Memorandum

March 16, 2009

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 or C 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:

- CLAS 312 Advanced Classical Greek
- CLAS 322 Advanced Latin Poetry
- FREN 202 Intermediate French
- MATH 409 Advanced Calculus I
- PHIL 305 Philosophy of Natural Science
- PHIL 414 Nineteenth Century Philosophy
- POLS 304 Latino Politics
- POLS 306 Women in Latin American Politics
- POLS/WMST 367 Women in Government in Comparative Perspective

Courses submitted for recertification:

- AGEC 217 Fundamentals of Agricultural Economics Analysis
- KINE 439 Exercise Evaluation & Prescription
- RLEM 481 Current Issues in Range Management (recertified as C)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Federica Ciccolella, Dept. of European and Classical Languages and Cultures
Richard J. Golsan, Head, Dept. of European and Classical Languages and Cultures
Pamela Matthews, AOC Dean, College of Liberal Arts
DATE: March 16, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: CLAS 312

We recommend that CLAS 312 Advanced Classical Greek be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:10

CLAS 312 requires that students write in English about Greek literature to enrich their reading and sharpen their understanding of the Greek language. In doing, so students will be learning to write scholarly notes and commentary such as are common in classics. Instruction includes a lecture on methods of writing in the field of classics, and students will acquaint themselves with handouts and websites on scholarly writing published by the American Philological Association and the University Writing Center. For each of the three writing assignments during the semester, a writing workshop will be dedicated to discussion of style, grammar, structure, and methods of argument (especially with respect to audience and purpose). Students will be given exemplary models of writing in the form of published scholarly notes. Written comments on preliminary drafts and discussion of examples—good and bad—from those drafts in class will be the major form of feedback. Students will be asked to incorporate such suggestions and comments when revising their papers for final submission.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C 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 prefix, number, and complete course title):
   CLAS 312-500: ADVANCED CLASSICAL GREEK

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.

Instructor / Coordinator: FEDERICA CICCOLELLA  F. Ciccolella  1/15/09
   Printed name and signature (Date)

Received:
   Valerie Balester  1/10/09
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Pamela Matthews  P. Matthews  1/15/09
   Printed name and signature (Date)

Department Head: Richard J. Golsan  1/15/09
   Printed name and signature (Date)
Texas A&M University  
Department of European and Classical Languages and Cultures  

Spring 2009  

CLAS 312-500: ADVANCED CLASSICAL GREEK  

Instructor: Federica Ciccolella  
office: ACAD 229 B  
office hours: TR 10:00-11:00 a.m.  
or by appointment  
email: ciccolella@tamu.edu  
phone: office (979) 845 2186  
home (979) 846 3439  

Time and Location: TR 12:45-2:00 p.m., ACAD 123  

Description: The goal of this course is to complete preparation for students by reading authentic classical Greek. Students will increase their proficiency in ancient Greek by reading fifth- and fourth-century B.C.E. Attic prose in the original language (parts of Lysias’ Against Eratosthenes and Demosthenes’ On the Crown). We will also analyze the historical and literary background and the lives and thought of the authors of the works read in class.  

Note: this course will be taught as a "W" (Writing-intensive) course. In order to pass the course, students must achieve a passing grade on the writing part (three assignments = 40%; see below).  

Prerequisite: CLAS 211 or equivalent.  

Texts:  
1) Required:  
a) Lysias, Five Speeches, edited by M. J. Edwards, Bristol Classical Press 2000  
c) Homer, Iliad, book 9 (xerox provided by the instructor)  
2) Highly recommended:  
Liddel-Scott's Intermediate Greek Lexicon (or a more advanced Greek-English dictionary)  

Writing Assignments:  
The first two written assignments will be expository notes (1,000 words = ca. 4 pages each) and the third will be a commentary (1,500 words = ca. 6 pages) on a selected passage from the texts read in class. For each assignment, students will produce a draft and receive feedback on it before re-submitting the assignment for a grade. Students should familiarize themselves with the suggestions on research and documentation, planning and drafting, and revising and editing found on the following websites:  

Attachment E  
Attachment E  
Attachment E  
Attachment E
Policy for Exams and Assignments:
1) Makeup exams will be allowed at the discretion of the instructor.
2) Assignments submitted after the deadline without a serious and documented reason will still be accepted, but one letter point will be subtracted from their grade (= an A will become a B, etc.).

Grade Breakdown:
- Attendance and Class Participation 15%
- 3 Writing Assignments 40% (= 12%, 12%, 16%)
- 2 Translation Exams 45%

Grading Scale:
A = 100-91; B = 90-81; C = 80-71; D = 70-61; F = 60 and below

Writing assignments will be graded on:
- style, grammar, punctuation, spelling
- synthesis and analysis of the scholarship
- persuasiveness of argument
- organization
- use of citation material

Attendance: mandatory. Attendance will be recorded. Each student is allowed 3 (three) absences without penalty. Every three unexcused absences, one full letter grade will be subtracted from the final grade (so, for example, a B will become a C after three absences and a D after six, etc.). Being unprepared with work will count the same as being absent.
No excuses will be accepted for missing class, unless students have a documented University-excused absence, due to injury or illness, of fewer than three days; in that case, students must provide a Texas A&M Explanatory Statement of Absence for Class (available at http://attendance.tamu.edu) OR confirmation of a visit to a health care professional affirming date and time of visit (see University Rules and Regulations at http://students-rules.tamu.edu/rule7.htm).

Class Participation: Participation means to offer effective contribution in class discussion, to ask questions, and to display familiarity with the assigned material of the day. Each student's participation will be assessed and receive a grade weekly.

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

Course Schedule (subject to changes at the discretion of the instructor)

Nota Bene: this schedule concerns writing assignments and translation exams only. The exact schedule of readings will depend on the skill level of the class as a whole and will be determined week by week.


Week 3. Febr. 3-5: 1st Writing Workshop; 1st Writing Assignment handed out.

Week 4. Febr. 10-12: 1st Assignment preliminary draft due.


Week 6. Febr. 24-26: 1st Assignment final draft due.

Week 7. March 3-5: 1st Translation Exam.
2nd Writing Workshop; 2nd Writing Assignment handed out.

Week 8. March 10-12: 2nd Assignment preliminary draft due.

[March 16-20: SPRING BREAK, no classes]


Week 10. March 31-April 2: 2nd Assignment final draft due.

Week 11. April 7-9: 3rd Writing Workshop; 3rd Writing Assignment handed out.

Week 12. April 14-16: 3rd Assignment preliminary draft due.


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Christoph Konrad, Dept. of European and Classical Languages and Study
    Richard Golsan, Dept. of European and Classical Languages and Study
    Pamela Matthews, AOC Dean, College of Liberal Arts
DATE: March 16, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: CLAS 322

We recommend that CLAS 322 Advanced Latin Poetry be certified as a writing (W) course for
the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and
have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 3000+
4. Instructor to student ratio for one section: 1:10

Students write two expository notes and one commentary on Ovid's *Fasti*. Feedback consists of
written comments on individual preliminary drafts and discussion of examples from class drafts.
Students are introduced to methods of writing in the field of Classics early in the semester, and
for each of the three writing assignments, a writing workshop will be dedicated to the discussion
of style, grammar, structure, and methods or argument. Students are given exemplary models of
writing in the form of published scholarly notes.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W or C 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 prefix, number, and complete course title):

   **CLAS 322. ADVANCED LATIN POETRY**

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.

Instructor / Coordinator: ____________________________
Printed name and signature: ____________________________ (Date: 05/14/09)

Received: ____________________________ (W Course Coordinator, University Writing Center)
Printed name and signature: ____________________________ (Date: 01/20/09)

Approvals:

College Dean: ____________________________
Printed name and signature: ____________________________ (Date: 01/15/09)

Department Head: ____________________________
Printed name and signature: ____________________________ (Date: 01/15/09)

RECEIVED
JAN 20 2009
By
CLAS 322-500: Advanced Latin Poetry
Spring 2009

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 11:00-11:30 and by appointment
Phone: 764-2802 (home) 845-6422 (office) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information

Subject: Readings of selections from ancient Roman authors of poetry in the original language; discussion of the intellectual, historical, and literary background of the works, and of the lives and thought of the writers.
Prerequisite: CLAS 222 or equivalent.

Note: This course will be taught as a “W” (Writing-intensive) course. You must achieve a passing grade on the writing part (3 assignments = 40%, see below) of the course in order to pass the course.

Required Texts: Ovid, Fasti: Book 2. Edited by J. Miller.
Bennett, C. E. A New Latin Grammar.

Grading Policy:
3 Writing Assignments (see further below) = 12% + 12% + 16% = 40%
2 Translation Exams = 45%
Class Participation/Preparation = 15%

Grading Scale: A = 100-90  B = 89-80  C = 79-70  D = 69-60  F = below 60

In translation exams, a minor mistake will equal 1 (one) point deducted for 100 (one hundred) words of text; more serious mistakes (e.g., major errors in grammar or vocabulary that substantially affect the sense) will equal 2 (two) points. For shorter or longer passages, mistakes will count correspondingly more or less. All exams will consist of sight translation (i.e., a passage not previously studied in class) and questions pertaining to grammar, vocabulary, and reading comprehension.

Grading Marks:
— = minor mistake: 1 point deducted
| = serious mistake: 2 points deducted
( 5 ) = mistake cluster (sentence or substantial part of it so botched as to defy the counting of individual errors): 3-10 points deducted.
wave line: not exactly wrong, but poor translation/answer.

Writing assignments will be graded on
– style, grammar, punctuation, spelling, and diction
– synthesis and analysis of the scholarship
– persuasiveness of argument
– organization
– use and citation of materials

Class Participation (actively contributing to the class, e.g., volunteering to translate and answering questions) & Preparation (looking up all unknown vocabulary in the assignment, identifying its main grammatical elements, and making a sincere effort at producing a coherent translation): You will start out with a score of 50 ‘in the bank.’ Your preparation for and participation in class will be judged weekly. A good performance will earn up to 4 (four) additional points per week, to a maximum accumulation of 100 points; a poor performance will reduce your account by the same rate. No change will occur if your performance is unremarkable. If you are manifestly unprepared for class, or fail to complete assigned homework, 4 (four) points will be deducted for each instance.
**Attendance:** You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your Term Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add 2 (two) points to your Term Score. Please see <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). Make-up tests will be given in accordance with University Regulations.

**Vocabulary:** You are expected to have a Latin-English dictionary available, and to check all unknown vocabulary in preparation for class. You will not, however, be permitted to use a dictionary in any of the 2 Translation Examinations. Hence it is crucial that you enter all new vocabulary in a Vocabulary Book and memorize it diligently and continuously.

**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing 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 for Disability Services, Room B-118 Cain Hall (845-1637).

**Academic Integrity:** “*An Aggie does not lie, cheat, or steal, or tolerate those who do.*” You are expected to know the Aggie Honor Code and Honor Council Rules and Procedures: see <http://www.tamu.edu/aggiehonor>.

**Writing Assignments:** Many Classics majors pursue postgraduate study, and it is critical for them to learn, at an early stage, how to write well and in a manner appropriate to the field. In order to accomplish these objectives, two-fifths (40%) of your grade in this course will be based on three written assignments, of which two will be short expository notes (ca. 4 pages each), and the third will be a commentary (ca. 6 pages) on a selected passage from our readings. The three assignments will be spaced out during the semester, thereby allowing for ample feedback on your drafts before you re-submit them for a grade. You should familiarize yourself with the suggestions on research and documentation, planning and drafting, and revising and editing found on the websites below:

Texas A&M Writing Center: <http://writingcenter.tamu.edu/resources>
**Schedule:** The exact schedule of readings from the *Fasti* will depend on the skill level and pace of the class as a whole, and be determined week by week.


Week 3. Febr. 3-5: **1st Writing Workshop**; 1st Writing Assignment handed out.

Week 4. Febr. 10-12: 1st Assignment *preliminary* draft due.


Week 6. Febr. 24-26: **1st Assignment final draft due.**

Week 7. March 3-5: **1st Translation Exam. 2nd Writing Workshop**; 2nd Writing Assignment handed out.

Week 8. March 10-12: 2nd Assignment *preliminary* draft due.

March 16-20: **SPRING BREAK**


Week 10. March 31-April 2: 2nd Assignment final draft due.

Week 11. April 7-9: **3rd Writing Workshop;** 3rd Writing Assignment handed out.

Week 12. April 14-16: 3rd Assignment *preliminary* draft due.


Week 14. April 28-30: **3rd Assignment final draft due.**
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Nathan Bracher, Department of European & Classical Languages & Cultures
    Richard Golsan, Head, Department of European & Classical Languages & Cultures
    Pamela Matthews, AOC Dean, College of Liberal Arts

DATE: March 16, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: FREN 202

We recommend that FREN 202 Intermediate French be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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: 2100
4. Instructor to student ratio for one section: 1:20

FREN 202 gives French students the opportunity to write in French. All class activities, including those activities aimed at implementing new vocabulary and grammar structures, ultimately find their concrete application in the writing assignments. For feedback and instruction, written comments are provided on each of the informal 6-8 in-class writing assignments, which will in turn serve as the bases for the formal compositions. The in-class writing practice and class discussion about the film and the reading texts being written about also prepare students for the formal compositions. Class discussions are always guided and structured by written questions provided at the outset. Conducted in French, these in class discussions allow the instructor to provide immediate feedback on vocabulary and grammar as well as offering a chance to explore the major thematic elements of the works in question.
Texas A&M University W Course Advisory Committee

Request for W or C 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 prefix, number, and complete course title):

   FREN 202 Intermediate French II

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

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

Instructor/Coordinator: Nathan Bracher
Printed name and signature
Feb. 3, 2009
(Date)

Received: Valerie Balester
2/9/09
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

Pamela R. Matthews
(Date)

College Dean: Matthew Matthews
Printed name and signature

Department Head:
Printed name and signature
Richard J. Golson

RECEIVED
FEB 9 2009
Prerequisite: French 201 or equivalent credit by placement test or transfer.

Required texts: Interaction (7th edition) (grammar book) + supplied photocopies

General Learning Objectives: We will focus heavily on the use of the contemporary spoken and written idiom as illustrated by the various contexts presented in the grammar book, the readings, and the films. The reading selections and the films explore the themes of childhood, education & schools, and Francophone culture in Africa. Class will be conducted in French.

Daily Work: The syllabus groups the readings, grammar, and films according to specific titles and textbook chapters. The instructor will indicate the readings, viewings, and exercises to be prepared from one class to another. These specific assignments must be completed before class.

In-Class Writing: The film and reading texts will serve as the basis for at least six (6) in-class writing assignments of 150-200 words (typically based on previously provided study questions) as well as grammar quizzes (typically based on previously assigned or completed exercises).

Compositions: As indicated on the syllabus, each student will also write three (3) compositions of 400-600 words: the professor will assign the subject and provide specific instructions for each composition at least one week in advance.

Testing: Major exams, compositions, and oral presentations are indicated in bold letters on the syllabus. In general each exam will cover material dealt with since the previous exam. The final will be cumulative.

Grading. The final course grade will be determined according to the following percentages:

Exams 20%
Grammar quizzes 15%
In-Class Writing 20%
Compositions (formal) 30%
Final 15%

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

Please note that it is necessary to pass the writing portion of the course (In-Class Writing and Compositions) in order to have a passing grade for the course.

N.B. Students wanting to make up any graded test, composition, quiz or assignment must provide a Texas A&M University Explanatory Statement of Absence from Class available at http://shs.tamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf.


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

Programme de Travail Printemps 2009

21 janvier - 7 février: Les Français et le cinéma

⇒ Interaction, Ch. 6
⇒ François Truffaut, Les Quatre cents coups

jeudi 26 janvier: de 6h à 7h45 dans EdMS 417D
Les Quatre cents coups/The 400 Blows (PN1995.9F67Q37 1999 or 2003)

a) Prise de contact, Vocabulaire actif 192-193

c) François Truffaut, p. 218; Expressing time, p. 198-200

d) Truffaut, “Donner du plaisir ou le plaisir du cinéma”, 219-221; Interrogative pronouns, 203-207

e) Truffaut, Les Quatre cents coups (analyse et discussion)
f) Quel and lequel, p. 211-214

**Lundi 9 février Composition I**

11-27 février: L’Enfance malheureuse, suite

⇒ Interaction, Ch. 8 (Le Subjonctif)
⇒ Guy de Maupassant, “Garçon, un bock!”

a) Maupassant, "Garçon, un bock!", Le Subjonctif, 274-275
b) Maupassant, "Garçon, un bock!", Le Subjonctif, 278-281
c) Maupassant, "Garçon, un bock!", Le Subjonctif, 275-276
d) Maupassant, "Garçon, un bock!", Le Subjonctif, 282-284
e) Maupassant, "Garçon, un bock!", Le Subjonctif, 284-285
f) Maupassant, "Garçon, un bock!", Le Subjonctif, 288-290
g) Le Subjonctif, 295- 297, 301-302

**vendredi 27 février Examen I**

2 - 13 mars: L’Enfance et la nostalgie

⇒ Interaction, Ch. 7 Les Pronoms
⇒ Marie-Angeèle Kingué, Echos d’enfance (extraits)

a) Kingué, “Repas de fête”; Object pronouns, 231-233
b) Kingué, “Repas de fête”, Object pronouns, 234-238
c) Kingué, “Ndo Cup: Tête de poule”; Disjunctive pronouns, 243-246
d) Kingué, “Ndo Cup: Tête de poule”; possessive pronouns, 250-251
e) Demonstrative pronouns (celui, celle…), Ceci & cela

**vendredi 13 mars Composition 2**
23 mars - 13 avril: L’Enfance, la Francophonie et l’école + Interaction, Ch. 10

a) Guy Tirolien, "Prière d'un petit enfant nègre", 304-306; Le futur, 357-358
b) Guy Tirolien, "Prière d'un petit enfant nègre", 304-306 ; Future and the Future perfect, 361-364
c) Marie-Angèle Kingué, “La cueillette des goyaves”
d) Kingué, “La cueillette des goyaves”; Le conditionnel, 369-372
e) Kingué, “La cueillette des goyaves”; Le passé du conditionnel, 370, 375-376

**mercredi 15 avril**  **Examen II**

17 avril - 5 mai: Les voyages et les vacances + Interaction, Ch. 9

a) René Goscinny, “Il faut être raisonnable”, Prepositions with infinitives, 316-318
b) René Goscinny, “Il faut être raisonnable”, Other Uses of Prepositions, 319-324
   Other Uses of Prepositions, 319-324

**vendredi 24 avril Composition 3**

***Lundi 11 mai de 10h30 à 12h30: EXAMEN FINAL***

N.B. Circumstances may necessitate certain changes in the syllabus. All such changes will be announced by the instructor.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Michael Stecher and Sue Geller, Department of Mathematics
    Al Boggess, Head, Department of Mathematics
    Tim Scott, AOC Dean, College of Science

DATE: March 16, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: MATH 409

We recommend that MATH 409 Advanced Calculus I be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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: 33%
2. Course content appropriate to the major
3. Total number of words: 2000+
4. Instructor to student ratio for one section: 1:25

Depending on the needs of students, writing assignments in MATH 409 will number between five and six and will be determined based on which concepts students need to understand more deeply. In all assignments they will be asked to explain or reflect on mathematical theory, problems, or solutions. The writing assignments will be chosen with the aim of increasing the student’s depth of knowledge of the material, and the student’s ability to communicate that knowledge to their peers. Students will also complete take-home quizzes which require writing. An undergraduate grader will assist the instructor but will not determine more than 10% of the final grade, under close supervision and using rubrics. A rubric will be given to the grader for each quiz, and the grader will be instructed to look for errors in spelling and grammar. The assistant will correct mistakes in content as well as pointing out mistakes in spelling and/or grammar. Other feedback will come from the critiques by the instructor on rough drafts of each assignment, which must be revised before a grade is assigned. Writing instruction will be done by modeling; examples of good and bad writing will be given throughout the semester.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C 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 prefix, number, and complete course title):

   Math 409 Advanced Calculus I

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.

Instructor / Coordinator: Michael Stecher

Printed name and signature  (Date)

Received: Valerie Balester 2/3/09
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Dean Joseph Newton
Printed name and signature  (Date)

Department Head: Al Boggess
Printed name and signature  (Date)
Math 409

Instructor: Michael Stecher


Prerequisite: Math 220 and third semester calculus, or their equivalents.

We will cover as much as we can of the first 7 chapters in the text. A more detailed syllabus appears in the table below.

We will have two major exams, each worth 75 points, quizzes worth 100 points, writing assignments worth 100 points, and a final worth 100 points for a grand total of 450 points. Your grade for the semester will be determined as usual. That is, an A is 90% of 450 or 405 points, a B is 80%, etc.

The writing assignments, should total between 1500 and 3000 words. Rough drafts of these assignments will be read by me and return it to you with suggestions regarding grammar, style and content. These drafts will not be graded; failure to turn in a draft will result in a grade of zero for the paper and a grade of F for that assignment. The final version of the assignments should be turned in within a week of the return of a rough draft. A grade of F on the writing assignments will result in a grade of F for the course. I view these writing assignments as an important part of the course, and encourage you to come talk with me about them as often as you feel necessary.

The following is a tentative weekly schedule of what we will cover this semester. Additional material will be included and some of the material below may not be covered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Material Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1, 1.2, and 1.3; Properties of the real number system</td>
</tr>
<tr>
<td>2</td>
<td>1.3, 1.4, 2.1, and 2.2; Limit theorems, sequences</td>
</tr>
<tr>
<td>3</td>
<td>2.3, 2.4, and 2.5; Sequences, Bolzano-Weierstrass, Cauchy sequences</td>
</tr>
<tr>
<td>4</td>
<td>2.5, 3.1, and 3.2; Continuity</td>
</tr>
<tr>
<td>5</td>
<td>3.3 and 3.4, Uniform continuity</td>
</tr>
<tr>
<td>6</td>
<td>4.1, and 4.2; Differentiability, Mean Value Theorem</td>
</tr>
<tr>
<td>7</td>
<td>4.3 and 4.4; First draft of paper due by end of week</td>
</tr>
<tr>
<td>8</td>
<td>5.1 and 5.2; Riemann Integrals</td>
</tr>
<tr>
<td>9</td>
<td>5.3 and 5.4; Functions of Bounded Variation and Stieltjes Integrals</td>
</tr>
<tr>
<td>10</td>
<td>6.1, 6.2; Infinite series</td>
</tr>
<tr>
<td>11</td>
<td>6.3 and 6.4; Absolute convergence, Paper due by end of week</td>
</tr>
<tr>
<td>12</td>
<td>7.1 and 7.2; Sequences of Functions</td>
</tr>
<tr>
<td>13</td>
<td>7.3 and 7.4; Power series</td>
</tr>
<tr>
<td>14</td>
<td>7.4 and 7.5; Analytic Functions</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements
AGGIE HONOR CODE
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Roger Samson, Department of Philosophy
     Daniel Conway, Head, Department of Philosophy
     Pamela Matthews, AOC Dean, College of Liberal Arts
DATE: March 16, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 305

We recommend that PHIL 305 Philosophy of Natural Science be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 5750
4. Instructor to student ratio for one section: 1:25

In PHIL 305 students write 20 critical descriptions related to the day’s reading topic, affording them many opportunities for feedback and practice in philosophical writing. In addition, they write 3 argument papers. For each of the written descriptions the students receive brief feedback from the instructor in the form of a rubric; in a few classes students will also discuss these descriptions and then compose one collectively, so that they will understand the requirements for writing a good one. On the first argument paper, they will receive instructor comments on a draft, and for papers number 2 and 3 they will conduct a peer review. One week before each paper is due a class will be devoted to paper preparation, with emphasis on prewriting that will help develop solid arguments. Other writing instruction will include class discussion about the philosophical issues the students are writing about.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W or C 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 prefix, number, and complete course title):

   Phil 305 Phil Nat. Science

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.

Instructor/Coordinator: Roger Sansom

Printed name and signature

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Pamela Matthews

Printed name and signature

(Date)

Department Head: Daniel Conway

Printed name and signature

(Date)

RECEIVED
JAN 06 2009
By
**Phil 305 Philosophy of Natural Science Spring 2009**

Instructor: Roger Sansom;
Office: Bolton Hall 209C;
Phone: 862-6978
Email: r-sansom@philosophy.tamu.edu
Office hours: Tuesday at 3:35 – 5:35 (except the first Tuesday of every month) and by appointment.
Meetings: Tues. and Thurs. 2:20-03:35 BLTN 018
Assigned Text: *Philosophy of Science The Central Issues*, Edited by Martin Curd and J. A. Cover

**Description**

In this course we will examine three contemporary moral issues in the philosophy of science. We will investigate: what is the difference between sciences and so-called pseudosciences, what is responsible for change in scientific theories, and how do explanations that appeal to laws of nature work? I am sure that you will disagree with your classmates about these issues. That’s healthy, and I expect you to criticize their views, and have them criticize your views. I expect this to be done in a constructive and respectful way. I want to make it clear from the beginning that I have no particular ax to grind. I will not try to encourage you to take up my positions on these issues and you will not be graded harshly for disagreeing with me. What I want is critical evaluation of all positions and to see you develop compelling justifications for the positions you accept.

We will read the work of other philosophers on these issues. Our goals are to become familiar with these texts, develop skills of critical thinking, create philosophical ideas of our own, and present them clearly and persuasively in papers.

This class will be organized so that you do as much philosophy as possible. You are required to read the assigned texts. Usually, you will be discussing the works and the ideas they include with other students. Together you will be trying to figure out what the writer was trying to say and whether he was right or not. Sometimes, your classmates will say things that are incorrect. For example, they may misunderstand a passage in the text. You are responsible for noticing this and not learning that falsehood. You should also point out why you think that they are incorrect and why, for their sake and the sake of others in the group. In trying to do this, you yourself may be wrong, and they or someone else may show you why. It’s okay to be wrong as long as you continue to be constructive. This is the sort of dialogue that I want to encourage. I see this activity as the most valuable time in class. It will allow you to develop the critical evaluation skills, which not only will you need to write good philosophy papers, but will also be one of the most useful skills that you can gain from this class.

This course is a writing course with a high writing workload. Primarily we will be focusing on thinking clearly so that we can write clearly.
Assessment

The grades for the class will be determined by the formula below with one amendment. You must pass the writing assignments (i.e. everything but class participation) to pass this class. This is required for this course to be a writing course.

1. 20% Class participation
   - Attend class regularly
   - Provide a complete draft to your critique partner on time
   - Participate regularly in your group discussions and to class discussion either during class or before or after wards on the class discussion forum.

2. 15% Description of and question concerning the reading(s) assigned for that day (due before class each day we have reading(s) assigned).

3. 5% Critiques of other students’ second papers.

4. 5% Critiques of other students’ final papers.

5. 10% Your worst paper.*

6. 20% Your second best paper.*

7. 25% Your best paper.*

* You will write three papers. The third paper will officially be your final exam. Your best paper will be worth 25% of your final grade, your second best paper will be worth 20% of your final grade, and your paper which gets the lowest grade will be worth 10% of your final grade.

Grades on written work will be assigned according to the following criteria:

A. Demonstrates clear understanding and critical insight on the issues of high quality.
B. Adequate understanding of the issues but little or moderate quality insight.
C. Poor understanding of issues.
F. Lack of comprehension of basic issues or failure to complete assignments.

Course Website

A link to the course website is available at http://www-phil.tamu.edu/~r-sansom
(There is also a link through the philosophy department website).
As long as the technology cooperates, you will find at this website: the syllabus, paper assignments, links to readings and turnitin.com and pictures to help you identify your classmates.
NB: I reserve the right to change the syllabus of this course during the semester as I see fit.

Academic Integrity
"An Aggie does not lie, cheat, or steal or tolerate those who do."
You can learn more about this at the Office of the Aggie Honor System, which has definitions of academic dishonesty as well as the relevant rules and procedures. http://www.tamu.edu/aggiehonor/
Plagiarism is defined in the Texas A & M University Student Rules as “The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.”
If you submit a plagiarized assignment you can expect an F for the course and additional penalty. If you feel that you have run out of time or for some other feel compelled to submit plagiarized work - DON"T. Come and talk to me and we will work something out.
You will turn in your final drafts of papers to turnitin.com, which is very good at catching plagiarism.

Americans with Disabilities
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Kristi Sweet, Department of Philosophy  
Daniel Conway, Head, Department of Philosophy  
Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: March 16, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 414

We recommend that PHIL 414 Nineteenth Century Philosophy be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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: 4250
4. Instructor to student ratio for one section: 1:25

PHIL 414 requires a midterm paper of 5 pages and a final paper of 10 pages. One will be a text-based, interpretative paper, and the other, a thesis-based comparative paper. Students will receive peer review instruction in class for both papers. The instructor will spend at least one entire class session discussing the different kinds of philosophy papers, what is expected in each as regards form, style, argumentation, and thesis development with special attention paid to how one should use, explain, and evaluate primary sources in a paper. Students will also be given samples of successful introductions to undergraduate papers and will read portions of Writing Philosophy: A Student's Guide to Writing Philosophy Essays.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C 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 prefix, number, and complete course title):
   PHIL 414 Nineteenth Century Philosophy

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.

Instructor / Coordinator: Kristi E. Sweet
Printed name and signature
3/6/09

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
3/16/2009

Approvals:
College Dean:
Printed name and signature
3/10/09

Department Head:
Printed name and signature
03/09/09

RECEIVED
MAR 16 2009
By
Phil 414: 19th Century Philosophy
Fall 2009
Dr. Kristi Sweet
Texas A&M University

Office: Bolton Hall 209E
Office Hours: TBA, and by appointment
Phone: 845-2247
Email: k-sweet@philosophy.tamu.edu

Required Texts:
All texts are available at the campus bookstore, and some assignments will be made available electronically.

Immanuel Kant, *On History*
G.W.F. Hegel, *Lectures on the Philosophy of World History. Introduction: Reason in History*
Ralph Waldo Emerson, “Nature” and “History”
Karl Marx, *The Marx-Engels Reader*
Friedrich Nietzsche, *Genealogy of Morals* and *Untimely Meditations*
W.E.B. Dubois, *The Souls of Black Folk*
Lewis Vaughn, *Writing Philosophy: A Student’s Guide to Writing Philosophy Essays*

Course Description:
The late modern epoch (from the late 18th century through the 19th century) was one of the most fruitful and exciting in the history of philosophy. One could even argue that many of the philosophical problems and frameworks introduced and explored in this epoch still dominate many of our philosophical discourses today. The main themes of the class will be those of freedom, nature, and history. We will seek answer such questions as: What does it mean to be free? Are human beings making moral progress? What is the role of nature in human freedom and history? This course will introduce students to some of the most influential and enduring thinkers of the late modern period in the European tradition through reading Kant, Hegel, Marx, and Nietzsche. While we will seek to understand each thinker on his own terms, we will also explore the ways in which they were influenced by and reacted to one another. In addition to the European tradition, we will examine American thinkers, namely, Ralph Waldo Emerson, and W.E.B. Dubois.

Course Objectives:
At the end of the semester, students should have a good grasp of some of the key concepts of the late modern epoch in European philosophy. It is also my aim that students, through this class and the practice of reading texts closely, will become better readers. We will analyze texts and their specific arguments very closely, while balancing that reading with the overall spirit and intent of the text. This course will also seek to instruct students in the discipline of philosophical writing. Students should come away from the course with a good understanding of how to write a philosophy paper with a clear and developed thesis, and that is well-organized.
Course Requirements:
You will be assigned two papers over the course of the semester. The first paper will be 5-6 pages long, and will be focused on one thinker. The second paper will be your final paper for the class and will be 10-12 pages. Class time will be a mixture of lecture and open discussion. I expect everyone to come to class having read the assignments and prepared to participate fully in our discussions. Since this is a W Course, students are required to attend class when writing instruction is given, and must participate in the two in class peer review exercises.

Grading:
Midterm paper (5-6 pages) 25%
Final Paper (10-12 pages) 50%
Final Exam 25%

Attendance/Absence Policy:
Students are expected to come to each class, as the difficulty of the texts requires class attendance for understanding. If you do not come to class, you should not expect to do well in the course. If you do miss class, it is your responsibility to find out what you missed, and to contact me regarding your absence. You can do this by setting up an appointment with me.

Appointments and Correspondence:
It is my goal to help you succeed in your academic endeavors, and I am therefore more than willing to meet with you outside of scheduled office hours to accommodate your schedule. To set up an appointment, you may see me before or after class, stop by my office, call, or email. If you choose to email me (for any reason), I will expect that your email be professional and courteous in tone and structure, and I will do the same. Also, you should not expect that if you email me in the evenings that I will return your email before the next day.

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

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

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

Plagiarism and/or cheating in this class will not be accepted, and will result in failure of the course. This includes plagiarism that is unintentional or results from ignorance regarding proper citation practices. If you are unsure about what constitutes acceptable citation practices, please consult with the writing center or library resources on writing styles.
Course Assignments
These assignments are subject to change as the semester progresses. I will make announcements in class regarding any changes, and changes will be reflected on the syllabus posted online.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kant: “What is Enlightenment?”</td>
<td>On History 3-10; 11-26</td>
</tr>
<tr>
<td></td>
<td>“Idea for Universal History”</td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td>Kant: “Perpetual Peace”</td>
<td>On History 85-135; 137-154</td>
</tr>
<tr>
<td></td>
<td>“An Old Question Raised Again”</td>
<td></td>
</tr>
<tr>
<td>Week Three</td>
<td>Hegel: Lectures on the Philosophy of World History</td>
<td>Lectures 5-43</td>
</tr>
<tr>
<td>Week Four</td>
<td>Hegel: Lectures on the Philosophy of World History</td>
<td>Lectures 44-123</td>
</tr>
<tr>
<td>Week Five</td>
<td>Hegel: Lectures on the Philosophy of World History</td>
<td>Lectures 124-151</td>
</tr>
<tr>
<td>Week Six</td>
<td>Hand out paper topics; Instruction on writing in philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emerson: “Nature”</td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td>Emerson: “History”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marx: “Economic and Philosophic Manuscripts of 1844”</td>
<td>Marx-Engels Reader 66-125</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Marx: “Economic and Philosophic Manuscripts of 1844”</td>
<td>Marx-Engels Reader 66-125</td>
</tr>
<tr>
<td></td>
<td>In-class peer review of midterm paper</td>
<td></td>
</tr>
<tr>
<td>Week Nine</td>
<td>Marx: “Theses on Feuerbach”</td>
<td>Marx-Engels 143-15; 146-201</td>
</tr>
<tr>
<td></td>
<td>“The German Ideology”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marx: “Manifesto of the Communist Party”</td>
<td>Marx-Engels 469-500</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Nietzsche: “On the Uses and Disadvantages of History for Life”</td>
<td>Untimely Meditations 57-100</td>
</tr>
<tr>
<td></td>
<td>“Uses and Disadvantages”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“‘Good and Evil’ ‘Good and Bad’”</td>
<td>Meditations 100-123; Genealogy 24-56</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Nietzsche: “What is the meaning of ascetic ideals?”</td>
<td>Genealogy 57-124</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>In-class peer review for final paper</td>
<td></td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Nietzsche: “What is the meaning of ascetic ideals?”</td>
<td>Genealogy 57-124</td>
</tr>
<tr>
<td></td>
<td>Dubois: <em>The Souls of Black Folk</em></td>
<td>TBA</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Dubois: <em>The Souls of Black Folk</em></td>
<td>TBA</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Sylvia Manzano, Dept. of Political Science
James R. Rogers, Head, Dept. of Political Science
Pamela Matthews, Associate Dean, College of Liberal Arts
DATE: March 16, 2009
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: POLS 304

We recommend that POLS 304 Latino Politics be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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: 85%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:25

Students write a series of individual papers which culminate in a collaborative final research paper of 15-17 pages. All papers have a first draft workshop session in class, which are due on the “draft due” date noted. Final papers are due on the “final product due” date noted. In addition, the instructor provides written comments on the research proposal and on all first drafts. Students are provided opportunities to submit multiple drafts of their work. In addition, students receive feedback through peer review. Writing instruction is provided through lecture, and writing workshops for different types of writing will review rubrics and standards for the writing assignments.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

POLS 304 W. Latino Politics in the United States

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.

Instructor / Coordinator: Sylvia Manzano 2-16-09

Received: Valerie Balester 2-23-09

(W Course Coordinator, University Writing Center)

Approvals:

College Dean:

Department Head: James R. Rogers 2-16-09

Printed name and signature

(Date)
POLS 304W: LATINO POLITICS
WRITING INTENSIVE SECTION
FALL 2009

PROFESSOR: Sylvia Manzano
PHONE: 979.845.0385
OFFICE: Allen Building, Room 2150
CLASS SESSIONS: XX
E-MAIL: smanzano@politics.tamu.edu
OFFICE HOURS: XX, and by appointment
COURSE WEBSITE: XX

COURSE DESCRIPTION
Over 44 million Latinos reside in the United States today, making them the largest minority group in the country. The current population size and projected growth trajectory have made Latinos a favored topic among politicians, interest groups and mass media. What do we really know about the politics, not the punditry, associated with the diverse and expanding Latino population? How are Latinos incorporated into American political life? This class is an in-depth examination of Latino politics in the United States.

We begin with demographic analysis identifying the commonality and variation among Latinos, including national origin, nativity, age and geographic concentration. The focus then turns to the interplay between Latino political incorporation and political institutional responses. This will include the Chicano movement, immigration (and other Latino specific) policies, public opinion, voting behavior and representation.

Questions that will consistently arise in lectures, discussions, readings and other assignments are:
What difference does it make to be of Latino decent in the United States? How do non-Latinos and political institutions respond to Latinos? What effect does representation have on Latinos? How are Latinos distinctive in their political preferences and participation?

This course requires Junior or Senior classification, as such I expect all class members will have a working background in American politics (e.g. POLS 206 American Government), but specific knowledge of Latino politics is not a requirement. Further note this is a “W” (writing intensive) course which means the work and evaluation in this class are centered upon writing projects. This will include developing your social science writing skills, learning how to peer review work, and evaluating academic literature. See http://writingcenter.tamu.edu for more details about “W” courses.

LEARNING OUTCOMES
Students can expect to learn the following by the end of this course:
1) Identify demographic, historic and social factors that are distinctive to the Latino American population.
2) Define and critically evaluate concepts relevant to the study of minority group representation.
3) Apply factual knowledge about history, social and political institutions with respect to the Latino population to facilitate a broader understanding of American politics.
4) Identify, critique and apply major academic theses and debates regarding minority politics and policy in the United States.
COURSE REQUIREMENTS
Since this is a writing intensive course, grades are derived primarily from a range of writing assignments. Students are also expected to complete all assigned reading, attend and actively participate in class.

*Details on each assignment are specified in the Writing Assignments section of the syllabus*

1. Writing Assignment #1 – Evaluating Scholarly Debate (15% of final grade)
   Paper 5-7 double spaced pages evaluating the academic arguments in the Huntington Hypothesis Debate. We will spend ample class time on the mechanics of evaluating academic social science research and its implications.

2. Writing Assignment #2 – Research Paper Proposals: (10% of final grade).
   2 single spaced pages plus working bibliography. Proposal of your research paper ideas for the group paper, specific hypotheses are presented here.

3. Writing Assignments #3 and #4 – (20% of final grade; 10% each) 5-7 page double spaced papers that critique and synthesize topics in assigned readings.

4. Writing Assignment #5 – Peer Review: (15% of final grade).
   2-3 page single spaced review of a group first draft research paper. Consistent with the spirit of the actual peer review process, both authors and reviewers shall remain anonymous to each other, and comments constructive.

5. Writing Assignment #6 – Group Papers and Presentation: Latinos and the 2008 Election (25% of final grade). 15-17 double spaced page research paper using social science methods to explore a specific topic on the role of Latinos in the 2008 presidential election. Teams of 5 students submit a single paper and are assigned a team grade. Each group presents their research findings in class. Topic parameters and specific project tasks will be workshoped in class throughout the semester. Details on presentation requirements will also be discussed in class.

6. Participation - 15%: 10% based on attendance and in-class contributions; 5% based on participation and attendance at relevant university sponsored lectures and presentations.

GRADING SCALE
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F<= 59

REQUIRED READINGS:
The following books are required for purchase and are available at the MSC bookstore and various online retailers.


PSEL course reserves online at ____
Additional articles and chapters are all available online via the Texas A&M University library system resources. *Always* consult the university library staff first if you need help locating an assigned reading.

**WRITING ASSIGNMENTS**
All papers have a first draft workshop session in class, which are due on the “draft due” date noted. Final papers are due on the “final product due” date noted.

1. **Writing Assignment #1 – Evaluating Scholarly Debate**
   It is critical that students are able to evaluate academic arguments on their scholarly merits, as opposed to congruence to one’s personal opinion. What constitutes good research and sound argument? The debate around Latino immigration is a prime opportunity to learn how to assess and critique academic research using social science norms as the standard for evaluation. As students of Latino politics, the subject is also of particular importance. After reading the assigned series of articles associated with the contemporary Huntington Thesis on Latino immigration, students will write a 5-7 page (double spaced) evaluation of the debate in the literature.

   General rubrics and specific criteria will be presented in an in-class workshop to familiarize the class with the mechanics of evaluating academic social science research. We will use another relevant topical debate for instructive purposes, and students will work through (i.e. write!) this sample evaluation exercise in class. Students are strongly encouraged to submit a first draft of this paper for feedback prior to the due date. This writing assignment should sharpen your ability to complete all other writing assignments this semester. Papers will be returned with specific comments from me that focus on how well the student has used the appropriate metrics to evaluate debate and its academic merits.

   DRAFT DUE: _____  FINAL PRODUCT DUE: _____

2. **Writing Assignment #2 – Research Paper Proposals**
   Students will collaborate on a group research paper dealing with a specific dimension of Latino politics and its relevance in the 2008 presidential election. To begin this process, all students will submit a 2 page (single spaced plus working bibliography) paper that outlines a research paper idea, complete with testable hypotheses. These papers will include 1) a formal hypothesis statement; 2) describe the theoretical foundation that supports the hypothesis; 3) identify the data that will be employed; 4) a preliminary bibliography of at least 10 scholarly resources that will support your proposed study. Students will bring a working bibliography to class and we will discuss preparing the various components of a research proposal, including topics on theoretical grounding, feasibility and citation. We will also discuss citation norms and appropriate sources. If the proposal is not marked “acceptable”, students will need to re-submit a revised proposal.
The primary goal of this task is for students to develop experience in preparing a preliminary research design and proposal. Students will likely have overlapping interests and ideas for this project; I will assign students to research paper groups based on mutual interests. All students are expected to share their research proposals with each other. This will allow group members to improve upon their initial proposals, settle on a specific research questions, and incorporate several ideas or approaches to studying the specific topic. Groups should schedule two team meetings with me to discuss this project.

DRAFT DUE:_______  FINAL PRODUCT DUE:_______

3. Writing Assignments #3 and #4 – Syntheses of Scholarly Research
These assignments, 5-7 double spaced pages each, will develop the student’s ability to summarize and synthesize academic research. It will also help students develop the literature review portion of the group research paper. Students will choose a broad topic we have covered in class (e.g. representation, demographic variation, Latino voter behavior) and will include at least five articles or chapters to evaluate. The papers will include a summary and scholarly evaluation of the work (as was developed in writing assignment #1), connect related research findings that address a pertinent broad question in the Latino politics literature, and consider how this research might be updated or improved in future iterations. For writing assignment #3 (the first of these) we will commit one class session to the specifics of literature review writing: students should come prepared with a draft version of their lit review to workshop with a peer in class. Assignments 3 and 4 will be returned to students with thorough comments on elements of the literature review that need more development. Students should incorporate these assignments into their group research papers.

DRAFT DUE:_______  FINAL PRODUCT DUE: ____and ___

4. Writing Assignment #5 – Peer Review
Essential to the research enterprise is the peer review process. Each group will email the first draft of their group research paper to me. In class each student will receive an anonymous hard copy (not their own though) to evaluate with the aim of providing feedback that will help the authors improve the paper. We will discuss the standards and goals of the review process and give special attention to what is expected in a thorough review of a work in progress. Students will follow rubric guidelines and write a 2-3 (single spaced) review of the draft research paper they were assigned in class. These reviews will be shared with the authors. Consistent with the spirit of the actual peer review process, both authors and reviewers shall remain anonymous to each other. Students will be graded on their ability to help guide their peers to improve their research. Broadly, this is demonstrated by not only highlighting specific problem or development areas in the paper but also offering ideas and suggestions for improvement.

DRAFT DUE:_______  FINAL PRODUCT DUE:_______

5. Writing Assignment #6 – Group Papers: Latinos and the 2008 Election
Teams of 5 students each, will submit a final research paper, 15-17 double spaced pages in length. It will employ social science methods to explore the previously approved research topic associated with Latinos in the 2008 presidential election. Each group will present their research findings in class. The presentation will allow students to receive feedback from the class and instructor on their project before it is due. The final paper will have several essential components: 1) Introduction: articulates the specific research question and describes how the paper is organized; 2) Literature Review: Situates the research question within the contemporary academic debate with a focus on
theoretical grounding, substantive findings, conceptual measures and gaps in the literature; 3) Hypothesis and Data: State hypothesis, outline logic for expected findings, identify and describe data in detail; 4) Findings: Describe how the data were manipulated and the test results, focus is placed on how we interpret these outcomes in terms of Latino politics; 5) Discussion and Conclusion: Address the knowledge gained from the study and how it fits in the academic literature. Discuss shortcomings of the study and how they might be improved in a future iteration; 6) Bibliography: List a “References” section at the end of the paper using the American Political Science Review citation format. Each member of the team will evaluate each other’s contributions to the project (in both paper and presentation preparation and execution) in a confidential evaluation that is turned into me on the day of group presentations. These evaluations will be incorporated into paper grade.

DRAFT DUE:______  FINAL PAPER DUE:______  PRESENTATIONS:______

**Texas A&M University Writing Center**
The writing center is located at 1.214 Evans Library (979-458-1455) and is open every day except Saturdays. You can learn about the Writing Center on their web page www.writingcenter.tamu.edu. It is a resource that provides services to ALL students, not just those having problems. I strongly encourage you and your research group to utilize their expertise.

**Late Work**
All work is due in class on the assigned date. Late work is not accepted without a university acceptable excuse.

The following reasons are excused by Texas A&M University (Section 7.1 from student rules http://student-rules.tamu.edu/rule7.htm):

1. Participation in an activity appearing on the university authorized activity list. You must notify your professor prior to the absence.
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 (to be determined by Health Center or off-campus physician).
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

**Academic Dishonesty**
**Aggie Honor Code:** “An Aggie does not lie, cheat or steal, or tolerate those who do.”

**Definition of plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, 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 offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie
Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

**Academic Dishonesty**: Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Aggie Honor Code at the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) for more information.

**Class Disruption**
Disrupting class is a serious violation of Texas A&M University rules and regulations. I will take appropriate action to remove disruptions from class. Devices such as phones, mp3 players, PDAs etc. are disruptive to the class – turn them off.

**Disabilities 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 for 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 Schedule**

**Week 1**
Course Introduction
Latino 101: Who Are Latinos? and Latino Political Science Research

Read: GS: Intro, 1 and 3; Hero: Intro, 1 and 11, ELM: Foreword, p.17-27 and 267-290.

**Week 2**
Historical Antecedents and Panethnic Identity

Read: SG: 2, Hero 2, ELM: p.44-62;

**Week 3**
Americanism and Acculturation

Week 4
Immigration Politics and the Huntington Debate
Draft of Writing Assignment #1 due, workshop in class

Effects of Latin American Immigration”. Perspectives on Politics. 4: 279-287.
a Threat to American Identity?” Perspectives on Politics. 5:1, p.31-48.

Week 5
Institutions and Rules
Due: Writing Assignment 1

Read: Hero 5, 6 and 11; GS: 9,10,11

Week 6
Color of Representation
In Class Workshop: Proposals/Group Paper
Due: Paper Proposals

Read:
ELM: p.197-231
Science, Vol. 41, No. 3
Research Quarterly. 60:2, 277-292.
Political Alienation Among Latinos” Social Science Quarterly 84:2, 441-460.
Districts on Latino Turnout.” American Political Science Review. 98: 65-75.

Week 7
Public Opinion: Party, Ideology and Policy

Read:
GS: Ch 5 and 12; ELM:p27-43; Hero Ch.9
Quarterly. 59:3, 435-446.

Week 8
Public Opinion: Party, Ideology and Policy
Bring Draft Writing Assignment #3 workshop in class

Read:

**Week 9**
Participation
Due: Writing Assignment 3

Read GS: Ch 6, 7 8

**Week 10**
Participation and Vote Choice

Read

**Week 11**
Campaigns and Amigo Politics
Due: Writing Assignment 4

Read:

**Week 12**
Immigration Politics: Targets Become Participants
Workshop Peer Review; 1st Drafts Due In Class
Read:

**Week 13**
Coalition Formation and Prospects
Due: Writing Assignment # 5 – Peer Review

Read: GS 13, ELM 142-176.

**Week 14**
Distribute Peer Reviews
Group Presentations

**Final Exam Date:** Group Papers Due

**Research Resources**

- Pew Hispanic Center [http://pewhispanic.org/](http://pewhispanic.org/)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Michelle M. Taylor-Robinson, Department of Political Science
James R. Rogers, Head, Department of Political Science
Pamela Matthews, AOC Dean, College of Liberal Arts
DATE: March 16, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: POLS 306

We recommend that POLS 306 Women in Latin American Politics be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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: 5500+
4. Instructor to student ratio for one section: 1:20

POLS 306 Women in Latin American Politics is a topics course. Students write three papers and receive feedback from a “paper assignment partner” using a rubric and from the professor on the first two assignments. These 2 papers and paper 3 build on each other as they will use the same countries for study for all three. Students will be required to turn in a polished draft of their final 10-page paper approximately 2 weeks before the final paper is due for feedback. Writing instruction will be incorporated into class lectures and will feature discussion of how political scientists present their arguments, along with discussion of what those arguments are. This will be highlighted in the paper assessment rubrics used by the paper assignment partners for papers 1 and 2. All papers will be evaluated with a rubric that clearly identifies expectations.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C 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 prefix, number, and complete course title):

   POLS 301E Women in Latin American Politics

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.

Instructor / Coordinator: Michelle M. Taylor-Abueh Feb. 10, 2009
Printed name and signature (Date)

Received: Valerie Balester 2/12/09
(W Course Coordinator, University Writing Center) (Date)

Approvals:

Pamela R. Matthews

College Dean: Pamela R. Matthews
Printed name and signature
(Date)

Department Head: James R. Roper
Printed name and signature
(Date)
POLS306
Women in Latin American Politics

Dr. Taylor-Robinson                        Office: ALLN 2118
Class time _____                          Office phone: 845-2525
Class room _____                          E-mail: e339mt@polisci.tamu.edu
Office hours: _____

Course description: This course examines the role of women’s groups in getting women involved in politics and into government in Latin American countries, as well as how political parties and government institutions influence women’s representation in government. Latin America is an interesting region of the world for studying women in politics because women have played a critical role in regime transitions and governments in the region have initiated innovative methods (quota laws) that have increased representation of women in government, making Latin America an unexpected achiever in women’s representation on a world scale.

This is a writing intensive course, which means that it will provide you with some writing instruction for the style of writing that is common in the discipline of political science. 45% of your final grade is based on your writing assignments, including an 8-10 page research paper and 3 shorter essays earlier in the semester. This series of assignments provides 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

NOTE: 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.

Learning objectives: By the end of this course, students should be able to:

Social and Behavior Sciences:
(1) Define, understand, and use concepts and terms relevant to the study of representation of women in politics
(2) Apply a body of factual knowledge directly relevant to understanding representation of women in Latin American countries
(3) Knowledgably critique major theories about social movements and group organization to the experience of women in Latin America
(4) Knowledgeably analyze the effects of historical, political, economic, cultural and global forces on the representation of women in Latin American governments

International and Cultural Diversity:
(1) Apply a body of factual knowledge about the history, society, politics, and economics of Latin American countries to facilitate understanding of how they impact representation of women
(2) Analyze alternative explanations for differences in the capacity of women to organize across Latin American countries, as well as differences in the impact women’s organizations have on politics
(3) Analyze alternative explanations for differences in representation of women in the national political systems of Latin American countries

Course requirements:
• 2 in-class exams (exam #1 = 15%, exam #2 = 20%)
• 2 papers about women’s organizations (paper #1 - 10%; paper #2 – 15%) (each paper is 6 pages double spaced, plus bibliography). Paper #1 will present factual information about women’s movements and organizations in two Latin American countries. Paper #2 will
use the information from paper 1 as a starting point for applying theory to compare the cases and assess the role women’s movements and organizations played in these two countries in getting women into government.

- Paper #3 comparing representation of women in government in two countries (30%) (10 pages double spaced, plus bibliography). This paper will apply theory from throughout the course about factors that are hypothesized to affect representation of women (e.g., organization of women, economic development, culture, electoral institutions) to test whether the experience of women in 2 Latin American countries comports with theory.
- 5% class participation (including attendance – students will sign a sign-in sheet)
- 5% feedback on student partners’ papers utilizing an assessment rubric
- **There is no extra credit in this course.**

**Grading scale:**

- A = 90-100
- B = 80 – 89.5
- C = 70 – 79.5
- D = 60 – 69.5
- F = less than 60

Command of course material and conduct of research is the most important determinant of your grade on course assignments. However, this is a W course, intended to improve your ability to write papers that are appropriate to the discipline of political science. Therefore, 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.

Note: students are required to submit complete and polished 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 research paper assignment.

**Required readings:** all required readings are available as e-reserves and can be obtained either through the Evans Library e-reserves web link, or directly from the electronic journal holdings of Evans Library.

**Penalties for missed exams and late papers:**

- If you miss an exam because you have a university acceptable excuse (such as sickness), contact me within 48 hours so that we can set up a makeup exam time. Preferably, contact me before the exam.
- If you do not have a university acceptable excuse for missing the exam, you will not be allowed to take the exam and your grade will be zero.
- The penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class.
- Failure to turn in a draft of your research paper will result in a grade of 0 on the final research paper assignment.
- You must turn in your rough draft (with my comments and rubric) along with your final paper or your research paper will lose one letter grade.
- Final papers are due by 5 pm on May 3 in my mailbox in the Department’s main office. Papers not received by that time are late, and the penalty is one letter-grade off per day.
**Women’s organization paper #1 & #2 (women’s movements):** (each paper will be 6 pages plus bibliography, double spaced, 12 point Times Roman font with 1” margins).

Paper #1 should include the following types of information for each country:

- the subjects or issues (political or not) that prompted women to organize
- the socio-economic background of the women who have organized (explaining if different types of women have organized around different issues or in different ways)
- the methods women’s groups have used to make their needs heard (including whether they have worked with organizations led by men)
- how the government responded to the women (NOTE – where relevant you should note if authoritarian and democratic governments have responded to women differently)

Your paper must use at least 5 scholarly sources about the politics and women’s movements of each country. Scholarly sources include research published in academic journals and books published by university presses.

Paper #2 should use theory about how women’s movements and organizations influence women’s representation to assess:

- whether and how parties responded to demands made by women’s groups
- whether and how governments responded to demands from women’s groups
- whether parties or presidential candidates tried to reach out to women, or to co-opt women’s groups by promoting election of women

Your paper should use at least 5 scholarly sources about the politics and women’s movements of each country, and also at least 3 sources about theory of the how women’s organizations affect representation of women.

**Paper #3 - comparing representation of women in government in 2 countries:** (10 pages plus bibliography, double spaced, 12 point Times Roman font with 1” margins) This paper will apply theory from throughout the course about factors that are hypothesized to affect representation of women (e.g., organization of women, economic development, culture, electoral institutions) to test whether the experience of women in 2 Latin American countries comports with theory.

The purpose of this paper is to apply theory about factors the literature hypothesizes to affect representation of women (e.g., women’s organizations, economic development, culture, electoral institutions), as well as international pressures. In this paper you will test whether the experience of women in 2 Latin American countries fits the expectations of theory. This paper should include the following types of information for each country:

- when women obtained the right to vote and to hold office in each country
- when the first woman was elected in each country and to what type of office (please note if a woman has even been president of the country in the past 50 years)
- one table presenting data for your two countries showing change over time in the % women in the legislature for the last 25 years (see Inter-Parliamentary Union website)
- the electoral rules each country uses for selecting members of the national legislature (including changes in electoral rules in the past 25 years): type of electoral system, average district magnitude, threshold, electoral quota, whether the president is elected at the same time as the legislature
- ideological spread of the parties that win seats in the legislature in each country
- one table providing data for both countries about economic development and change in the socio-economic status of women over the past 25 years: UNHDI, GDP/capita, % women who are literate, % women with high school (secondary) education, % women in the workforce
- discussion of how women’s movements in each country have influenced election of women
- 5 scholarly sources about the politics and women’s movements of each country, and also at least 3 sources about theory concerning representation of women.
• You are required to submit a complete and polished draft of your research paper. You will be expected to incorporate feedback on the writing style and essay structure into your final paper. Although I will not grade these drafts, a student who fails to submit a draft will receive a zero on the final research paper assignment.

• When you turn in your final paper it must include your Paper Draft with my comments and rubric. If you do not turn in these 2 documents with your final paper it will lose a letter grade.

Course schedule and readings:
Jan.15 – Introduction (course overview)

Jan. 17-22 – What is representation? Are all women the same? (SES, urban/rural, indigenous)
Can any woman represent all women? Can men represent women?
Required readings:

Jan.24-29 – Overview of Latin American politics
For background reading on Latin American Politics see:

Women’s movements and organizing women
Feb.5-7 – Why and how do women organize? (theory of social movements)
Required readings:

Suggested further reading:

Feb. 12 – organizing to get the right to vote and hold office
Required readings:

Feb. 14 – organizing to gain rights
Required readings:

Feb. 19 – organizing in response to economic difficulties, to feed their families
Required readings:

Suggested further reading:

Feb. 21-28 – organizing for human rights & regime change
Feb. 28 – women movements paper #1 due

Required readings:

Suggested further reading:

Mar.4 –EXAM #1

Women in political parties
Mar.6 & 18 – women’s section in parties; the clash between women’s organizations & women in parties

Required readings:

Suggested further reading:

Mar.6 – feedback on writing due to paper partner and professor
Mar.10-14 -- Spring break
Women in government
Mar.20 – **How does economic development affect representation of women?** (theory & LA experience; urbanization, industrialization, education, women in the work force)

**Mar. 20 – women’s movements paper #2 due**

**Required readings:**

Mar.25-27 – **How electoral institutions impact women’s representation** (theory & LA experience; closed vs. open-list & mixed-member systems; district magnitude, party magnitude)

**Mar.27 – feedback on writing due to paper partner and professor**

**Required readings:**

**Suggested further reading:**

Apr. 1-8 – **Gender quotas** (theory & LA experience; what is a gender quota, how the details of quota design matter, how have gender quota laws gotten adopted; quotas in local & national government)

**Required readings:**

**Suggested further reading:**

Apr.10-15 – **Women in the Executive Branch** (how many women, what kinds of posts do they get, what are their backgrounds)

**Required readings:**
Apr.17—EXAM #2

Apr.22-24 – Do women make a difference in Latin American politics?

Apr.22 – polished draft of paper #3 due by 5pm in professor’s mailbox

Required readings:

April 29 – redefined day, Friday classes meet

May 3 – paper #3 (representation of women) due by 5pm in professor’s mailbox

Additional readings that may be useful for getting started on papers:
Data sources & websites to explore for information about women in government and women’s movements around the world:
Global database of quotas for women: www.quotaproject.org
Women in legislatures around the world: Inter-Parliamentary Union www.ipu.org/wmn-e/classif.htm
Programs and seminars to empower election of women: Institute for Democracy and Electoral Assistance (IDEA) www.idea.int/gender
Election rules: election notes published in Electoral Studies; ACE Electoral Knowledge Network www.aceproject
Education data: Unesco and UNDP United Nations Development Programme (Human Development Report)
Labor force data: International Labour Organization
OECD Gender, Institutions and Development Data Base: www.oecd.org/document
World Bank’s World Development Report and World Development Indicators
iKNOW politics (International Knowledge Network of Women in Politics): http://iknowpolitics.org
Research Network on Gender, Politics and the State (RNGS) www.rngs.org

TAMU University Writing Center is located at 1.214 Evans Library (979-458-1455) and is open every day except Saturdays. You can learn about the Writing Center on their web page www.writingcenter.tamu.edu. It is a service that is available to all students – it is a resource for all writers, not just those having problems!

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

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 consultation 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.
Copyright on course materials: All 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 in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Definition of plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, 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 offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Academic Dishonesty: Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Aggie Honor Code, which took effect September 1, 2004 at the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) for more information.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Michelle M. Taylor-Robinson, Department of Political Science
James R. Rogers, Head, Department of Political Science
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: March 16, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: POLS/WMST 367

We recommend that POLS/WMST 367 Women in Government in Comparative Perspective be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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: 5000+
4. Instructor to student ratio for one section: 1:20

POLS/WMST 367 requires students to write both individually (5000 words) and collaboratively (5000 words). Collaboration extends to feedback, as students are asked to do peer review. The instructor also will provide critique on short reading summaries and on three papers spaced throughout the semester that build on each other. The collaborative writing is also designed so that students must communicate with group members about their writing, providing further feedback.

Writing instruction will be incorporated into class lectures and will feature discussion of how political scientists present their arguments along with discussion of what those arguments are. This will be facilitated by the readings summary assignments, which will give the students several formal opportunities to assess what authors of political science journal articles are attempting to do with a paper and how they present their arguments. The presentation techniques that are highlighted in these classroom lectures will then be put into practice by the students when writing their papers.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W or C 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 prefix, number, and complete course title):

   POLS 347/WMST 347 Women in Government in Comparative Perspective

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.

Instructor / Coordinator: Michelle M. Taylor-Robinson
Printed name and signature

Received: Valerie Balester 2/12/09
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: 
Printed name and signature
(Date)

Department Head: James R. Rober
Printed name and signature
(Date)
POLS367 and WMST367
Women in Government in Comparative Perspective

Dr. Taylor-Robinson Office: ALLN 2118
TR 8:45-10 Office phone: 845-2525
ALLN 1015 E-mail: e339mt@polisci.tamu.edu
Office hours: T/Th 10-11:30
& by appointment

Course description: This course examines the evolution of women’s representation in comparative perspective, with a focus on the legislative and executive branches of democratic governments. It explores factors that are theorized to affect both the supply of and demand for female candidates and appointees and when and why political institutions impact women and men differently. The course provides an in-depth exploration of scholarly literature about representation of women in politics and class members will gather data and conduct their own comparative research about representation of women in politics.

Prerequisites: POLS 206 and junior or senior classification, or approval of Political Science department head

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

Social and Behavior Sciences:
(1) to define, understand, and use concepts and terms relevant to the study of representation of women in politics
(2) to apply a body of factual knowledge directly relevant to understanding representation of women in government around the world
(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, cultural and global forces on the representation of women in governments around the world
(4) to recognize and formulate testable hypotheses relevant to the study of representation of different groups in politics

International and Cultural Diversity:
(1) to apply a body of factual knowledge about the history, society, politics, and economics of countries to facilitate understanding of the diversity of human cultures and how they impact representation of women
(2) to analyze alternative explanations for differences in representation of women in the national political systems of countries around the world
(3) to apply alternative explanations for the impact of international forces on the representation of women in countries around the world

Course requirements:
- 20% readings summaries (each assignment is 5% of grade)
- 20% exam (tentatively scheduled for Apr.1)
- 20% country background paper (10 pages double spaced, plus bibliography)
- 10% hypothesis paper (2 pages, plus bibliography)
- 25% team analysis paper
- 5% class participation (including attendance – students will sign a sign-in sheet)
- There is no extra credit in this course.

Grading scale:
A = 90-100
B = 80 – 89.5
C = 70 – 79.5
D = 60 – 69.5
F = less than 60

**Required readings:** all required readings are available as e-reserves and can be obtained either through the Evans Library e-reserves web link, or directly from the electronic journal holdings of Evans Library.

**Penalties for missed exams and late papers:**
- If you miss the exam because you have a university acceptable excuse (such as sickness), contact me within 48 hours so that we can set up a makeup exam time. Preferably, contact me before the exam.
- If you do not have a university acceptable excuse for missing the exam, you will not be allowed to take the exam and your grade will be zero.
- The penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class unless the student has a university acceptable excuse.
- **No late “readings summary” papers will be accepted** (unless the student has a university acceptable excuse).
- The team papers are due by 5 PM on May 1 in my mailbox in the Department’s main office (Allen 2010). Papers not received by that time are late, and the penalty is one letter-grade off per day unless the student has a university acceptable excuse.

**Readings summary assignments:** The purpose of these papers is to assist students in learning to summarize scholarly research articles toward building a literature review for a research project. Each assignment will summarize two assigned class readings and critique the works based on how they contribute to the greater literature about comparative democratic institutions. You will need to bring 3 copies of typed papers to class (one page, single-spaced, 12-point Times Roman font with 1 inch margins). The readings will be discussed in lecture during the class period. For the final 15 minutes of class students will read, comment on, and correct two colleagues’ papers. Each summary should include the following:

- Full citation for each assigned reading in the format of the *American Political Science Review*.
- One sentence statement of the purpose of the research paper.
- Statement of the hypothesis (or hypotheses) proposed and tested in the paper.
- Explanation of the data used to test the hypotheses (cases included, time period of data).
- Summary of findings, including whether the authors found support for their hypotheses.
- Brief critique of how the work contributes to the scholarly literature.

This assignment will be critiqued by your colleagues in the class, so on the day the paper is due you must bring 3 copies of the paper to class (one for your professor, and two to exchange with other students). Your colleagues will evaluate your paper based on the accuracy of your summaries (on the above points), the clarity of your critique of the two works, and on the overall “cleaness” of your writing (i.e., lack of spelling and grammar errors). See rubric for evaluation at the end of the syllabus.

**Selecting countries for individual papers & team project:**
Students will form teams of 4-5 people in class on Jan.29. Each team member will select 4 countries that will be the topics for their own country background paper and the team will utilize all team members’ countries for the team analysis paper. This means that each team
member must select 4 different countries, so that each team will analyze 16-20 countries. Each team member must select 2 economically less developed countries (LDCs) and 2 industrialized democracies. This selection should be conducted in consultation with your teammates and you must turn in your list of countries for approval in class on Jan. 31.

**Country background paper:** (10 pages plus bibliography, double spaced, 12 point Times Roman font with 1” margins)

Each team member will prepare their own paper, though the information collected for this paper will be utilized for your cases in the team analysis paper. The purpose of this paper is to summarize the historical experience of representation of women in each of your 4 countries, concluding with a brief comparison of the 4 cases. This paper should include the following types of information for each country:

- when women obtained the right to vote and to hold office
- the type of regime governing the country (currently and a summary of post-WWII regime types if it has changed)
- summary of the current electoral rules of the country, and any relevant changes in electoral rules in the most recent 20 years.\(^1\) If the country is a democracy, this summary should include whether the country is currently governed by a presidential or parliamentary system.
- data about the dominant religion(s) of the country
- table with over time data (covering at least 20 years) about urbanization, education level in the country (for men and women), participation in the work force (for men and women), level of economic development, representation of women in government

**Hypothesis paper:** (2 pages plus bibliography, double spaced, 12 point Times Roman font with 1” margins)

Each team member will prepare their own paper, though the individual hypothesis papers will form the basis for selecting the hypothesis (or multiple hypotheses) to be tested in the team analysis paper.

In this paper you will present a formal testable hypothesis about how you expect a specific factor to affect representation of women in government. The paper must cover the following points:

- How this hypothesis fits into the scholarly literature (citing at least 5 works from the scholarly literature)
- The type of variance you will need across cases to test the hypothesis
- Discussion of the time period of data needed to test the hypothesis, and why
- Discussion of the types of data needed to test the hypothesis and sources for these data
- Assessment of whether your 4 cases provide the needed variance to test your hypothesis
- Brief discussion of the type of evidence you would consider to be an indication of support for your hypothesis

**Team analysis paper:** (15-20 pages including bibliography and tables/graphs, double spaced, 12 point Times Roman font with 1” margins)

The purpose of this paper is to develop and test one or more hypotheses about representation of women in politics. The paper must include the following:

- 1 or more formally stated hypotheses

---

\(^1\) Relevant electoral rules for this paper refers to electoral rules that the literature hypothesizes to impact representation of women.
• Literature review explaining how the hypothesis fits into the scholarly literature about representation of women in government (NOTE – the paper must discuss at least 8 literature sources, not all of which can be sources covered in class)
• explanation of definition and measurement of dependent and independent variables, and control variables (including how those variables have been handled by other scholars)
• explanation of data used to test the hypothesis (case selection, time period)
• presentation of findings
• suggestions for future research

The team will receive a single grade for this paper. To insure equal work by team members, each member of the team will evaluate each other members’ contributions to the project (sending these evaluations to me by e-mail on the day the paper is due). If a majority of your teammates do not grade your effort an “A”, you personally will receive a grade 1 letter lower on the paper.

Papers are due no later than 5 PM on May 1. Turn papers in to my mailbox in the Department’s main office. E-mail grades for your team mates to me by 5 pm on May 1.

Course schedule and readings:
Jan.15-17 – Introduction
Required readings:
Suggested further readings:

Jan.22-24 – Why do we care if women are in government? What is representation?
Required readings:
Suggested further readings:

Jan.29-Feb.5 – What affects the “supply” of female candidates and officials?
• Jan.29 select teams
• Jan.31 turn in country selections
Required readings:


Suggested further readings:


Feb.7-14 -- **What affects the “demand” for female candidates and officials (part 1)**

- **READINGS SUMMARY #1 due Feb.7 (Matland & Studlar; Caul)**

Required readings:


Suggested further readings:


Feb.19-28 -- **What affects the “demand” for female candidates and officials (part 2)**

- **READINGS SUMMARY #2 due Feb.19 (select 2 of 4 required readings)**

Required reading:


Suggested further reading:


UN Division for the Advancement of Women website www.un.org/womenwatch/daw (be sure to read about CEDAW and CSW)

---

Mar.4-6 -- What affects the “demand” for female candidates (part 3)

• Mar.4 country background paper due

• Mar. 6 CLASS DISCUSSION are quotas a good idea or not?

Required readings:

Critical discussion of quotas in Politics and Gender 2005 vol.1, no.4 (pp.622-52)


Suggested further readings:


Mar.10-14 -- Spring break

Mar.18-20 -- Other factors affecting demand & supply of female candidates and officials
  • READINGS SUMMARY #3 due Mar.20

  Required readings:

  Suggested further readings:

Mar.25-27 -- Women in the executive branch – why so few female chief executives?
  • Mar.27 hypothesis paper due

  Required readings:

  Suggested further readings:

Apr.1 – exam

Apr.3 – day to work on team analysis papers

Apr.8-17 – Representation of Women in Cabinets
  • READINGS SUMMARY #4 due Apr.8 (Reynolds; Escobar-Lemon & Taylor-Robinson)

  Required readings:

  Suggested further readings:

Apr.22-24 -- What do women accomplish in office? Do women govern differently than men?

• Readings to be announced

April 29 – redefined day, Friday classes meet

May 1 – team papers due 5pm

Data sources & websites to explore for information about women in government and women’s movements around the world:

Global database of quotas for women: www.quotaproject.org
Women in legislatures around the world: Inter-Parliamentary Union www.ipu.org/wmn-e/classif.htm
Programs and seminars to empower election of women: Institute for Democracy and Electoral Assistance (IDEA) www.idea.int/gender
Election rules: election notes published in Electoral Studies; ACE Electoral Knowledge Network www.aceproject.org
Education data: Unesco and UNDP United Nations Development Programme (Human Development Report)
Labor force data: International Labour Organization
OECD Gender, Institutions and Development Data Base: www.oecd.org/document
World Bank’s World Development Report and World Development Indicators
African Development Bank’s African Development Report
iKNOW politics (International Knowledge Network of Women in Politics): http://iknowpolitics.org
Center for American Women and Politics at Rutger’s University www.rei.rutgers.edu/~cawp/Facts/ggap.pdf
Research Network on Gender, Politics and the State (RNGS) www.rngs.org

Rubric for student evaluations of readings summary papers:

<table>
<thead>
<tr>
<th>Accuracy of</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>* summary of purpose of papers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>* presentation of hypotheses</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>* data summary</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Development of critique</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Appropriate tone</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No spelling or punctuation errors</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>A (28-26)</td>
<td>B (25-22)</td>
<td>C (21-17)</td>
<td>D (16-12)</td>
</tr>
</tbody>
</table>

TAMU University Writing Center is located at 1.214 Evans Library (979-458-1455) and is open every day except Saturdays. You can learn about the Writing Center on their web page www.writingcenter.tamu.edu. It is a service that is available to all students – it is a resource for all writers, not just those having problems!
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Copyright on course materials: All 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 in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Definition of plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, 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 offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Academic Dishonesty: Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Aggie Honor Code, which took effect September 1, 2004 at the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) for more information.

"An Aggie does not lie, cheat or steal, or tolerate those who do."
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Dusty Menzies, Dept. of Agricultural Economics
      John Nichols, Head, Dept. of Agricultural Economics
      Ann Kenimer, AOC Dean, College of Agricultural and Life Sciences
DATE: March 16, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGEC 217

We recommend that AGEC 217 Fundamentals of Agricultural Economic Analysis be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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 (35%)
2. Course content appropriate to the major
3. Total number of words (3500+)
4. Instructor to student ratio for one section: 1:20

AGEC 217 has changed somewhat since original certification. Students write more words (about 3500-4000 now and about 2000 previously), but less of the course grade is based on writing (35% now and 45% previously). The department has hired a full-time instructor to teach this course as well as provided a writing center staffed by three graduate students to assist with grading and conferences.

Rubrics help promote consistency in grading and give students a performance guide. (They are provided at the beginning of the beginning of each assignment). The primary form of feedback comes in the grading and feedback on the first assignment, the autobiography. The performance on that paper is discussed in class, in lab, and, when needed, individually. On the resume, students write a draft and have the opportunity to revise. The two policy papers are similar and on the same topic, so the feedback students receive on the initial assignment helps them with writing the second. Furthermore, students can get help in the department writing lab, which is open at least 30 hours a week. The lecture portion of the class includes writing instruction, including several lectures a semester about the writing process. Some in-class writing provides more opportunity for practice; case studies are used to demonstrate different types of good, average, and bad writing. A technical writing handbook is also required.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C 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 prefix, number, and complete course title):
   AGECE 217 - Fundamentals in Agricultural Economics 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.

Max D. Menzies
Instructor / Coordinator: Dusty Menzies 11/17/08
Printed name and signature (Date)

Received: Valerie Balester 12/1/08
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Ann L. Kenimer Ann L. Kenimer 20 Nov 2008
Printed name and signature (Date)

Department Head: John P. Nichols John P. Nichols 11/18/08
Printed name and signature (Date)
Instructor: Mr. Dusty Menzies  
Office: Room 331F, Blocker Building  
Phone: 845 – 5224  
E-mail: mdmenzies@ag.tamu.edu

Office Hours: Tuesday & Thursday from 9 am – 12 pm

The best way to reach me will be to set up an appointment via e-mail or telephone. I plan to hold the above hours for AGEC 217 students. Call the office and ask our administrative assistant, Ms. Angela Caitlin, or one of the student workers to schedule an appointment. If you cannot meet at these times, check with me after class, by phone, or e-mail and I will try to find another time to meet with you. Remember, when sending e-mails to me, always include AGEC 217 in the subject line.

Teaching Assistants: To be announced

Class Schedule:

<table>
<thead>
<tr>
<th>Section</th>
<th>Lecture</th>
<th>Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>901</td>
<td>W 8:00 - 8:50 am (SCTS 208)</td>
<td>TR 2:20-4:20 (HECC 108)</td>
</tr>
<tr>
<td>902</td>
<td>W 8:00 - 8:50 am (SCTS 208)</td>
<td>MW 10:20 - 12:20 (HECC 108)</td>
</tr>
<tr>
<td>903</td>
<td>W 8:00 - 8:50 am (SCTS 208)</td>
<td>MW 1:50-3:50 (HECC 108)</td>
</tr>
</tbody>
</table>

Class Credit and Prerequisites:

This course has one hour of lecture and 4 hours of lab each week. Students will receive 3 semester credits for AGEC 217. The prerequisites for AGEC 217 are: AGEC 105, ENGL 104, MATH 141, and MATH 142. Students must also be a freshman, sophomore, or junior AGEC, AGBU, or AGBL major.

Text and Course Materials:

2. AGEC 217 Lab Notes. Available at Copy Corner.

Please note that additional readings and notes will be handed out in lecture, lab, and possibly through WebCT.
Course Description and Objectives:

The 21st century contains many new challenges and opportunities for the agricultural industry, both domestically and internationally. The industry is multifaceted, including various segments extending from research and development, input supply, production, processing, wholesaling, and retailing to the ultimate consumers. Numerous contemporary issues are emerging, affecting the requisite skills of participants in this segment of the national and global economy. This course relates those issues to economic and financial management concepts, principles, and tools, illustrating and enhancing the integration of such education toward pragmatic applications in the agricultural industry workplace.

The course's lecture sessions are designed to provide insights into possible professional careers, what particular computer and quantitative skills are useful in those careers, and how students can develop and improve those skills and abilities while at Texas A&M University pursuing degrees in Agricultural Economics or Agribusiness.

For an applied economist, the greatest challenge would be the integration of knowledge and computer skills that are acquired while at school. With this challenge in sight, we will use two labs each week to focus on the integration of mathematics and economics with computer skills to prepare students upper-level courses and for challenges that they may face during their professional careers.

AGEC is a bridge course that connects AGEC 105 & the freshman and sophomore years with the junior and senior years and the upper level courses in the degree curriculum. Students will be introduced to several of our faculty and other campus professionals who can assist them with various aspects of college and post-college endeavors. Our intention is to identify alternatives that are available to students, both in school and after graduation, at a point early enough for consideration to be given.

We also intend to enhance the student’s perspectives on the business and economic principles, concepts, and tools needed in subsequent coursework in AGEC and AGBU. A premium will be attached to improving the student’s communication skills, particularly in writing and computer areas.

AGEC 217 is designed to fulfill the writing intensive requirements of the University Core Curriculum. One third of the total content of one 3-hour course within a student’s major must be directed toward writing instruction and writing assignments for all freshmen and first-semester transfer students beginning with the fall 2004 semester and thereafter as well as for any current students who change majors or switch catalogs. Beginning in the fall 2007 semester, this requirement increased to two writing intensive courses. To that effect, AGEC 217, 429, and 431 are certified as writing intensive courses.

The lab portion of the class addresses mathematical applications in an economic decision making context intended to create a bridge between MATH 142 and AGEC 317. AGEC 217 is one of several prerequisites for AGEC 317. In addition, the lab portion involves applications in word processing, spreadsheets, databases, and web page development. There are also several writing assignments in lab and lecture that tie the two portions of the class together.
Grading:

Grading for 217 will be based on the following:

- 10% Homework
- 35% Writing (Assignments explained below, each equally weighted)
- 15% Lab Exam 1
- 15% Lab Exam 2
- 25% Final (75% will cover Lab material, 25% Lecture)

Writing Assignments:

Resume: Students will complete two resumes, a draft and final version, according to the Texas A&M Career Center Guidelines that will be presented in class.

Student Biography: Students will write a 1-2 page (500+ words) biography of themselves. Students can choose any format including autobiography, news article, or obituary. The object of the assignment is to assess the writing style and experience of the student and alert the student to the grading style of the instructor.

Ag Policy Paper – Long: Students will write a 2-4 page paper (1000+ words) on a public policy issue involving agriculture. The instructor provides the problem and students must analyze according to economic principles. Students are to answer the problem in a multi-page memo to a Congressman. The assignment is an attempt to simulate the process inside a Congressional office and demonstrate one way students will have to use their writing skills and economic understanding to complete their task in the real world.

Ag Policy Paper – Short: Students will write a one page (500 words) memo about the same problem addressed in the long paper. They will take a completely different viewpoint and write a "talking points" paper that a Congressman can use in a speech or interview. The memo will contain a good introduction and conclusion, but the body of the paper will be bullet points or "talking points" that answer specific potential questions about the legislation. This exercise gives students practice at using concise language and making a clear point.

Current Event Research Papers: Students will write two short 2-3 page research papers (750+ words) on topics pertinent to the class. They will use standard research paper criteria, including proper form and structure of the paper and correct citation usage. Previous topics have included: discuss the Texas Gubernatorial candidate’s positions on agriculture, compare and contrast Obama and McCain's policies toward agriculture and natural resources, and conduct an economic impact study on the Texas drought.
Notes on Grading:

$\downarrow$ Homework will include attending ACE day and an AGEC club meeting. Other homework assignments will be based on lab work.

$\downarrow$ Writing assignments must be turned in with a cover sheet (example provided in e-mail first week of class) and with an attached rubric (given out with each assignment). Failure to comply with either of these will result in a deduction of 25 points.

$\downarrow$ A degree plan project due in the middle of the semester, **MUST BE COMPLETED** to earn a passing grade in AGEC 217. Any student that does not complete the assignment will be given an “F” in the class.

$\downarrow$ The Final is required of all students. The Lecture portion is Friday, December 5, from 10:00 am to 12:00 pm. The Lab portion will be during normal lab time on either November 26 or 27, depending on your lab.

$\downarrow$ I reserve the right to curve the overall course grades at the end of the semester; however, there are numerous opportunities for bonus points, so DO NOT expect or ask for a curve.

$\downarrow$ The grades will be broken down as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 and above</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9999</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9999</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9999</td>
</tr>
<tr>
<td>F</td>
<td>59.9999 and below</td>
</tr>
</tbody>
</table>

$\downarrow$ As the chart shows, an 89.7 is still a B. I have chosen to make the cutoffs for letter grades as listed above. The reason is the many opportunities for bonus points in the course. The cutoffs are shown here to remove any questions, now and in the future.

$\downarrow$ All assignments will be graded on the basis of content, timeliness, grammar, punctuation, spelling, and neatness.

$\downarrow$ All assignments are due at the beginning of class on the date designated at the time the assignment was passed out, unless otherwise indicated. Late assignments are penalized 25 points per day or portion thereof they are submitted beyond the announced due date, excluding weekends and University-sanctioned holidays.

$\downarrow$ Any assignment may be submitted for re-grading. The procedure is outlined below. (Note: this section has been borrowed from Mr. Clark Springfield=s AGEC 314 syllabus, with some changes).

- Type the request and attach it to the original assignment.
- Include on the request the student=s rationale for how the answer should have been graded and the references to the discussion in class of the correct answers.
- Submit this request within one week or the return of the original assignment.
- Re-grading does not mean the new grade will be higher. Mr. Menzies reserves the right to re-grade the entire assignment, the resulting grade could be higher or lower, and the student will be stuck with the second grade.

$\downarrow$ Student=s attempts at Afishing@ for points in the office are frowned upon. The student will earn the grade they receive and that grade will be based on the student=s performance and accomplishments in the class. Grades are not given, they are earned.
**Attendance:**

Attendance is required in class, as per TAMU Student Rule 7. A copy of this rule may be found at http://student-rules.tamu.edu/rule7.htm. Major points from Rule 7:

- University Excused Absences must be on the university authorized activities list.
- Any illness or injury requiring a student to miss class will require a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student.
- Exams, checkups, dentist, and optometrist appointments do not qualify as excused absences.

In case of an illness or excused absence please call or e-mail Mr. Menzies as soon as possible. Be aware that we verify excused absence documentation. Submitting fake or fraudulent documentation is considered a violation of the Aggie Code of Honor and will result in an F* for the course.

Students in AGEC 217 are allowed three (3) unexcused absences. These may be used in Lecture or Lab. Any work that is missed due to an unexcused absence, such as a lab quiz or a speaker note, will still receive a zero, but the student will not face additional penalties. No explanation or reason is required for these three absences. Please note that I will take roll every day and will keep track of late arrivals. Every 3 times you are late will count as an unexcused absence. Make sure you are on time for lecture and lab.

For each unexcused absence in excess of three (3), the student’s final course grade will be reduced by one letter grade. For unexcused absences in excess of six (6), students will not earn credit for this course – you will receive an F.

For example, suppose that a student has earned an A in the class but has five unexcused absences. Absence number four lowers their course grade to a B and absence number five lowers their course grade to a C. In another example, suppose that a student has earned a C in the class but has five unexcused absences. Absence number four lowers the student’s course grade to a D and absence number five lowers the course grade to an F.

Arrange your life now so that you will be available for class. If you find that this is not possible, then drop the course now and take it another semester when you can meet the class requirements.
Classroom Rules:

This course is a bridge to upper level AGEC courses. As such it is also an introduction to the business world. Accordingly, there are several rules that students must follow while in class, in Mr. Menzies’ office, or in the Undergraduate office.

1) No food or drink.
2) No tobacco products.
3) No profanity.
4) No cell phones, beepers, Blackberries, etc. PUT YOUR PHONES ON SILENT!!
5) No non-217 e-mail or instant messaging during class.
6) No reading The Battalion or other non-217 materials in class (this includes the Crossword!).
7) No calculators may be used on exams. Use Excel for all calculations.
8) HATS AND CAPS OFF during class and in the Undergraduate Office, TA’s Offices, and Mr. Menzies’ office.
9) The bottom line for students is to be professional and courteous to all others and remember that you represent the Texas A&M Agricultural Economics Department wherever you go.

The 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 Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building so your professor can best accommodate your needs. The phone number is 845-1637.

Scholastic Honesty:

A note on cheating, it is not tolerated! If a student is caught in the act, they will automatically receive a zero on the work in question. The instructor will then proceed in completing the Honor Code Violation Report form and report the student, through the Department of Agricultural Economics Undergraduate Office, to the Honor Council.
**Aggie Honor Code:**

For many years Aggies have followed a Code of Honor, which is stated in this very simple statement:

\[
\text{An Aggie does not lie, cheat or steal} \\
\text{or tolerate those who do.}
\]

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

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

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

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

__________________________  ______________________
**Student=s Signature**     **Date**

__________________________  ______________________
**Student=s Printed Name**   **UIN**
TO: Faculty Senate Executive Committee

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

CC: Susan A. Bloomfield, Dept. of Health and Kinesiology
Richard Kreider, Head, Dept. of Health and Kinesiology
James Kracht, Associate Dean, College of Education and Human Development

DATE: March 16, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: KINE 439

We recommend that KINE 439 Exercise Evaluation and Prescription be certified as a writing (W) course for the next four academic years (1/09 to 1/13). 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 (30%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:21

In KINE 439, a four-credit course, students write a take-home exam based on a case study, three reports on lab assignments, and a number of smaller writing assignments. Feedback includes two brief low-stakes assignments given early in the semester so that students can practice. Four writing lectures, spread throughout the semester, include feedback on student writing and a paraphrasing assignment prepares them for the first lab report. The lectures include the following topics: 1) what constitutes good technical writing; constructing tables and graphs and embedding in text; 2) plagiarism, how to paraphrase, embedding citations in text; 3) editing techniques, punctuation issues; 4) writing in active vs. passive voice. Several of these lectures include practice editing/revising. In addition, sections of exemplary sample reports from past students are posted on the course’s website.

Changes from the original course have generally been improvements. While the number of written lab reports decreased from 4 per semester to 3, more time was allotted to for students to develop better technical reports and receive more feedback on those reports. However, the percentage of the final grade dependent on written products is actually slightly higher than originally proposed (30% vs. 28%).
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C 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 prefix, number, and complete course title):

KINE 439: EXERCISE EVALUATION & PRESCRIPTION

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.

Instructor / Coordinator: Dr. Susan A. Bloomfield
Printed name and signature

(Date)

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

Approvals:

College Dean: Dr. James Kracht
Printed name and signature

(Date)

Department Head: Dr. Richard Kreider
Printed name and signature

(Date)
KINE 439 EXERCISE EVALUATION AND PRESCRIPTION – Fall 2008
Lecture: T TH 11:10 a.m.- 12:25 p.m.  Read 267-C  Lab: T TH 12:45– 2:00  Read 267lab
(KINE 439 is a Writing Intensive Course)

INSTRUCTORS:  Lecture:  John Scott Green, Ed.D., Ph.D., FACSM  Instructor of record – responsible for grade assignment.
Lab:     Steve Martin, M.S. (see lab syllabus for instructor information)
Writing:   Sue Bloomfield. Ph.D., FACSM (see lab syllabus for instructor information)

PHONE:  845-3997
E-MAIL and WEB:  jsgreen@tamu.edu  http://jsgreen.tamu.edu
OFFICE / OFFICE HOURS:  Netum Steed 113  /  MW 10:00am - 11:00am (appointments preferred)

LAB OPERATING HOURS:  See lab syllabus

PREREQUISITES: KINE 433 - Exercise Physiology
Admission to Professional Phase of the Applied Exercise Physiology Program

REQUIRED TEXTS:

COURSE OBJECTIVES:  Upon course completion each student will be able to:
1. Demonstrate written test and associated writing competencies in the areas of cardiovascular physiology, exercise physiology, cardiovascular hemodynamics, control of the cardiovascular system, calculation / estimation of resting and exercise metabolism, ECG interpretation, ACSM program standards, and exercise prescription. Also, to display writing skills related to creating written research reports in exercise physiology.
2. Conduct safe clinical and field evaluations of health and physical fitness in the following areas:
   • assessment of body composition
   • estimation of aerobic capacity and peak oxygen consumption
   • acquisition of data relating to hemodynamic, cardiorespiratory, and electrocardiographic responses to exercise
3. Prescribe safe and appropriate exercise for the maintenance of health and the prevention / rehabilitation of cardiovascular disease based on:
   • interpretation of health and medical history
   • interpretation of clinical and field assessments of cardiovascular and musculoskeletal health

COURSE CONTENT:
In order to accomplish the above listed objectives, the following topics will be covered in lecture. Corresponding reading assignments are in brackets:
• concepts and terminology in applied exercise physiology [no reading]
• pathophysiology of cardiovascular disease, risk stratification [Neiman 363-417, 477-547]
• physiological control mechanisms of the cardiorespiratory system [no reading]
• acute responses to endurance exercise [Neiman 201-221]
• chronic responses (training adaptations) to endurance exercise [Neiman 201-221]
• electrocardiography & graded exercise testing [ACSM 35-133,  Thaler - entire book]
• metabolism calculations and estimations [ACSM 300-312]
• exercise prescription for both healthy & impaired persons  [ACSM 137-199, Neiman 230-269]
• teaching of writing skills related to the creation of research reports in Applied Exercise Physiology

EVALUATION: note that written assignments (bolded) account for 30% of the final grade
Exams and Labs: Exam dates will be announced at least one and a half weeks in advance in consultation with the students. The first 3 exams will be in multiple choice format and consist of 33 questions worth 3 points each (100 point total, students given 1 point on each exam for being Aggies). Exam content will cover material in both lecture and reading assignments. Make-up exams and labs will be given only under extenuating circumstances and, in accordance with university absentee policy, at the sole discretion of the instructors.

Note: KINE 439 is a writing intensive course, therefore, effectiveness of written communication will be considered as 50% of the grade for each laboratory assignment, with another 50% based on accuracy of content. This is not a creative writing course! We will focus on technical writing skills and data presentation important to exercise specialists. Specifically, 50% of the grade for each lab assignment will include the student’s proper and effective use of grammar, mechanics, format and usage as well as the quality of argument and critical thought in responding to the instructor’s questions. Additionally, this means that the students will spend class time in activities designed to enhance their writing, such as drafting, revising, and proofreading. (Writing enhancement resources http://uwc.tamu.edu)

Lab topics
- Assessment of Blood Pressure and Cholesterol
- Assessment of Body Composition
- Muscular Strength and Power
- Maximal and Submaximal Graded Exercise Tests with 12 lead ECG’s

Grades:
Grades will be assigned strictly on the basis of the final numerical average of the student’s accumulated point totals according to the percentages given below. Decimal points of .50 or greater will be rounded to the next highest integer. Incompletes (I’s) will be given only in extenuating circumstances and will be strictly in accordance with university policy at the discretion of the instructors.

Final Grade Calculated On a Percentage Of Total Points (400) As Follows:
90-100% = A  80-89% = B  70-79% = C  60-69% = D  Below 60% = F

Recommended Faculty Senate Statement to be Included on Course Syllabus
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, if you copy the work of another person and turn it in as your own, even if you have permission of that person. Plagiarism is one of the worst academic sins, for it 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.”

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

Academic Integrity Statements
AGGIE HONOR CODE: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/honorcode/know.html
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: M. M. Kothmann, Department of Ecosystem Science & Management
Steven Whisenant, Head, Department of Ecosystem Science & Management
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: March 16, 2009
SUBJECT: REPORT ON PROPOSED C COURSE: RLEM 481

We recommend that RLEM 481 Current Issues in Range Management be certified as a communications (C) course for the next four academic years (1/09 to 1/13). 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 or speaking quality: 90%
2. Course content appropriate to the major
3. Total number of words: 9000+
4. Total minutes of speaking: 10 minutes
5. Instructor to student ratio for one section: 1:20

RLEM 481 is communications intensive and offers students many opportunities to practice both writing and speaking. Students write seven issue papers for 65% of their grade, a resume and cover letter (10%); they also do an oral presentation (10%) and serve as a class moderator (10%). Students do peer review of each other’s oral presentations and serve as moderators for one 50-minute class. Students also do self-assessment; each is required to evaluate each of their writing assignments using the grading rubric and submit their completed grading rubric with their paper. Student who make less than a B on their first submission are required to revise and resubmit. The instructor also meets with each student for 20-30 minutes to review cover letters and resumes and to discuss various job hunting options. Students are required to revise their cover letter and resume after the review session. Instruction includes in the form of two lectures and information in class notes and on WebCT. Students also receive instruction and advice on proper class discussion behavior and on performing as a discussion moderator.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C 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 prefix, number, and complete course title):

RLEM 481 Seminar

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

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

Instructor / Coordinator: M. M. Kothmann
Printed name and signature

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 3/12/2009
(Date)

Approvals:

College Dean: Ann L. Keifier
Printed name and signature

Department Head: Dr. Steve Whisenant
Printed name and signature

RECEIVED
MAR 12 2009
By
INTRODUCTION
Welcome to RLEM 481 Seminar. I am excited about working with you this semester. I encourage you to meet with me if you need assistance with your writing assignments. Call or email me to schedule an appointment. My office hours are generally 8-5 M-F unless I am in a class or a meeting.

Our class will explore and discuss professionalism, our profession, and several important current issues affecting natural resources. For some classes, RLEM faculty will join us as expert guests to engage in dialogue with you on these issues. The primary goal of this course is to help you develop professional communication skills and attitudes. This is a Communication course. Your grade will come from writing (issue papers, moderator’s notes, and resume & cover letter) and speaking (10 minute Power Point Presentation, moderating class dialogue, and participation in class dialogue) assignments.

LEARNING OBJECTIVES
- Enhance communication skills through critical reading, writing, dialogue, public speaking, and listening
- Demonstrate original and critical thinking through writing, dialogue and oral presentations
- Demonstrate understanding and awareness of important current issues that impact rangelands
- Develop technical writing skills and write professional quality papers
- Develop and demonstrate professional attitudes and behaviors.
- Experience professional dialogue with faculty
- Stimulate you to think about your future professional role in relation to natural resources
- Introduce you to job search possibilities and techniques
- Develop skill in writing your Resume and Cover Letter

THINGS YOU WILL BE EXPECTED TO DO
- Be in class by 8:00 AM; be properly prepared for each class meeting
- Read and follow all of the instructions in the course syllabus
- Develop your resume and a cover letter to apply for a specific job of your choosing
- Meet with instructor for critique and discussion of resume & cover letter
- Revise and resubmit your resume and cover letter
- Read the assigned papers and give the subject critical thought prior to each class
- Write Issue Papers for the topics in the Classnotes
- Revise and resubmit Issue Papers that do not meet professional standards
- Participate in class dialogue each week
- Research, develop, and present one 10-minute Power Point presentation on an assigned topic
- Serve as moderator during one class session

GRADES
65% Issue Papers (See course policy for late work)
10% Classroom presentation (Evaluated on content & style, quality of visuals and presentation skills)
10% Moderator (Evaluation is based on written moderator’s notes (see details) and performance as moderator)
10% Resume, cover letter & interview with Dr. K
5% Class participation
POLICY STATEMENTS

Attendance policy
(see Rule 7, link on Homepage WebCT)

Texas A&M Student Rule 7, Appendix IV (Revised 2005): “Excused Absences for Religious Holy Days.” A “religious holy day” is defined as one observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Tax Code.

Make-up Examinations
Only University excused absences will be accepted for scheduling make-up quizzes, tests and exams. An excused absence means that illness or some other problem beyond your control prevented you from taking a quiz, test or exam at its scheduled time. If you miss a quiz, test, or exam, you will only be allowed to make it up (in a timely fashion) upon presentation of written documentation (e.g., doctor statement, official school activity) or by prior consent of the Instructor. If you are going to be absent from a quiz, test or exam for an official school activity, you must present a written note, signed by proper authority, prior to the date of absence.

Handouts
The handouts and files posted on WebCT for this course are copyrighted. Handouts 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, without prior permission of the instructor.

Academic Integrity Statement
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
As a student at Texas A&M University, it is your duty to know and live by the Aggie Honor Code. For details, please refer to the Honor Council Rules and Procedures on the web at www.tamu.edu/aggiehonor

Plagiarism
Plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. 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. Evidence of plagiarism will result in an automatic null mark for the assignment or test. 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.”

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 Department of Student Life, Disabilities Services, in Room B118 Cain Hall or call 845-1637.3
PARTICIPATION IN CLASS DIALOGUE (5%)

Each class member is expected to be present and contribute to the dialogue/discussion (5 pts). Students with an un-excused absence will receive a grade of zero for class participation that day. Tardy (arriving after 8:00 AM) will receive a grade of four for the day.

It is important that you read the assigned papers as background information on the issue/topic prior to the seminar session. The class discussion will provide you an opportunity to present your views and opinions on the topic for the week. **Your opinions and concerns are important and you are encouraged to share them with the group.** Our goal is not to “argue” or to try to reach consensus of opinions on the issue, but to share in dialogue with each person contributing. You are encouraged to listen carefully to what others have to say.

Be considerate of other class members at all times. Do not interrupt. Do not start “side conversations” with another class member during the class. There should be only one person speaking. **Wait until the moderator recognizes you before speaking. The moderator is responsible for controlling and directing the dialogue. All contributions should be addressed to the whole class.**

Each student should try to make at least one contribution to the dialogue each week. For some of you this will be difficult as your natural inclination is to listen, not to speak. For others, you will need to restrain your desire to speak frequently. Some topics will be of greater interest to you than others, but your contribution is expected on a regular basis.

ISSUE PAPERS (65%)

**Read and follow the guidelines below for writing the issue papers.** For the week you are speaker, you will submit your PowerPoint presentations instead of an issue paper. When you are the moderator, you will submit Moderator’s Notes (printed) with your issue paper. I am particular on style of writing so I recommend that you follow the specified style/form for these papers. All papers are to submitted on Turnitin.

Each issue paper should have:

**Title:** The title should be interesting and related to the topic.

**Introduction:** (1 paragraph) State the significance and scope of issue(s).

**Issues:** (min. of 600 words) Synthesize the primary content/issues and integrate the information across papers.

**Analysis:** (min 400 words) Evaluate and analyze the information presented in the papers.

**Conclusions:** (min. 200 words) Base conclusions on an analysis of the issues. There should be clear evidence of critical thinking.

**Literature Cited:** Use name/date citations in text and full literature citation at the end of the paper. All citations are to follow the Style Manual for Rangeland Ecology and Management.

**Grading rubric:** **Grade your own paper using the rubric and attach a completed copy to the back of your paper before you submit it to me.** I will use the same rubric form for my evaluation of your paper.

**Revised papers:** Papers receiving a grade of C or lower, must be revised and resubmitted the week after you receive your graded paper. When you submit a revision, attach the original paper and the previously marked grading rubric. You are allowed one revision and your grade for that paper will be the grade on the revised paper.

**Late Policy:** Issue papers are to be submitted during the class period they are due. **Late papers or late revisions with unexcused absences will be accepted with a penalty of 10 points.** Students with a University excused absence who arrange with the instructor to submit the abstract within one week of their return to class will not have a late penalty.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Inadequate (D-F)</th>
<th>Meet Expectations (C-B)</th>
<th>Exceptional (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity and organization</strong> (10 points)</td>
<td>Paragraphs are not internally cohesive, sentences do not follow logically, paragraphs are not logically organized, writing difficult to read</td>
<td>Most paragraphs are internally cohesive and logically organized; most sentences follow logically</td>
<td>All paragraphs are internally cohesive; all sentences follow logically</td>
</tr>
<tr>
<td><strong>Grammar</strong> (10 points)</td>
<td>Frequent punctuation errors, misspelling, ambiguity, wordiness, improper or convoluted word order</td>
<td>Some grammatical errors and misspellings; some wordiness; writing is not too difficult to read</td>
<td>Writing is clear, concise and easy to read; few grammatical and spelling errors;</td>
</tr>
<tr>
<td><strong>Style &amp; Form</strong> (5 points)</td>
<td>Sections missing; headings used improperly; margins/spacing not as specified</td>
<td>Most sections and headings present; margins &amp; spacing generally correct</td>
<td>All sections present; headings properly used; margins 1” &amp; double spaced</td>
</tr>
<tr>
<td><strong>Citation of sources</strong> (10 points)</td>
<td>Sources generally not cited in text; literature cited missing or does not follow guidelines</td>
<td>Literature citations used in text; Lit Cited present and generally complete; style mostly correct</td>
<td>All sources cited in text; all sources present in Literature Cited; style of citations is correct</td>
</tr>
<tr>
<td><strong>Topic content</strong> (25 points)</td>
<td>Incomplete information; some papers not reviewed and major issues not included; paper less than ¾ of specified length</td>
<td>Significant information present from most papers; length near specifications</td>
<td>All papers reviewed and all major issues included; clearly meets or exceeds length specifications</td>
</tr>
<tr>
<td><strong>Integration and Critical analysis</strong> (25 points)</td>
<td>Little or no integration of information across papers; content segmented for each paper; Little or no evidence of critical thinking</td>
<td>Some integration of information and issues across papers; some evidence of critical thinking; most issues defined and contrasted</td>
<td>Information clearly and concisely integrated across papers; logically organized; clear evidence of critical thinking; clear, concise, complete analysis of all major issues</td>
</tr>
<tr>
<td><strong>Conclusions</strong> (15 points)</td>
<td>Conclusions are trivial and not based on analysis of issues.</td>
<td>Some significant conclusions presented; some evidence that they are based on analysis of the issues</td>
<td>Conclusions well developed; &amp; clearly based on your analysis of the issues.</td>
</tr>
</tbody>
</table>
RESUME AND COVER LETTER (10%)

Select a job announcement that interests you. Prepare your resume and a cover letter as an application for that position. Refer to the instructional materials on Vista for information on how to write the cover letter and the resume. You will submit these on the date due in the course schedule. You will then need to schedule a 20 minute interview with me during which we will review your letter, resume and position announcement. I will mark them and return them to you. You will then need to revise them and resubmit the original copy and the revised copy. You will receive your grade for this assignment after you submit the revised documents.

MODERATOR (10%)

As moderator, you will need to read all of the papers for the topic and prepare a thorough set of moderator’s notes. Moderator’s notes will be graded. Submit typed moderator’s notes at the end of the class period. Moderator’s notes should be approximately the same length as the issue paper. Each moderator should submit a complete set of moderator’s notes. They should contain the following:

1) Opening comments to introduce the topic.
2) Information for introductions for faculty guest.
3) List of important issue points with analysis of each.
4) Questions and discussion starters to guide the dialogue.
5) Closing comments to summarize the topic and close dialogue at the end of the class period.

The moderators should plan to coordinate the duties prior to the class with each moderator taking specific responsibilities. For the presentations, each moderator will introduce one speaker.

Days with presentations
1. Pass out Presentation Evaluation forms.
2. Introduce the speaker. Each class member will introduce one speaker.
   - Have a signal to warn the speaker when they have been speaking for 10 minutes.
   - At 11 minutes, the moderator should rise and stand on the side of the room.
   - If the presentation exceeds 12 minutes, the moderator should stop the speaker.
3. After the speaker completes the presentation, the moderator takes charge of the class and directs the completion and collection of the evaluation forms.

Days with discussion and faculty guest
1. The week before, check with the invited faculty guest and obtain information for their introduction.
2. Arrive by 7:50 AM and prepare the room in seminar style. At the end of class, return the room to original configuration.
3. Take charge and open class with appropriate comments to introduce the topic. Share this duty among the moderators.
4. Introduce faculty guest.
5. The opening and closing comments are good places for you to express some of your ideas and opinions on the topic. As moderator, do not dominate the dialogue with your opinions.
6. Have good questions to address to the faculty guests and the class. Good questions cannot be answered by ‘yes’ or ‘no’. Ask your questions to specific individuals, not to the class in general.
7. The moderator is responsible for encouraging everyone to participate in the discussion. This may require active intervention.
8. The moderator is responsible for preventing individuals (faculty, students or moderator) from monopolizing time during the discussion.
9. Two minutes before the end of the class period, the moderator should:
   - close the dialogue by making appropriate concluding remarks,
   - thank the faculty guest(s) for participating,
   - return control of the class to Dr. Kothmann for any class announcements.
Moderator Evaluation Form

Student’s Name: ___________________________

Grade: A   B   C   D   F

Days with presentations

_____ Pass out Presentation Evaluation forms.

_____ Introduce the speaker. Each class member will introduce one speaker.

_____ Have a signal to warn the speaker when they have been speaking for 10 minutes.

_____ At 11 minutes, the moderator should rise and stand on the side of the room.

_____ If the presentation exceeds 12 minutes, the moderator should stop the speaker.

_____ After the speaker completes the presentation, the moderator takes charge of the class and directs the completion and collection of the evaluation forms.

Days with discussion and faculty guest

_____ The week before, check with the invited faculty guest and obtain information for their introduction.

_____ Arrive by 7:50 AM and prepare the room in seminar style. At the end of class, return the room to original configuration.

_____ Take charge and open class with appropriate comments to introduce the topic. Share this duty among the moderators.

_____ Introduce faculty guest.

_____ The opening and closing comments are good places for you to express some of your ideas and opinions on the topic. As moderator, do not dominate the dialogue with your opinions.

_____ Have good questions to address to the faculty guests and the class. Good questions cannot be answered by ‘yes’ or ‘no’. Ask your questions to specific individuals, not to the class in general.

_____ The moderator is responsible for encouraging everyone to participate in the discussion. This may require active intervention.

_____ The moderator is responsible for preventing individuals (faculty, students or moderator) from monopolizing time during the discussion.

_____ Two minutes before the end of the class period, the moderator should:

_____ Close the dialogue by making appropriate concluding remarks,

_____ Thank the faculty guest(s) for participating,

_____ Return control of the class to Dr. Kothmann for any class announcements.

Evaluator: _____________________________
PRESENTATION GUIDELINES (10%)

- Develop the presentation using Power Point.
- Read the grading rubric for Presentations and use it to improve your presentation.
- Read the papers and any additional resources you want to use for the topic.
- Make an outline of the main points from the papers.
- Integrate and organize the material into one coherent presentation.
- Include information from all of the papers in the readings.
- Provide your analysis of the information relating to the issues.
- Use a good introduction to open the presentation and summary/conclusions to close it.
- Provide (Name Date) citations for sources on each slide where you use information from sources. Place the citation in the text or footer as is appropriate.
- Include a Literature Cited at the end of your presentation with full citations of each source.
- Do not use too much text in slides. Use key words and phrases.
- Make the font easily readable (>18 point).
- Have good contrast between font color and background (light on dark or dark on light).
- Avoid busy or cluttered background-wallpaper and excessive animation.
- Format the slides to provide good visual effect.
- Relevant pictures and variety add interest and enhance the visual effect.
- Be confident, capture, and hold the audience’s attention.
- Vary the volume, pace and tone of your voice; project your voice.
- Be aware of your body language. Don’t put your hands in pockets or lean on the desk.
- Make regular eye contact with ALL of the audience.
- Practice and time your presentation to be between 8 & 12 minutes.
- Practice, PRACTICE, PRACTICE your presentation and time the length!
- When you complete your presentation, turn control of the class back to the Moderator.
- Submit a printed copy of your presentation using the handout option with 6 slides per page.
# PRESENTATION GRADING RUBRIC

Name: ____________________________

## CONTENT (50%)

1. Is the introduction relevant and descriptive? (5 pts)  
   (The introduction is very important. Spend time to make it good!)  
   _______

2. Are all issues clearly defined and presented? (15 pts)  
   (Present all sides of the issue. Make a balanced presentation.)  
   _______

3. Is the analysis logical, does it present significant evidence of critical thinking, and is it original with the speaker? (15 pts)  
   _______

4. Are the conclusions logically and clearly based on the analysis of the issues? (10 pts)  
   (Clearly state all major conclusions. Have a slide(s).)  
   _______

5. Are sources cited in all the slides with full Literature Citations at the end of the presentation? (5 points)  
   _______

Total for Content (50 pts)  
[_____]

## VISUAL AIDS (20%)

1. Readable (5 pts)  
   (Font size, style and color; background clarity)  
   _______

2. Well composed (5 pts)  
   (Use key words; limit amount of text per slide.)  
   _______

3. Relevant (5 pts)  
   (Slides related to the presentation. Have a slide for each major point.)  
   _______

4. Visual impact (5 pts)  
   _______

Total for Visual Aids (20 pts)  
[_____]

## PRESENTATION SKILLS (30%)

1. Audience Command (6 pts)  
   (Does the speaker stimulate interest and hold the attention of the audience?)  
   _______

2. Confidence/Enthusiasm (6 pts)  
   (Body language, energy level)  
   _______

3. Voice/Articulation (6 pts)  
   (Volume, pace, variety, clarity)  
   _______

4. Eye Contact (6 pts)  
   (Look at audience, minimize reading)  
   _______

5. Timing (8-10 min. length)  
   Start ________ End ________ Min ________ (6 pts)  
   (Points will be deducted if the presentation is too short or too long.)  
   _______

Total for Presentation Skills (30 pts)  
[_____]

Grade on Presentation  
[_____]
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
<th>Moderators</th>
<th>Faculty Guests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 26</td>
<td>Course Introduction, Policies &amp; Procedures</td>
<td>Kothmann</td>
<td>Kothmann</td>
<td>---------</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Technical Writing &amp; Reviewing</td>
<td>Kothmann</td>
<td>Kothmann</td>
<td>---------</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Interview Questions Cover Letter &amp; Resume</td>
<td>Rob Grainger Reid Peyton Bill Stedman</td>
<td>John Denton Michael Sasser Travis Lyles</td>
<td>Dr. Barron Rector Dr. Moore</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Being a Professional</td>
<td>Kale Hollingsworth Joel Quinteros Michael Sasser</td>
<td>Rob Grainger Chris Morgan Bill Stedman</td>
<td>Dr. Knight</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Being a Professional Discussion</td>
<td>John Denton Chris Morgan Hunter Speck</td>
<td>Katy Weber Danielle Peña Travis Tymarak</td>
<td>Dr. Knight</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Rangeland Inventory</td>
<td>Danielle Peña Aaron Hopewell Travis Tymarak</td>
<td>Kelly Haile Roger Richards Matt Redmond</td>
<td>Dr. Smeins</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Rangeland Inventory Discussion</td>
<td>John Denton Chris Morgan Hunter Speck</td>
<td>Katy Weber Danielle Peña Travis Tymarak</td>
<td>Dr. Smeins</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Spring Break</td>
<td>------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Future of Rangelands</td>
<td>Danielle Peña Aaron Hopewell Travis Tymarak</td>
<td>Kelly Haile Roger Richards Matt Redmond</td>
<td>Dr. Smeins</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Grazing Systems</td>
<td>Katy Weber Steven Goertz Travis Lyles</td>
<td>Aaron Hopewell Hunter Speck Reid Peyton</td>
<td>Mr. Hamilton</td>
</tr>
<tr>
<td>Apr 13</td>
<td>Grazing Systems Discussion</td>
<td>John Denton Chris Morgan Hunter Speck</td>
<td>Katy Holingsworth Joel Quinteros Steven Goertz</td>
<td>Dr. Feagin</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Climate Change</td>
<td>Kelly Haile Matt Redmond Roger Richards</td>
<td>Kale Holingsworth Joel Quinteros Steven Goertz</td>
<td>Dr. Feagin Dr. Wilcox</td>
</tr>
<tr>
<td>Apr 27</td>
<td>Climate Change Discussion</td>
<td>John Denton Chris Morgan Hunter Speck</td>
<td>Katy Holingsworth Joel Quinteros Steven Goertz</td>
<td>Dr. Feagin Dr. Wilcox</td>
</tr>
<tr>
<td>May 4</td>
<td>Course Evaluation</td>
<td>Last day to submit revised papers</td>
<td>Last day to submit revised papers</td>
<td>---------</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment Due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 26</td>
<td>Introduction and overview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 2</td>
<td>Issue Paper #1- Technical writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 9</td>
<td>Paper #2- Job description, Cover Letter, &amp; Resume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 16</td>
<td>Issue Paper #3- Being a Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>#3- Moderator papers due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 2</td>
<td>Issue Paper #4- Rangeland Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 9</td>
<td>#4- Moderator papers due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 16</td>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 23</td>
<td>Issue Paper #5- Future of Rangelands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 30</td>
<td>#5- Moderator papers due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 6</td>
<td>Issue Paper #6- Grazing Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 13</td>
<td>#6- Moderator papers due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 20</td>
<td>Issue Paper #7- Climate Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 27</td>
<td>#7- Moderator papers due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 4</td>
<td>Final date for submitting revised papers; course evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>