cheat, or steal or tolerate those who do."
4. The following statement shall appear on all exams and writing assignments with your signature.

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

Signature of student

PREREQUISITES: Plant Identification

TEXTS: Measuring and Monitoring Plant Populations (Available at Copy Corner on Texas Ave.)

GRADING:

60% Lecture
- 75% Three Major quizzes (25% each)
- 20% Final Exam
- 5% Attendance (2 pt bonus for ≥90%; 1 point bonus for 80-89%)

40% Laboratory
- 40% Reports 1 & 2 (20% each)
- 40% Katy Prairie Lab report
- 10% Participation in review of draft reports of team members
- 5% KPC Report presentation
- 5% Attendance

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, Disabilities Services, in Room B118 Cain Hall or call 845-1637.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Aug 27</td>
<td>Course introduction, policies, &amp; overview</td>
<td>Syllabus &amp; Schedule</td>
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<td>Aug 29</td>
<td>Basic Principles of Sampling</td>
<td>Ch 5 (pp 61-70)</td>
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<td>App 8 (363-369)</td>
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<td>Sept 3</td>
<td>Sampling Errors (MDC)</td>
<td>Ch 5 (pp 71-87)</td>
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<td>Ch 6 (pp 91-94)</td>
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<td>Sept 5</td>
<td>Sampling Design</td>
<td>Ch 7 (pp 97-110)</td>
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<td>Sept 10</td>
<td>Calculating sample size</td>
<td>Ch 7 (pp 141-153)</td>
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<td>App 7 (345-362)</td>
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<td>Sept 12</td>
<td>Problems (basic statistics and sample size)</td>
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<td>Sept 17</td>
<td>Problems (basic statistics and sample size)</td>
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<td>Lecture Quiz A</td>
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<td>Sept 24</td>
<td>Regression</td>
<td>Vista</td>
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<td>Sept 26</td>
<td>Regression</td>
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<td>Double Sampling Problems</td>
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<td>Oct 8</td>
<td>Double Sampling Problems</td>
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<td>Oct 10</td>
<td>Monitoring, Measurements &amp; Adaptive Management</td>
<td>Ch 1; App 1</td>
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<td>Oct 15</td>
<td>Monitoring Overview, Measurement Units &amp; Sampling Design</td>
<td>Ch 2; App 2</td>
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<td>Oct 17</td>
<td>Setting Priorities, Selecting Scale &amp; Intensity</td>
<td>Ch 2-3</td>
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<td>Management Objectives</td>
<td>Ch 4; App 3</td>
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<td>Oct 22</td>
<td>Lecture Quiz B</td>
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<td>Oct 24</td>
<td>Instructions for Sampling at Katy Prairie Conservancy (KPC)</td>
<td>Katy Prairie Assign, Vista</td>
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<td>Personal info and Liability Waivers due</td>
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<td>Katy Prairie Report</td>
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<td>Oct 29</td>
<td>Statistical Analysis (t tests) Statistical Analysis (Chi square)</td>
<td>Ch 11</td>
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<td>App 8 (370-371)</td>
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<td>Oct 31</td>
<td>Statistical Analysis (t tests) Statistical Analysis (Chi square)</td>
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<td>App 8 (370-371)</td>
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<td>Nov 5</td>
<td>Data Presentation and Interpretation</td>
<td>Ch 11 (257-269)</td>
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<td>Nov 7</td>
<td>Sampling Objectives</td>
<td>Ch 6; App 9</td>
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<td>Nov 12</td>
<td>Sampling Design</td>
<td>Ch 7 (110-141)</td>
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<td>Nov 14</td>
<td>Field Techniques for Measuring Vegetation</td>
<td>Ch 8 (159-175)</td>
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<td>App 12</td>
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<td>Nov 19</td>
<td>Field Techniques for Measuring Vegetation</td>
<td>Ch 8 (175-205)</td>
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<td>Nov 21</td>
<td>Data Collection and Data Management</td>
<td>Ch 9; App 15 (421-446)</td>
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<td>Completing Monitoring and Reporting Results</td>
<td>Ch 13 (299-303)</td>
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<td>Nov 26</td>
<td>Lecture Quiz C</td>
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<tr>
<td>Nov 28</td>
<td>Review for Final Exam</td>
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<tr>
<td>Dec 11</td>
<td>Final Exam (8:00 - noon)</td>
<td>Comprehensive</td>
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<td>(Tue)</td>
<td>Room 210F Student Computing Center</td>
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<td>Aug 27</td>
<td>Introduction to Lab and Statistical Terms and Formulas</td>
<td>App 8; Vista; Prob. 1 &amp; 2</td>
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<tr>
<td>Sept 3</td>
<td>Field Lab: Frequency, relative dominance, cover</td>
<td>(Report due 9/24) Meet at Range Area Pavilion</td>
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<td>Sept 10</td>
<td>Dr. Reddy, Using library resources</td>
<td>Vista</td>
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<td>Sept 17</td>
<td>Analysis of Data; Determining Sample Size</td>
<td>Vista; APP 7, pp345-362</td>
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<td>Lab Quiz A</td>
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<td>Oct 1</td>
<td>Field Lab: Double Sampling</td>
<td>(Report due 10/15) Meet at the Range Area at Pavilion</td>
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<tr>
<td>Oct 8</td>
<td>Analysis of Double Sampling Data</td>
<td>Vista</td>
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<td>Oct 15</td>
<td>Analysis of Double Sampling Data; Report 2</td>
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<td>Oct 22</td>
<td>Lab Quiz B</td>
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<td>Oct 29</td>
<td>Sampling Design &amp; Analysis; Mean Comparisons (T-test) (Chi Square)</td>
<td>Ch 11 (241-250) App 8, pp 371</td>
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<td>Nov 2</td>
<td>KPC field trip (Friday)</td>
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<td>Nov 5</td>
<td>KPC sampling data summary and sharing</td>
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<td>Nov 12</td>
<td>Review of KPC reports (data presentation, organization &amp; writing)</td>
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<td>Nov 19</td>
<td>KPC Report presentations (Power Point)</td>
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<td>Nov 26</td>
<td>Lab Quiz C</td>
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<td>KPC reports (Hard copy due during class) (Submit Word file through Vista on-line)</td>
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<td>PTS</td>
<td>Criteria</td>
<td>Needs Improvement (42%)</td>
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<td><strong>Grammar and clarity</strong></td>
<td>Grammatical errors, misspelling, ambiguity, wordiness, and improper or convoluted word order make writing difficult to read. Paragraphs are not internally cohesive; Sentences do not follow logically; Paragraphs are not logically organized</td>
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<td><strong>Style</strong></td>
<td>Sections missing or headings used improperly</td>
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<td><strong>Citation of sources</strong></td>
<td>Sources generally not cited in text; literature cited missing or does not follow guidelines</td>
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<td><strong>Abstract</strong></td>
<td>Incomplete; important items not presented</td>
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<td><strong>Methods and Materials</strong></td>
<td>Site description missing or incomplete; description of methods lacking or wordy and confusing</td>
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<td><strong>Results and Discussion</strong></td>
<td>Tables and figures are disorganized; some data missing; headings incomplete; text generally does not present results; no discussion of significance of results</td>
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<td><strong>Conclusions</strong></td>
<td>Significant information not present; no evidence of critical thinking</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: John Crompton, Dept. of Recreation, Park and Tourism Sciences
    Joseph O'Leary, Head, Dept. of Recreation, Park and Tourism Sciences
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: April 14, 2008
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RPTS 403

We recommend that RPTS 403, Financing and Marketing Recreation, Park and Tourism Sciences, be certified as a writing-intensive (W) course for the next four 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 (25%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:30

Financing and Marketing Recreation, Park and Tourism Sciences is a capstone course in which the students have 12 writing assignments of 8-10 pages each. Five of those 12 are written individually with the other 7 written collaboratively in pairs. The professor grades the first two assignments to set the tone, and also grades one to three other assignments. All assignments are returned within one week with extensive comments. A graduate student (sometimes two as available) grades the other assignments. Writing instruction occurs during lectures and by means of handouts.

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):

   BTS 403 FINANCING AND MARKETING RECREATION, SPORT, AND TOURISM SERVICES

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) 2-12-08
(Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) 2/12/08
(Date)

Approvals:

College Dean: [Signature] 2-12-08
(Date)

Department Head: [Signature] 2/12/08
(Date)

RECEIVED
FEB 12 2008
BY: 471 of 221 G
Dr. John L. Crompton
Mr. Juddson Culpepper
Spring 2008

THOUGHTS WHICH GUIDE RPTS 403

1. "Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson he learns thoroughly." - Thomas Huxley

2. "A pupil from whom nothing is ever demanded which he cannot do, never does all he can." - John Stuart Mill

3. Education means developing the mind, not stuffing the memory.

4. Former Mayor of Boston, Kevin White, "I hate these constant crises, but without them would we ever get anything done?"

5. "A teacher can only open the door. You must enter by yourself" - Chinese Proverb. (i.e. you are a producer, not a consumer of education!)

6. Failure to prepare is to prepare for failure.

7. Your health comes first. Overnighters are not worth it. They are not illustrative of your diligence; rather they are indicative of your failure to plan ahead.

8. "Never let the better get in the way of the good." - Winston Churchill

9. The most satisfying experiences are those in which we redefine our perceived limits of what we believe we can achieve.

10. The criterion for success at the end of this course is your own answer to the question, "Did I do my best?"

11. “Chance favors only those whose minds are well prepared.” – Louis Pasteur
FINANCING AND MARKETING RECREATION, PARK AND TOURISM SERVICES

RPTS 403
Spring 2008

Instructor
Dr. John Crompton
Distinguished Professor
314 Francis Hall
845-5320 (Office)

Meeting Times
Tues. & Thurs. 9:35 a.m-10:50 a.m. Scoates 214
12:45 p.m.-2 p.m. Scoates 214

Teaching Assistant
Mr. Juddson Culpepper
e-mail: culpepper@tamu.edu
Ms. Michelle Soucie
e-mail: msoucie@tamu.edu
351A Francis Hall
458-0706

Office hours will be posted for each assignment.

REQUIRED MATERIALS

There are three required texts:


3. Selected chapters from:

   John L. Crompton (1999). *Measuring the economic impact of visitors to sports tournaments and special events*. Ashburn, Virginia: National Recreation and Park Association; and


The latter resource (# 3) is available from Copy Corner at 2307 Texas Avenue South, College Station.

COURSE CONTEXT

2
This course primarily consists of a series of simulation exercises in which you, the student, will play the role of a professional staff member of Recreation, Amenity and Tourism Services, Inc. (RATS). RATS is a large consulting company which offers a broad range of leisure services to governmental, commercial and private non-profit organizations. All names, places and organizations used in the case exercises are fictitious even if they appear to resemble real names.

The objective of the simulation experience is to allow you to experience the sensation of decision-making within a realistic scenario, and to observe the consequences of these actions, all within a relatively short time span. Each student begins with the same background information upon which to base decisions. However, the manner in which this information is treated is entirely up to the individual student.

**INTERACTION WITH THE TEACHING ASSISTANTS**

The teaching assistants look forward to helping you throughout the semester. They do have academic responsibilities of their own and have to carefully manage their time. Office hours will be established and it is expected that RPTS 403 students will seek any needed assistance during those periods. If this is not possible because of conflicts with other classes, then a mutually convenient alternative time can be arranged via e-mail. Please do not seek assistance outside office hours without a prior appointment and do not call either the teaching assistants or the instructor at home unless it is an emergency.

**GRADING**

A tentative list of class assignments and their grading weights is included with this packet. There are no absolute right or wrong answers for most of the assignments. Grading will be based on the following criteria:

1. The rationale and logic used to justify the arguments made.
2. The use of supporting evidence.
3. Originality.
4. Quality of presentation - spelling, typographical correctness, neatness, format, grammar, etc.

Greater reward will be given to initiative and creativity rather than to pedantic thinking. It is expected that all work submitted will represent the highest standard of which you are capable. Written communication and numerical skills are critically important to an administrator. It is essential that you carefully proofread your work. Spelling, typographical and grammatical errors detract from your credibility. Similarly, the standard of presentation is important, for others also use this as a means of forming an impression of your abilities. **For this reason, each spelling or punctuation error will result in loss of a half letter grade on an assignment while each typographical error will result in loss of a quarter letter grade (adjusted to the nearest half point).** However, each error will be penalized only once in an assignment. Thus, for example, if the same word is spelled wrongly on three occasions in an assignment, the penalty will be half a letter grade.

It is incumbent on the RATS Project Leader to adhere to the same high standards expected of project
assistants. Thus, each spelling and/or typographical error identified in a designated assignment by a project assistant and reported in the cover memorandum accompanying his/her response, will be rewarded by a half and a quarter letter grade, respectively. This reward will not be forthcoming if an individual brings an error to the attention of other project assistants.

It is essential that you use the spell-check option to proof work when it is completed, but in addition you should also carefully proof it manually. The following stanzas indicate the wisdom of this:

Spellbound
I have a spelling checker,
It came with my PC;
It plainly marks four my revue
Mistakes I cannot sea.
I've run this poem threw it
I'm sure your pleased too no,
Its letter perfect in it's weigh
My checker tolled me sew.

Author Unknown

To excel means to be better than, or to outdo, others. By definition it is limited to the few. Excellence is not achieved without extraordinary effort. If an A or B grade is the class norm and it is achievable with minimum effort, then the incentive for those with high ability to invest extraordinary effort, and the opportunity for them to experience the extraordinary satisfaction that accompanies genuine excellence, is foregone. Further, it deceives people into believing that their “ordinary” efforts will be sufficient for them to be professionally successful in society, and discourages them from seeking to enhance their skills and thought processes. Hence, a grade of C indicates a satisfactory paper. It is the average grade which you should expect to receive for an average paper. Average, by definition, is the mean grade of the class. This will be the point of departure for grading assignments. Other grades mean:

A = an assignment of unusual excellence
B = above average assignment
D = below average
F = inadequate

Grades will be based on the quality of content material not on the mechanical accuracy of the paper. After this grade has been assigned, any deductions for inadequacies of spelling or grammar will be made. The performance of the class sets the standards. This means that your grade will be influenced by the quality of assignments handed in by the rest of the class.

Final grades for the course will be based on the following scale:

A = 90% - 100% of total possible points
B = 80% - 89% of total possible points
C = 70% - 79% of total possible points
A review of grade profiles in RPTS 403 over the past 30 years showed that the approximate allocation of grades was A = 10%; B = 20%; C = 40%; D/F = 30%.

Class involvement, discussion and presentations are important ingredients of RPTS 403. Hence, attendance at each class is essential. Sixteen points are allocated for attendance. Each class that is missed without prior authorization of the instructor, a medical excuse, or a recognized university excuse will result in a loss of 4 points. Thus, two missed classes will result in a score of 8 points and ten missed classes will result in a score of -24 points. The roll will be taken promptly at the beginning of class. If you are not present by the time the roll call has been completed, then you will be considered absent for that class session.

If you need accommodations in this class related to a disability, please make an appointment to see the instructor as soon as possible and contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B-116, or call 862-4570. Texas A&M University provides academic adjustments and auxiliary aids to students with disabilities who otherwise meet academic requirements of the institution.

THE W COURSE REQUIREMENT

RPTS 403 has been designated a “W” course by the university. Hence, those assignments which require a response that is primarily narrative, rather than numerical, will be graded on the maturity and caliber of the writing, as well as on the content and quality of the presentation. This will be shown as a separate component of the overall grade. Typically, it will account for approximately 20% of the overall grade on the assignment.

Mature writing is manifested by consistently correct sentence structures; an extended and sensitive vocabulary that is used appropriately; and smooth transitions between ideas. In short, mature writing reflects pride in carefully crafting written communications. Your instructor has had extensive experience in writing, varying from one paragraph summaries to 600+ page books. Despite this experience, it still takes him multiple drafts to craft a piece of writing. Hence, it seems improbable that you will be able to produce a good written narrative without undertaking multiple drafts of it.

SCHOLASTIC DISHONESTY

The university regulations state that commission of any of the following acts constitutes scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.

(a) Acquiring Information:
1. Acquiring answers for any assigned work or examination from any unauthorized source.

2. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor. It is expected that all of the cases in this class will be done independently by each student, or group of students on those assignments which are to be undertaken with partners. Discussion of material in the cases with other students is not permitted. On the group assignments, joint working must not extend beyond interaction of the people who are working together on the assignment. The assignments should be entirely your own work without any input from other past or present class members, or from outside tutors.

3. Observing the work of other students during any examination.

(b) Providing Information:

1. Providing answers for any assigned work or examination when not specifically authorized to do so.
2. Informing any person or persons of the contents of any examination prior to the time the examination is given.

(c) 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 present it as your own, even if you should have the permission of that person. Thus, plagiarism can occur from:

1. Failing to credit sources used in an attempt to credit the work as one's own.
2. Attempting to receive credit for work performed by others, including papers obtained in whole or in part from individuals or other sources.

Scholastic dishonesty on an individual assignment will result in a student being given an F grade for the whole course.

JOINT WORKING

For the projects for which cooperation with another or several others is required, you are encouraged to select those with whom you would like to work. The teams for these projects will be formed prior to the assignment date. If you are unable to identify a preferred partner or group, then the instructor will take responsibility for this. Partners will all receive the same grade for an assignment.

If you would prefer to work independently, rather than with others, this is permitted, but the instructor must be informed at the time the assignment is given out. Those working alone will be held to the same standard
as those working with others. No credit will be given for working independently.

You are required to work with a different partner for each multi-person assignment. Thus, during the semester, you will never work with the same individual on two projects. Inevitably, there are some unscrupulous individuals who “coast” and do not contribute their fair share to a group project. In those cases, other members of the group have an obligation to report this situation to the instructor. He will then preside over an arbitration procedure.

The keys to teams working effectively are:

(i) Appoint one member as group leader/coordinator with responsibility for scheduling meetings; checking that members are on task and on time with their interim contributions; and integrating group members’ contributions into a final report.

(ii) Agree the tasks to be done and allocate responsibilities within the group for doing them within 24 hours of receiving the assignment.

(iii) Agree a timeline for each of the sub-tasks to be completed.

POLICY FOR LATE ASSIGNMENTS

Assignments are due promptly at the beginning of class on the date specified. If you do not begin an assignment until the night before it is due, or if you wait until the morning of class to print out your paper, there is some probability that computer equipment will malfunction and that your assignment will not be ready to hand in at the start of class. The first time an assignment is late, but is handed in before the end of class (not necessarily the scheduled end of class time because on some days classes will end before that time), 50 percent of the grade will be awarded. Any assignments handed in after the end of class or any subsequent late assignments will receive a grade of zero - NO EXCUSES!

If you are to be gone for a field trip or for any other reasons, you must make arrangements to have the assignment finished and turned in ON TIME! Failure to meet these standards will result in a grade of zero (0) for the assignment. If you are absent for an ad hoc presentation you will score zero points for the presentation. If there are legitimate reasons (e.g. medical illness) which prevent an assignment from being completed on time, then a revised schedule for completing that assignment must be negotiated with the instructor. The assignment will not be excused.

ASSIGNMENT FORMAT

Assignments must be typed and doubled spaced. Please do not write in the first person unless the assignment specifically authorizes it. Every assignment, except the introductory essay, professional interview and resignation letter, must have a cover memo or cover letter attached. It is acceptable to use the first person style in a cover memo. The cover memorandum must be initialed or signed to acknowledge that
you have proofed and approved the enclosed material and the memorandum. It should be sent to Dr. John L. Crompton, Project Leader (not to the teaching assistants). Generally, the cover memorandum should be no more than one or two paragraphs stating what is being submitted and briefly highlighting crucial points:

(a) why the report has been written;
(b) what is in the report—a full listing or explanation of its components;
(c) a brief summary statement of the major recommendations/findings/actions stemming from the report;
(d) a list of enclosures (or attached items) if that is not conveyed in (b) above.

Comments written on assignments are intended to be constructive and to help improve the standard of your work. They do not necessarily mean that points have been lost on that topic. Please regard them as a positive tool for improvement. Do not view them defensively and seek to refute them in the belief that this will improve your grade.

A copy of the class response which received the highest grade on the previous assignment will be retained by the teaching assistant (with the student’s identification removed). It represents the standard against which the work of all members of the class has been assessed. It may be reviewed (but not copied) in the teaching assistant’s office. This is intended to help students gain insights into why their own responses were not graded higher, with the expectation that it will assist them in upgrading the quality of future assignments.

All assignments must be submitted in a protective folder for grading. All course assignments must be kept in a three-ring binder after grading for the duration of the semester. The student’s name must appear on the outside of all folders and notebooks. Completed assignment binders will be collected at the end of the semester and retained until the student graduates.

**AD HOC AND SCHEDULED PRESENTATIONS**

Each student is required to make two general ad hoc presentations. No advance notice of either the time or the topic will be given for these presentations. The duration of each of these presentations will be 22 minutes. If your discourse does not exclusively focus on the selected topic, and/or does not relate to RPTS, you will lose a commensurate number of points. If you are unable to think of material during the course of a general ad hoc, then you are allowed to solicit one five second prompt from one member of the class whom you may select. The use of a prompt results in the loss of 1 of the 6 points. Criteria for grading both the general and content ad hoc presentations are shown on page 13.

If time in the course permits, then students receiving a grade of 42 (out of 6) or lower on any general ad hoc presentation may be required to repeat it. Those receiving the lowest grades will be given priority in these make-up ad hocs. If the subsequent effort is graded higher, then this grade will replace the original grade. This provision does not apply to those who were absent for their original ad hoc presentation, or in instances where students quit an ad hoc before the full 22 minutes expired. It does not apply to content ad hocs.
In addition to the general ad hoc presentations, students may be required to make content ad hoc presentations. This requires the student to present an overview of the principles from the content material that has been covered in the preceding class. This ad hoc presentation should also be for 22 minutes. Selection of presenters for each class is random. However, an individual who has completed two content ad hocs will not be permitted to present another content ad hoc. In cases where individuals are randomly selected to do more than one content ad hoc, their final grade will be the mean average score. Not every student will be selected to deliver a content ad hoc. Those students who do not present will be given a grade reflecting the average of their general ad hoc presentations.

**CONTENT OF EXAMINATIONS**

Three examinations are scheduled. Each examination will consist of scenario, vignette or other types of application questions which will require a thoughtful essay response, rather than a regurgitation of what is in the text. They will usually consist of between four and six questions. Content from lectures, discussions, or readings assigned by the instructor may also be included in the examinations. One question on each examination will require the writing of a short essay incorporating a sub-set of the word list associated with the first assignment, the introductory essay. No make-up examinations will be given except in the case of excused absences brought to the instructor's attention in advance of the examination time, or proven with a physician's note. It is required that all examinations must be written in ink, not pencil. N.B. Although essay answers are expected, if there are time constraints it is to the student's advantage to make points in bullet or note form rather than not to make them at all.

Sometimes students elect to hand-in their examinations before the allocated time has expired. This is their prerogative, but it is unwise. It is always likely that more thought devoted to initial answers will lead to improvements in those responses and, consequently, a higher grade.
TENTATIVE CLASS OUTLINE

January
15 Tu a.m. Orientation
p.m. Introductory essay (grammar and punctuation review)
17 Th a.m. Guest: Mr. Robert Stanton
p.m. Alternate forms of local government
22 Tu a.m. Organizational forms of parks and recreation agencies
p.m. Property taxes
24 Th a.m. Sales taxes
p.m. No class
29 Tu a.m. Capital funding – local sources
p.m. Capital funding – local sources
31 Th a.m. Guest: Mr. Terry Childers
p.m. Intergovernmental grants

February
5 Tu a.m. The financial environment and social security
p.m. Privatization and partnerships
7 Th a.m. Partnerships: Complementary assets
p.m. Catch-up class
12 Tu a.m. Partnership taxonomy
p.m. Catch-up class
14 Th a.m. EXAMINATION 1
p.m. No class
19 Tu a.m. Less-than-fee simple approaches
p.m. Less-than-fee simple approaches
21 Th a.m. Budgeting
p.m. No class
26 Tu a.m. Budgeting
p.m. No class
28 Th a.m. No class – interviews
p.m. No class – interviews

March
4 Tu a.m. Service quality
p.m. No class – interviews
6 Th a.m. Contracting out
p.m. No class – interviews
18 Tu a.m. What business are we in? Where the field is coming from
p.m. Mr. Mark Herron (guest)
20 Th a.m. Where the field is moving:
p.m. Community-wide benefits

10
25 Tu a.m. Repositioning axioms
   p.m. Repositioning strategies
27 Th a.m. EXAMINATION 2
   p.m. No class

April
1 Tu a.m. The tourism-parks connection
   p.m. Economic impact studies
3 Th a.m. The proximate principle
   p.m. Other economic contributions
8 Tu a.m. Environmental contributions (presentations)
   p.m. Social contributions (presentations)
10 Th a.m Social contributions (presentations)
   p.m. No class
15 Tu a.m. Support from donations
   p.m. Popular donation vehicles
17 Th a.m. Support from sponsorships
   p.m. Soliciting sponsorship and donation investments
22 Th a.m. Support roles of foundations
   p.m. Types of foundations
24 Tu a.m. Evaluation and wrap-up

May
2 Friday 12:30-2:30 p.m. EXAMINATION 3
## TENTATIVE PROJECT SCHEDULE

<table>
<thead>
<tr>
<th>OUT</th>
<th>ASSIGNMENT</th>
<th>GROUP TYPE</th>
<th>GRADER</th>
<th>IN</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>The introductory essay (W)</td>
<td>Alone</td>
<td>JC</td>
<td>1-24</td>
<td>25</td>
</tr>
<tr>
<td>1-15</td>
<td>The professional interview (W)</td>
<td>Alone</td>
<td>JLC</td>
<td>3-20</td>
<td>30</td>
</tr>
<tr>
<td>1-24</td>
<td>Carlton’s new future (W)</td>
<td>Pairs</td>
<td>MS</td>
<td>1-31</td>
<td>27</td>
</tr>
<tr>
<td>1-31</td>
<td>Financing Jim Haney’s 150 acres</td>
<td>Pairs</td>
<td>JC</td>
<td>2-7</td>
<td>24</td>
</tr>
<tr>
<td>2-14</td>
<td><strong>EXAMINATION 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-14</td>
<td>Sun and Sea Hotel (W)</td>
<td>Pairs</td>
<td>MS</td>
<td>2-21</td>
<td>21</td>
</tr>
<tr>
<td>2-21</td>
<td>Station College budget</td>
<td>Threes</td>
<td>JC</td>
<td>3-6</td>
<td>50</td>
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<tr>
<td>3-4</td>
<td>Group presentations (W)</td>
<td>Fours</td>
<td>JLC</td>
<td>4-8</td>
<td>37</td>
</tr>
<tr>
<td>3-6</td>
<td>Service evaluation (W)</td>
<td>Alone</td>
<td>MS</td>
<td>3-20</td>
<td>25</td>
</tr>
<tr>
<td>3-27</td>
<td><strong>EXAMINATION 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>4-8</td>
<td>Evaluation of a Cowboys’ stadium economic impact study</td>
<td>Pairs</td>
<td>JC</td>
<td>4-17</td>
<td>25</td>
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<tr>
<td>4-17</td>
<td>Response to “Emperor needs a new suit of clothes” (W)</td>
<td>Alone</td>
<td>JLC</td>
<td>4-24</td>
<td>20</td>
</tr>
<tr>
<td>4-22</td>
<td>Letter of resignation</td>
<td>Alone</td>
<td>JLC</td>
<td>4-24</td>
<td>4</td>
</tr>
<tr>
<td>5-2</td>
<td>12:30 –2:30 p.m. <strong>EXAMINATION 3</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Two general ad hoc presentations (6 pts. each)</td>
<td></td>
<td></td>
<td>12</td>
<td></td>
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<tr>
<td></td>
<td>One content ad hoc presentation</td>
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<td></td>
<td>10</td>
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<tr>
<td></td>
<td>Class participation</td>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

|        | **506** |

* Point scores for each examination are approximate.  
(W) = Writing maturity assignment.
RPTS 403
General Ad Hoc Presentation Evaluation (6 points)
Content Ad Hoc Presentation Evaluation (10 points)

Name: ___________________________ Score: ____________

Date: ____________________________

Topic: ____________________________

Ability to hold the audience's attention (1 pt.) ______________________________

Centrality of presentation to RPTS (1 pt.) ______________________________
[General ad hoc only]

Flow of presentation (3 pts.)

Audience eye contact (1 pt.) ______________________________

Overview of content in the content ad hoc (5 pts.)___________________________
RPTS 403 TEACHING ASSISTANT EVALUATION

Please give your evaluation of the performance of Mr. Juddson Culpepper as a teaching assistant in this class. This evaluation should be anonymous. It will be collected at the end of the semester. It will not be shown either to the instructor or the teaching assistant until after the grades have officially been reported to the registrar.

MR. JUDDSON CULPEPPER

STRENGTHS:

WEAKNESSES:

OVERALL EVALUATION:
RPTS 403 TEACHING ASSISTANT EVALUATION

Please give your evaluation of the performance of Ms. Michelle Soucie as a teaching assistant in this class. This evaluation should be anonymous. It will be collected at the end of the semester. It will not be shown either to the instructor or the teaching assistant until after the grades have officially been reported to the registrar.

MS. MICHELLE SOUCIE

STRENGTHS:

WEAKNESSES:

OVERALL EVALUATION:
MEMORANDUM

TO: Project Assistant
FROM: RATS Project Leader
SUBJECT: The Introductory Essay
DATE: January 15, 2008

One of the most important skills required by managers in any field is the ability to write adequately. Recruitment managers consistently reiterate that poor writing communication ability is a weakness exhibited by many of the candidates whom they review and interview. It is especially important in an organization such as RATS where much of the work is reported to clients in written form.

Experience with previous RATS' project assistants has shown that there are some words and grammatical errors which are particularly prone to being confused and misunderstood. From the beginning of your career at RATS, we want to be sure that you do not make these errors.

On the attached page there is a word list. Please write a coherent, integrated essay, using a general theme that relates to parks, recreation, natural resources, or tourism which incorporates each of these words in it. The essay should be no longer than four pages and it should be double spaced. (Normal type size and margins, please!) The word sets should appear in the essay in the approximate order shown on the list. You may write this assignment in the first person if you so wish. Be sure to write in paragraphs.

The context within which each word is used should be sufficiently developed so the meaning of the word is explicit to the uninformed reader. For example, "I was disinterested" does not provide sufficient context to demonstrate that the correct meaning/use of the word is fully understood. Without any additional context, it could mean "enthusiastic," "medically ill," "indifferent," "depressed," or a host of other things. An effective way to demonstrate a grasp of the words' meanings is to juxtapose the two (or three) words. Thus, the two or three words on each line should be incorporated either into a single sentence or into two consecutive sentences. Further, each word on the list should be highlighted in bold type, so it can be quickly identified by the reader. Derivations of a word are acceptable. For example, instead of using the word "peak", "peaked" or "peaking" would be acceptable.

There are six grammatical issues which should be avoided in the essay and in all subsequent reports:

(i) Overuse of the word "very" is a source of irritation in some people's writing. For the most part it can (and should) be omitted. Thus, it is not necessary to describe an issue as "very important," "important" suffices.

(ii) The mixture of singular nouns and plural pronouns (and vice-versa) should be
avoided. For example, “Each resident had a vote and they voted by pulling a lever.” Either “resident” has to be plural, or “they” has to be replaced by “he/she.” Usually, it is less cumbersome to make them both plural.

(iii) “Who” refers to human beings, whereas “that” refers to animals and inanimate objects. For example, the people who came to the meeting, identified schools and churches that might be able to help.

(iv) Inanimate objects should not be characterized by personal pronouns. For example, “the facility does evaluations each year to identify their strengths and weaknesses.” It is not the facility which does the evaluation, rather it is the facility’s managers.

(v) Contractions should not be used. For example, wouldn’t and can’t should be written in full as would not and cannot.

(vi) The phrase, “the fact that” should not be used because invariably it is redundant. For example, “The fact that he is six feet tall” can be written more cogently as, “He is six feet tall.”

Mastery of this word list is generally deemed by RATS’ senior management to be of sufficient importance that questions relating to it will appear on each of the three class examinations. As the semester progresses, it is possible that other words will be added to the list, after future assignments have been reviewed, if they are identified as being misunderstood by a threshold number of RATS’ project assistants.

You are required to do this assignment alone without discussion with any other member of the class. You are authorized to consult “experts” from outside the class on the meaning and/or context of particular words, including the writing consultants. However, as with all assignments the more of it you try to work out for yourself with lexicon resources to which you have access, the more you will learn.

Please provide me with your essay on Thursday, January 24th at 9:35 a.m.

N.B. This assignment is worth 25 points. The essay will be graded out of 8 points based on the centrality of its content to the field, its coherence, flow and lucidity and its maturity. The remaining 17 points will be allocated for clear articulation of the meaning of the words. One point will be deducted for each word that is used incorrectly or omitted, or for any of the six grammatical errors discussed above. A half point will be deducted if the context is insufficient to demonstrate mastery of a word’s meaning. In addition, of course, the generic rules of the course relating to spelling, punctuation and typographical errors will apply.
THE WORD LIST

1. your, you’re
2. who, whom
3. was, were, where
4. waive, wave
5. waist, waste
6. unique, different
7. to, too, two
8. threw, through
9. their, there, they’re
10. sever, severe
11. sells, sales
12. resent, recent
13. rein, rain, reign
14. principal, principle
15. peak, pique, peck
16. peace, piece
17. pass, passed
18. ostensibly, ostentatious
19. no, know
20. new, knew
21. much, many
22. media, medium
23. loose, lose
24. lien, lean
25. led, lead
26. its, it’s, its’
27. includes, comprised
28. incite, insight
29. imminent, eminent
30. immigrant, emigrant
31. i.e., e.g.
32. here, hear
33. herd, heard
34. heirs, hairs, airs
35. forth, fourth
36. fewer, less
37. festivals, festival’s, festivals’
38. famous, notorious
39. fair, fare
40. eluded, alluded
41. egregious, egalitarian
42. disinterested, uninterested
43. diffuse, defuse
44. data, datum
45. criteria, criterion
46. council, counsel
47. consistently, constantly
48. connotations, connections
49. compliment, complement
50. city’s, cities, cities’
51. cite, site, sight
52. brake, break
53. biannual, biennial
54. amount, number
55. among, between
56. alternate, alternative
57. advice, advise
58. hire, higher
TO: Faculty Senate Executive Committee

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

CC: Samuel Cohn, Dept. of Sociology
    Mark Fossett, Head, Dept. of Sociology
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 205

We recommend that SOCI 205, Introduction to Sociology, be certified as a writing-intensive (W) course for the next four 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 (4000+)
4. Instructor to student ratio for one section: 1:25

Introduction to Sociology requires students to write three eight-page papers, all on an assigned theme, in a specified format and style appropriate to the major. Class time includes some work on superficial writing matters, but is devoted more to “content” issues, such as what counts as evidence and how evidence should be presented and interpreted. Grading is done with a trained and supervised graduate assistant; about one-third of the papers to be graded are read by both the professor and the assistant.

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):

   GOR 205 Introduction to Residence

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)
SOCIOMETRY 205  
INTRODUCTION TO SOCIOLOGY  
HONORS WRITING INTENSIVE FORMAT  
PROFESSOR SAMUEL COHN

Section 970  
T, R 3:55-5:10  
Bolton 018

Office: 417 Academic  
Office Phone: 845-0814  
Home Phone: (512) 454-8802

OFFICE HOURS

T 12:45-3:45 W 12-5 R 9:30-11, 12:45-3:45

I can also be reached at my home in Austin. Feel free to call me there at any of the following times:

Mon 8:15 AM - 10:00 PM; Fri 8:15 AM - 5:00 PM; Sat 1:00-5:00 PM; Sun 1:00-5:00 PM

If I am not home during these hours, leave a message on my machine and I will return your call as soon as possible.

BOOKS

The overwhelming majority of the material will be on Electronic Reserve at Evans library. In addition, you are expected to purchase the following books:


These books are available exclusively at Texas Aggieland Bookstore on Northgate.
GRADING AND EVALUATION

This is an Honors level introduction to the study of sociology. The course is taught at the level of intensity typical of an Ivy League education of the 1960's and 70's. The Ivies unfortunately abandoned some of their commitment to quality undergraduate education in the 1980's and 90's. The Old Ivy model was oriented around small seminar-like classes in which highly intelligent undergraduates would read great books with full professors and have extended discussions about their larger significance. The books assigned were classics rather than textbooks. The pedagogical format was a balance of lecture and discussion. Evaluation was by writing, and not by exam. Students talked about the great issues with great minds (both among the faculty and the students) and then wrote frequent short papers that would stretch their analytical capacities. The level of intellectual excitement and scholarly stimulation was extraordinary.

This course follows the Old Ivy model — with some modifications in the interest of humanity and mercy. Ivy League reading lists could be bears with people being responsible for two hundred to three hundred pages a week. I dispense on the pile-on workloads, to give the Aggies some time to breathe. But with that exception, I strive to maintain the Ivy model. Readings are drawn from old classics, state-of-the-art journal articles, social scientifically sophisticated empirical texts in the original, or in a few cases at the beginning, advanced textbook treatments of advanced theorists. These advanced textbooks are from works targeted at the junior or senior level. In one pathetic case, I assign my own book. Either way, the reading you will be doing will be far more complex and profound than the cut and dry textbook assigned in the 200-students-in-a-warehouse Intro Sociology sections.

Every Thursday, I will assign a paper topic. These papers are usually only two pages long although some run longer or shorter. They will be based on a thought question, and may either be designed to evaluate your knowledge of the material just presented, or give you a preparatory pedagogical exercise for the work which is to come. The question will be based on the themes that come out of the readings, lecture and discussion. They will generally (but not always) require no outside research, but merely familiarity with the course material and intelligent thinking. Papers are to be emailed to profcohn@yahoo.com. The papers are due the next Monday morning at 9 AM.
You have to do ten of these papers. There are no other evaluations for this class. 100% of your grade is based on your grade on these papers, all of which are weighted equally in the final calculation. Repeat. There are no midterms, and there is no final. There will also be one to three papers assigned for the time that a final exam would normally be scheduled. These will be thought problems similar to the ones given throughout the semester. Note that your grade is based on the ten best papers you turn in. If you turn in more, you can drop your lowest grade.

Most Honors students have very busy schedules. Therefore, I introduce some flexibility into the evaluation system to allow people reasonable breathing space. (Some weeks you are likely to be distracted by demands from other courses, and even Honors Students get sick, have personal crises or have opportunities to fly to New York for a dream weekend.)

Here are the loopholes. Everyone only has to turn in ten papers. You can skip all the rest. You don’t have to ask the professor’s permission and you don’t have to reserve your skips in advance. If it feels good, just do it.

Likewise, everyone is allowed to take two extensions. This means they can turn in their paper, two days late. Generally this means your extension will be due on Wednesday at 9 AM. (You may not take both extensions on the same paper, and turn it in later than Wednesday.) This buys everybody a lot of flexibility for dealing with the vagaries of the A & M schedule.

CRITERIA FOR GRADING PAPERS

These are the skills you will be expected to master to get a good grade in the course. For most Honors Students, these will not be rocket science. Students who focus on the following areas will do well in this class:

a) The capacity to accurately summarize arguments and evidence given in lecture.

b) The ability to summarize the main arguments and evidence given in readings. The readings are incredibly difficult, and yet getting a good grade on this section should be incredibly easy.

c) The ability to identify the factual support or lack of factual support for the arguments in lecture and reading.

d) The ability to generate alternative causal chains for the phenomena discussed in the class.

e) The ability to write clear comprehensible papers with minimal grammatical and syntactical errors.

In order to achieve these goals, you will need special training in the interpretation of readings through the use of causal chains, the evaluation of material as being factual or non-factual, and the art of writing clear comprehensible prose. These will all be covered early in the semester during lecture.

THE COURSE SCHEDULE AND BASIC READING LIST
Week I. Why Social Change Is More Than Just the Promulgation of Good Ideas


Week II. Social Networks and Conformity


Granovetter, Mark. “Strength of Weak Ties”. Pp. 299-309 in HH.

Weeks III and IV: Sociology of Religion


Passim.

Week V. Talcott Parsons: the Grand Theorist of Social Cooperation


Week VI. Classical Marxism: The Grand Theory of Social Conflict


Chapter 1. Pp. 35-72 ONLY. (Pp. 35-42 are pretty easy so just read them and take them for what they are. Pp. 43-72 are very difficult so don’t kill yourself here. The whole essay consists of quotes from Marx, with the editor, Ben Agger, providing useful summaries and explanations. In Pages 43-72, read Agger’s notes very carefully and try to understand them. Then skim or read the Marx itself selectively just to make sure you follow Agger’s explanation. If some of the formulae or equations throw you, don’t worry. It’s the main point, not the details of the math that matter. The big questions you need to be able to answer are “What is Surplus Value?” “Why do Capitalist Economies Become Economically Unstable Over Time?” and “Why Don’t the Bourgeoisie and the Proletariat Get Along?”)

Week VII. Neo-Marxism: Picking Up the Pieces After the Failure of Classical Marxism


Passim.

Week VIII. Max Weber’s Fusion: the Theory of Rational Bureaucracy


Chapter 1. Pp. 1-30 ONLY.


Week IX. Suicide


FIRST Book Two, Chapter 3, pp. 208-216.
THEN Book One, Chapter 1, pp. 57-81. (Do not be put off by the primitive nineteenth century psychological terminology. Read with sensitivity substituting modern psychiatric terms yourself)
THEN Book Two, Chapter 2, pp. 152-170.
THEN Book Two, Chapter 3, last part, pp. 197-207.

(Incredible book with an extraordinarily profound message. The statistics here are presented in a pleasantly quaint old-fashioned style. Most of the tables are straightforward comparisons of
rankings which require no technical skill to understand. A few involve obscure measures such as coefficients of preservation which I will cover in class.)

**Weeks X – XI. Crime**


**Week XII. Sex and Fertility.**


Chapter 3. Pp. 77-147.


Chapters 4-5. Pp. 89-156.

**Weeks XIII-XIV. Social Stratification.**


Finale. Kondratieff Cycles and Long Term Global Prosperity


Chapter 11. Pp. 269-83 ONLY.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Samuel Cohn, Dept. of Sociology
    Mark Fossett, Head, Dept. of Sociology
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: April 14, 2008
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 206

We recommend that SOCI 206, Global Social Trends, be certified as a writing-intensive (W) course for the next four 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 (4000+)
4. Instructor to student ratio for one section: 1:25

The professor responds to both "content" (quality of thinking, argument, factual information) and "style." Students write 10-12 assignments and can pick the best 10 for their grade. This method provides both practice and feedback, and students who need additional practice get that opportunity. The writing requires skills in argument and problem-solving, both appropriate to the major.

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):

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) 2/13/08

Received: ____________________________
(W Course Coordinator, University Writing Center) 2/20/08

Approvals:

College Dean: _______________________
2/20/08

Department Head: ____________________
2/14/2008
SOCIOLOGY 206
GLOBAL SOCIAL TRENDS – WRITING INTENSE VERSION
PROFESSOR SAMUEL COHN
Spring 2008

T, R 11:10-12:25
Harrington 201

Office: 417 Academic
Office Phone: 845-0814
Home Phone: (512) 454-8802

OFFICE HOURS

Legally: W 1-5 I am the undergraduate advisor so I am around much more than that. Try coming by any time Wednesday afternoon, Tuesday afternoon, Thursday afternoon, or Wednesday morning when there is no faculty meeting and I am generally in the office. If I am there, we can do business. Students may also call me at my home in Austin during the following times:

Mon 8:15 AM - 10:00 PM; Fri 8:15 AM - 5:00 PM; Sat 1:00-5:00 PM; Sun 1:00-5:00 PM

If I am not home during these hours, leave a message on my machine and I will return your call as soon as possible.

OVERVIEW

This course uses the historical experience of the last two thousand years to predict world events in the next fifty years. Specifically, we use historical evidence to develop general laws of social change and use these to predict the future. Sociologists have been developing tools for predicting world history for many years, although many of them have been reluctant to put these tools to use. These tools are extremely powerful. If you can predict the future of world events, you can use this knowledge for either great gain or great good. The choice is yours; it is however nice to have the choice.

GRADING AND EVALUATION

This is a writing intensive version of Sociology 205. It can be used to fulfill the writing intensive requirement for sociology majors.

The grades for the course will be based on ten papers. These papers are only two pages long. Every other class, I will finish the class with a thought question will be based on the themes that come out of the readings, lecture and discussion. Your paper is to be your answer to that question. These papers require no outside research, but merely familiarity with the course material and intelligent thinking.
There are no other evaluations for this class. 100% of your grade is based on your
grade on these papers, all of which are weighted equally in the final calculation.
There will be a final paper given on the last day of class, and due whenever the final
exam for this course would be given. This paper can count towards one of your ten,
and will have a format similar to the other papers.

Most students have busy schedules. Therefore, I introduce some flexibility into the
evaluation system to allow people reasonable breathing space. (Some weeks you
are likely to be distracted by demands from other courses, and everybody gets sick,
has personal crises or has amazing opportunities to fly to New York for a
weekend.)

Here are the loopholes. The papers given during the semester and the one given
during finals week add up to more than ten papers. This means you can ignore any
extra papers above and beyond your ten. You don't have to ask the professor's
permission and you don't have to reserve your skips in advance. If it feels good,
just do it.

Likewise, everyone is allowed to take two extensions. This means they can turn in
their paper, exactly one class late. (You may not take both extensions on the same
paper, and turn it in two classes late.) Several drops plus two extensions buys
everybody a lot of flexibility for dealing with the vagaries of the A & M schedule.
Since the papers are only two pages long, most people should have no problem
managing the workload.

Papers are to be emailed to profcohn@yahoo.com. They are generally given out at
the Thursday class and are due the next Monday morning at 9 AM.
CRITERIA FOR GRADING PAPERS

These are the skills you will be expected to master to get a good grade in the course. None of them are terribly difficult, although a few of these may be new to students coming from backgrounds in other disciplines. Students who focus on the following areas will do well in this class:

a) The capacity to accurately summarize arguments and evidence given in lecture.

b) The ability to summarize the main arguments and evidence given in readings. The readings are incredibly difficult, and yet getting a good grade on this section should be incredibly easy.

c) The ability to identify the factual support or lack of factual support for the arguments in lecture and reading.

d) The ability to generate alternative causal chains for the phenomena discussed in the class.

e) The ability to write clear comprehensible papers with minimal grammatical and syntactical errors.

In order to achieve these goals, you will need special training in the interpretation of readings through the use of causal chains, the evaluation of material as being factual or non-factual, and the art of writing clear comprehensible prose. These will all be covered early in the semester during lecture.

THE ANTI-OBSCURE JARGON INSURANCE POLICY

Some of the readings are more challenging than those found in other courses. We do not use a standard textbook in this course since the material is more advanced – and more profound - than that taught in a generic freshman/sophomore course. In return for cooler readings, there is somewhat more intellectual challenge.

The readings get much easier if you use the causal chain trick that I will teach in the first few weeks.

On top of that, the course has an anti-obscure jargon insurance policy. If in any course reading you find obscure jargon, weird references or other seemingly mysterious items that make the reading hard to understand – you get unlimited emails to the prof asking for clarifications.

Send an email to profcohn@yahoo.com and include in the subject line “obscure jargon” and you will get a fairly rapid response. You can use this policy as often as you like – including 18 million times on a single weekend.
Note that if you use the causal chain trick that I teach in class, a lot of the jargon will become less important because you will realize that it is in subsidiary parts of the article that aren’t central to the main argument.

READINGS

Most of the short material is available from the University Library Electronic Closed Reserve.

You will need to purchase:


**STUDENTS WITH DISABILITIES**

Texas A & M subscribes to the Americans with Disabilities Act (ADA). ADA is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126, Koldus Building, 845-1637.

**COURSE SCHEDULE**

The Course is divided into a main sequence of twenty one classes designed to lay out an integrated program of pedagogy, and five classes on entertaining side themes. We will switch between the main class and the side themes as appropriate, but most of the side classes will come at the end of the course.

**THE MAIN SEQUENCE**

I. **Introduction and Administration**

No Reading

II. **The Rise of Civilization and Compulsory Cooperation**


Chapter 2. Pp. 34-8 ONLY.
Chapter 3. Pp. 73-5 ONLY. Pay especial attention to the last full paragraph on Page 75.
Then Pp. 78-89.
Chapter 4. Pp. 124-7 ONLY.
Chapter 5. Pp. 130-55 ONLY.

III. **World Systems Theory**


Chapter 3. Pp. 44-52 ONLY.
IV. Do Wealthy Nations Really Make Poor Nations Poorer?


V. The Developmental State


VI. The Third World Debt Crisis


Chapter 5. Pp. 66-73 only.
Chapter 6. Pp. 79-86.
Chapter 7. Pp. 100-103 only. (Very short but REALLY IMPORTANT.)


Chapter 1. Pp. 3-8.
Chapter 4. Pp. 25-32.

VII. The Kuznets Curve and Long Term Trends in Social Inequality


VIII. The Dramatic Long Term Decline of Crime
IX. Crime and Bad Policing: How Weak States Foment Crime


Chapters 4, 6.

X. Building Strong States: Historical Origins of Competent Western Governments


XI. Corruption: The Mark of a Weak State


(Note: This is available through Electronic Reserve as a link to the Website for the Economist. British Websites are often organized incompetently, and the site for the Economist is no exception. In particular, the article is filled with false End of Article marks, along with bogus requests if you wish to move to the next article. To get the real whole article, you have to keep flashing ‘See Next Article’ over and over and over again. Don’t stop seeing next article until the next article stops talking about Nigeria.)

Chapter 4. Pp. 76-107

XII. Revolution

XIII. Agrarian Uprisings

XIV. Sturmthalian Labor Crises I: Conciliation

Chapters 2-4. Pp. 31-108.

XV. The Logic of Labor Strength

XVI. Sturmthalian Labor Crises II: Repression and Revolutionary Conflict

Chapters 2, 3, 7.

XVII. Causes of Population Growth

Chapters 4-5. Pp. 89-156.

XVIII. Ecological Consequences of Population Growth

XIX. Sources of Structural Crisis I: Kondratieff Cycles

Chapter 11. Pp. 269-83 ONLY.

XX. Sources of Structural Crisis II: Ethnic Hostilities


XXI. Social Collapse: the General Model

No readings. The Richiani for next time is very intense.

XXII. Social Collapse: Colombia


Selections to be announced in class. This is a brilliant book but is very poorly written and organized. You have to read it out of order in order to be able to make sense of what is a profound and useful argument.

I will give the page guides in class.

XXIII. Prosocial Capitalism In the Face of Crisis


XXIV. Malinowskian Crises in Faith

XXIII and XXIV. **Rise of Major Religious Systems**


Chapters 1,2,4,5,7, 10

XXV and XXVI. **Organizational Basis of Religious Change**


Chapters 2, 3.

Chapter 5 is optional. It is not mission critical either for the course or for the main point of the book. However, it is massively fun. Just when you thought you knew everything about unusual religions ..... 

XXVII. **The Balance of Coercion. Economics and Values in Producing Positive Social Change in Conditions of Crisis**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Samuel Cohn, Dept. of Sociology
    Mark Fossett, Head, Dept. of Sociology
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: April 14, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 322

We recommend that SOCI 322, Industrial Sociology, be certified as a writing-intensive (W) course for the next four 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 (4000+)
4. Instructor to student ratio for one section: 1:25

The professor responds to both "content" (quality of thinking, argument, factual information) and "style." Students write 10-12 assignments and can pick the best 10 for their grade. This method provides both practice and feedback, and students who need additional practice get that opportunity. The writing requires skills in argument and problem-solving, both appropriate to the major.

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):

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)
SOCIOLOGY 322
INDUSTRIAL SOCIOLOGY
SPRING 2006
PROFESSOR SAMUEL COHN
WRITING INTENSE FORMAT

T, R 12:45-2:00
Scoates 214

Office: 417 Academic
Office Phone: 845-0814
Home Phone: (512) 454-8802

OFFICE HOURS
W 12-5

Students may also call me at my home in Austin during the following times:

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BOOKS:


Course Outline and Reading Assignments

I. Rationality and Irrationality in Industrial Life

Cyert, Richard and James March


   Chapter 4. Pp. 52-98.

II. Paying for Productivity – What Works and What Doesn’t Work

Neoclassical Wage Theory - - In Theory

Sowell, Thomas.

2004 Basic Economics. New York, Basic.


Sloman, John


   Pp. 88-90, 216, 221, 223.

This section is only eight pages. The Sowell is really, really easy – although there is one error in there that Sloman rightfully corrects. The Sloman pages will require careful study and cannot be read casually. 88-90 and 216 are explanatory setups for 221. Go over 221 carefully with coffee and make sure you fully understand everything page 221 is saying. 223 finishes the exposition.

Neoclassical Wage Theory - - In Practice

Lawler, Edward


III. Paying for Human Capital – What Works and What Doesn’t Work

**Human Capital Theory -- In Theory**

Sowell, Thomas.


(Section breaks off abruptly – but you have everything you need on these pages.)

Lipsey, Richard and K. Alec Chrystal.


McConnell, Campbell, Stanley Brue and David McPherson.


   From Chapter 4. Pp. 84-87 and 111-117 Only.

Another section of mini-readings. Pay especial attention to the Lipsey and Chrystal.

**Human Capital Theory -- In Practice**

Medoff, James and Katherine Abraham


This reading is heavily statistical so don’t take this on yourself. Bring a printout of this to class and I will go over it in lecture.
IV. Why Pay More? The Irrationality and Rationality of High Pay

Kalleberg, Arne, Michael Wallace and Robert Althauser


There will be a readingless lecture on the German high pay system this week.

V. Internal Labor Market Theories

Kanter, Rosabeth Moss


Chapter 16 168-84.
Chapter 13. 135-57.

VI - VIIA Gender and Pay

Cohn, Samuel


Chapter 1, 5

England, Paula


VIIIB-VIII. Sexual Scripts in the Workplace

Cohn, Samuel


Chapters 2-4

Dellinger, Kirsten and Christine Williams.


VIII A. Union Wage Effects

Freeman, Richard and James Medoff


VIII B – IX. Fundamentals of Strategy in Union Management Conflicts

Rees, Albert


Sloane, Arthur and Fred Witney.


Chapters 2,3.

During much of this unit, I will lecture on the fundamentals of union strategy. There will be no reading on this per se other than the Rees. Instead, I want students to read the Sloane and Witney which is your basic intro level coverage of the elements of industrial relations in the United States. I will then give a written assignment which will require the student to combine the lecture material with the descriptive material in the Sloane and Witney.
X-XIA. The Crisis of Organized Labor in the U.S.

Barkin, Solomon


Kochan, Thomas, Harry Katz and Robert McKersie.


   Chapters 3-5

XIB – XIII A. European Industrial Relations Systems

Cameron, David


Turner, Lowell.


This is a 35 page reading that is a college course in international labor relations all by itself. We will spend a whole week on it -- or maybe more, going line by line, paragraph by paragraph through this. You rarely get this much of an education in only 35 pages. Bring a print of this to class when we get to this unit.

Nelson, Richard and Gavin Wright.

XIII B. Industrial Relations in Latin America

Seidman, Gay.


Selections to be announced.

XIV. Bargaining Strategy: Theory and Practice

Walton, Richard and Robert McKersie


Chapters 2 - 3.

(This looks like more than it is. Chapter 2 requires slow careful reading. However, Chapter 3, which is most of the bulk is light fast stuff.)