Memorandum

May 27, 2008

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
       W Course Advisory Committee

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

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

Courses Submitted for Certification:

ANSC 314    Wool Evaluation and Grading
ANSC 414    Sheep and Goat Production
BIOL 491    Undergraduate Research with Writing Credit
CHEM 234    Organic Synthesis and Analysis IV
DCED 301    Dance History
MUSC 312    Music in Modern Western Culture
SOCI/WMST 424    Women and Work in Society

Courses Submitted for Recertification:

ATMO 459    Tropical Meteorology
ECON 449    Economics of Decision-Making and Strategy
GEOL 311    Principles of Geological Writing
INFO 439    Management of Information Systems
NUTR 430    Community Nutrition
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: W. Shawn Ramsey, Dept. of Animal Science
    Gary Acuff, Head, Dept. of Animal Science
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: May 21, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: ANSC 314

We recommend that ANSC 314, Wool Evaluation and Grading, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:27

Students will write a total of six two-page reviews of assigned research articles. A final writing project, a production proposal, will be completed in three sections, and these sections will be turned in at specified times during the semester. Peer review and feedback from the professor and graduate students will be given. The instructor and other guests will lecture about writing instruction.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ANSC 314, Wool Evaluation and Grading

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

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

Signature: [Signature]
(Course Instructor/Coordinator) 11/27/07

Received: [Signature]
(W Course Coordinator, University Writing Center) 2/6/08

Approvals:

College Dean: [Signature] 27 Nov 2007
(Date)

Department Head: [Signature] 11/27/07
(Date)

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ANIMAL SCIENCE 314 - SYLLABUS

Professor: Dr. Shawn Ramsey, Associate Professor
Office: 114 Kleberg
Phone Number: 979-845-7616

Textbook: ANSC 314 Wool and Mohair Evaluation Notebook

WOOL EVALUATION AND GRADING

Objectives:
- The evaluation of USDA grades from wool and mohair;
- Steps involved in processing raw wool into finished product;
- Grading, evaluation and selection on fleeces for economic value;
- Genetic and environmental factors affecting quality characteristics of wool and mohair;
- Oral and written defense of judgment.
- Increase writing comprehension and skills

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Lab Practical</td>
<td>15%</td>
</tr>
<tr>
<td>Written Wool Reasons</td>
<td>10%</td>
</tr>
<tr>
<td>6 Weekly Writing Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Final Written Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Policies:
Each of the three exams will not be comprehensive. Each will cover material from the test before. The lab practical will cover the material that will be covered in the lab portion of the schedule. This class is designated as being “writing intensive”. Therefore, you will be expected to complete several different writing assignments throughout the semester.

Writing Assignments:
There will be a total of 6 weekly writing assignments that will be required. Each will consist of reading an assigned research article and giving a review of each. The assignments will all be 2 double-spaced pages, 12 point font and written in times new roman font. Assignments will be discussed and details of each will be given during lecture. Guest lectures will be given from professional researchers to help students further understand writing assignments as well. A representative from the University Writing
Center will give a guest lecture over grammar, spelling and writing styles. The final written project will consist of three different sections, all of which will be turned in at different specified times throughout the semester for peer review as well as critique from the instructor and graduate assistants. After each has been reviewed and handed back they must be included in the final version handed in at the end of the semester. Final Project will be further discussed during lecture.

Plagiarism:
According to Student Rule 20.1.3, plagiarism occurs when a writer does not cite sources of information or uses work done by someone else as if it were his or her own. You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. You will have the right to submit a written appeal to the department head, as outlined in Student Rule 52.

Plagiarism will not be tolerated, in the case that a student is caught plagiarizing a grade of 0 will be assigned to the specific assignment.

The University Writing Center:
We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.

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 979-845-1637.

"An Aggie does not lie, cheat, or steal or tolerate those who do."
- Aggie Code of Honor

www.tamu.edu/aggiehonor

Special Thanks To:
- American Sheep Industry Association Production Research and Educational Council.
- Dr. Frank Craddock and his article: "Wool and Mohair Evaluation: What measurements are used? What do they mean? How can they help me?"
- Mohair Council of America
• Sheep Industry Development Program, Inc. Sheep Production, Inc.
• Texas Agriculture Experiment Station
• Texas Agriculture Extension Service
• Current and former members of the Texas A&M University Wool and Mohair Evaluation Team.
• University Writing Center

*Without the dedication of these individuals, organizations, and associations, this educational notebook would not be possible. Thanks again!*
**LECTURE OUTLINE**  
**ANSC 314-500**  
**FALL 2008**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT (All Topics are Subject to Change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 28</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug. 30</td>
<td>History of Wool Industry</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Wool Evaluation</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Value Determining Characteristics of Wool</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>Wool Processing</td>
</tr>
<tr>
<td>Sept. 14</td>
<td><em>SURVEY OF KNOWLEDGE I</em></td>
</tr>
<tr>
<td>Sept. 18</td>
<td>UWC Guest Lecture</td>
</tr>
<tr>
<td>Sept. 20</td>
<td>Researcher Guest Lecture</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Breeding Classes</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>Lab Practical</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Commercial Classes</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Lab Practical</td>
</tr>
<tr>
<td>Oct. 9</td>
<td><em>SURVEY OF KNOWLEDGE II</em></td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Peer Review of Rough Drafts (1st Section)</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Mohair/Natural Colored Wool (Reasons Only)</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>The Advantages of Wool</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Wool Marketing</td>
</tr>
<tr>
<td>Oct. 25</td>
<td>Research Guest Lecture</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Peer Review of Rough Drafts (2nd Section)</td>
</tr>
<tr>
<td>Nov.</td>
<td><em>Lab Practical Exam</em></td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Future of Wool Industry</td>
</tr>
<tr>
<td>Nov. 13</td>
<td><strong>Team Meets Only</strong></td>
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<tr>
<td>Nov. 15</td>
<td>Special Topics in Wool Processing and Manufacturing</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Peer Review of Rough Drafts (3rd Section)</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Lab Practical</td>
</tr>
<tr>
<td>Nov. 26-29</td>
<td>THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Lab Practical (Final Manuscript of Project DUE)</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Review for Final</td>
</tr>
<tr>
<td>Dec. 1</td>
<td><strong>FINAL SURVEY OF KNOWLEDGE (3:00-4:50)</strong></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: W. Shawn Ramsey, Dept. of Animal Science
     Gary Acuff, Head, Dept. of Animal Science
     Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: May 21, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: ANSC 414

We recommend that ANSC 414, Sheep and Goat Production, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 30%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:15

Weekly papers will be critiqued and graded as well as handed back to students before the next journal critique is assigned. The major project will be a production proposal. The paper will consist of three main segments. Each segment will be turned in at different specified times during the semester for review and critique. This proposal will closely follow guidelines for submitted research proposals. The final draft of the proposal will be due the week before finals begin. Students will also peer review papers in groups of two.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ANSC 414 Sheep and Goat Production

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

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

Signature: W. Ramsey 11/27/08
(Course Instructor / Coordinator)

Received: Valerie Balester 2/27/08
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: David Heimer 27 Nov 2007

Department Head: 11/27/08

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Course Objective:
Students in this course will be expected to acquire knowledge of the basic principles of sheep, goat, and fiber production. This course will include breeding and selection, nutrition, reproduction, health, fiber production and marketing. Discussion of these factors will be directed toward optimizing production of sheep and goats under both range and farm flock conditions. Laboratories will emphasize managerial skills and techniques with practical, hands-on exercises. This course is writing intensive and is designed to offer the student instruction and hands-on activities to increase the students writing comprehension and skills.

Student Responsibilities:
Students in ANSC 414 are urged to actively participate in lectures and are required to actively participate in all laboratories. Students will be required to prepare a farm flock/ranch production plan that utilizes techniques learned in class. Students will also participate in discussion groups and present selected material to the class.

Student Evaluation:
Students will be evaluated by four Surveys of Knowledge worth 15% of final grade. In addition, the farm/ranch plan will be worth 20% of final grade. Also, there will be weekly assignments worth another 10% of final grade. Grades will be assigned based on the standard grading system:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
</tr>
<tr>
<td>D</td>
<td>69%-60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% = should NOT happen!</td>
</tr>
</tbody>
</table>

Writing Assignments:
There will be a total of 6 weekly writing assignments that will be required. Each will consist of reading an assigned research article and giving a review of each. The assignments will all be 2 double-spaced pages, 12 point font and written in times new roman font. Assignments will be discussed and details of each will be given during lecture. Guest lectures will be given from professional researchers to help students further understand writing assignments as well. A representative from the University Writing Center will give a guest lecture over grammar, spelling and writing styles. The final written project will consist of three different sections, all of which will be turned in at different specified times throughout the semester for peer review as well as critique from the instructor and graduate assistants. After each has been reviewed and handed back they must be included in the final version handed in at the end of the semester. Final Project will be further discussed during lecture.

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Plagiarism will not be tolerated, in the case that a student is caught plagiarizing a grade of 0 will be assigned to the specific assignment.
Guest lectures from the sheep and goat industry will be presented in class and laboratories throughout the semester.

Guest lectures from professional researchers to aid in weekly assignments as well as a guest lecture from a representative from the University Writing Center to address grammar, spelling and punctuation.

The text for the course will be in the Sheep Production Handbook.

Tests will be a combination of short answer, identify/define, and discussion.

A field trip is planned to visit different sheep and goat production systems to reinforce course objectives. Proposed visits include:

- Lamb Feedlot
- Wool and Mohair Scouring Plant
- Mohair Combing Plant
- Farm Flock Operations
- Range Flock Operations

Americans with Disabilities Act (ADA) Policy Statement:
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"Aggies do not lie, cheat or steal, nor do they tolerate those who do."

The University Writing Center
We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1    | Introductions  
Course Overview | Selected Paper 1 |
| 2    | Breeds | Handouts |
| 3    | Medication  
Review of Paper 1 DUE | Selected Paper 2 |
| 4    | Nutrition  
Peer Review (Text) for paper 2 Due | |
| 5    | Nutrition Management  
Major topic for final paper due  
Review for Paper 2 DUE | Selected Paper 3 |
| 6    | Diseases | |
| 7    | Disease Management  
Review for Paper 3 DUE  
Selected Paper 4 | OUTLINE DUE |
| 8    | Parasite resistance and Management | |
| 9    | Reproductive Management  
Review paper for paper 4 DUE  
ROUGH DRAFT DUE (2 copies) | Selected Paper 5 |
| 10   | Reproductive Technologies | |
| 11   | Wool Industry  
Review for paper 5 DUE | Selected Paper 6 |
| 12   | Shearing and Processing of Wool | Gibbs handout |
| 13   | FINAL ARTICLE DUE (with graded rough draft attached) | |
| 14   | In class activity/discussion  
(make-up day if necessary)  
Review paper for 6 DUE | |
|      | FINAL EXAM (8 a.m.) | Tues. May 8th: 8-10 am |
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Rita Moyes, Dept. of Biology
     Vincent Cassone, Head, Dept. of Biology
     Tim Scott, AOC Dean, College of Science
DATE: May 21, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: BIOL 491

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

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:7

Students will write a research report in a format similar to that seen in the primary research literature. Prior to writing, the student and research instructor will discuss the format of the research report and the elements of effective science writing. Discussions will also cover the preparation of outlines and effective paragraph construction. Students will then write a draft version of their paper that will be turned in to their research instructor by the end of the 10th week of the semester. Students will discuss their draft version with the instructor to receive feedback on the style, grammar and organization of the paper. Students will then revise their papers accordingly and submit a second draft by the end of the 12th week of the semester. The process will be repeated, and the third version of the report that is submitted will be the final graded version. The undergraduate advising office will have a list of all students registered for BIOL 491s and will schedule workshops through the writing center such as: “Citing and Using Sources, Summarizing, Abstracts, and Avoiding Plagiarism.” Power Points and exercises for these topics developed for the introductory microbiology laboratories will also be available through the Biology department website for further instruction. Students will have to attend 3 workshops to obtain writing credit.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   BIDL-491  research

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

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

   Signature: [Signature]
   (Course Instructor / Coordinator)  2/12/08  (Date)
   Received: [Signature]
   (W Course Coordinator, University Writing Center)  4/27/08  (Date)

   Approvals:
   College Dean: [Signature]  3/19/08  (Date)
   Department Head: [Signature]  2/15/08  (Date)

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BIOL 491-900 Undergraduate Research with Writing Credit (1 credit) Syllabus

Course Coordinator: R. Moyes, Senior Lecturer, Biology, Ginger Carney, Assistant Professor Biology

Text: Style Guide recommended by your research advisor

This course will be graded.

**In order to register for the 900 section and earn W credit, the following requirements must be met:**

1) You must be an undergraduate major in the Biology Department.
2) Your research advisor must sign the application form, agreeing to read and respond to drafts of your work.
3) You must submit drafts of your paper to your research advisor by week 10 and week 12 for feedback. After each of these assignments is submitted, you must have a writing conference with your research advisor. You will revise these and incorporate them into your final thesis. A final paper must be submitted to your advisor at the beginning of week 15.
4) You must also submit the final version of your thesis to the Undergraduate Programs Office in Biology by Week 15.

**Weekly Writing Assignment**

1 Meet with advisor to discuss topic and research goals
2 Library research on topic
3
4 Meet with advisor to discuss writing expectations after library research on topic
5 – 7 online or workshop attendance through biology dept
8
9
10 Draft to Research Advisor: Conference with Advisor
11
12 2\textsuperscript{nd} Draft to Research Advisor: Conference with Advisor
13
14 - 15 Final Thesis Due

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

"Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." [http://www.tamu.edu/aqehonor_definitions.php](http://www.tamu.edu/aqehonor_definitions.php)
Application to Earn Writing Credit for Undergraduate Research

Name of Student: ________________________________

UIN: _________________________________________

Thesis Title: __________________________________

Research Faculty: _______________________________

Research Advisor Agreement
I agree to follow the guidelines outlined in the BIOL 491-intensive writing course syllabus.

Signature of Research Advisor: ____________________

Approved for 1 hr course credit: ___________________
Undergraduate Programs Office in Biology
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Kenn Harding, Dept. of Chemistry
    David H. Russell, Head, Dept. of Chemistry
    Tim Scott, AOC Dean, College of Science
DATE: May 21, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: CHEM 234

We recommend that CHEM 234, Organic Synthesis and Analysis IV, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:14

Every assignment will include grading on all aspects of a scientific report, including format, style, composition, and grammar. These graded reports will be returned promptly, allowing students to use these comments in preparing their later assignments. In addition, a limited number of graded lab reports will include comments on writing by both GAT and faculty instructor, and students will be expected to submit a rewritten report. The grades on the rewritten reports will be included as a significant component in determining the students’ total points at the end of the semester. A discipline-specific text on scientific writing is required, and readings will be assigned throughout the semester. Common writing errors will be discussed in lectures and writing error exercises will be included during the course of the semester.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   CHEMISTRY 234 - ORGANIC SYNTHESIS AND ANALYSIS IV

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

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

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

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

Approvals:

College Dean: [Signature] [Date]
Department Head: [Signature] [Date]
Chemistry 234, Spring, 2008, General Information

Instructors
Professor Daniel Singleton
2208 Chemistry, 845-9166, singleton@mail.chem.tamu.edu
Professor Coran Watanabe
1125 Chemistry, 458-8094, watanabe@mail.chem.tamu.edu
Dr. Patricio Santander
001i Chemistry, 862-4004, santander@mail.chem.tamu.edu

TA's
Thom Kelly Room 1118 Phone: 845-2232 gkelly@mail.chem.tamu.edu
Ollies James Room 2212 Phone: 845-6915 ojames@mail.chem.tamu.edu
Andy Mitchell Room 308 Phone: 862-1222 amitchell@mail.chem.tamu.edu
Jennifer Foulke Room 1116 Phone: 845-2232 jfoulke@mail.chem.tamu.edu

Gant
The "gant" maintains and will help you with the many instruments associated with the laboratory.
Xavier Bogle Room 2212 Phone: 845-6915 xbogle@mail.chem.tamu.edu

Required Materials
Lab Notebook: A notebook set up to make legible carbon copies is required. At the end of each lab period, you will have to hand in a copy or original of the day’s description and data.
Safety Goggles – These are available at the MSC bookstore and are usually sold the first week by GSAC. After the first day, no one will be admitted without goggles, so if you get here and have forgotten them, go ahead and start hiking to wherever you can get a pair.
Optional: A lab coat is a good idea. A lab coat of sufficient length to cover your knees is required if you are wearing shorts.
Enclosing shoes: Sandals are not allowed.

Effort
Chem 234 is a three credit-hour course, and the level of effort required for this course is rather high. The ACS accreditation standard for a credit hour of laboratory work is 43-50 contact hours and this course is meant to count as two credit hours of laboratory work, so we aim the course to require 86 – 100 hours of actual lab time for a typical student. This includes time in the lab and time taking spectra outside of the lab period, but does not include your preparation for labs or the time for your lab reports.

You may have experienced or you may experience in the future lab courses where the lab contact hours are far less than the accreditation standard. It is rare for students to complain about a course being too easy, but considering what you now pay in tuition, you might consider doing so. Our goal is to give you your money’s worth. We hope you find the "effort" to be fun and the rewards of the course to be high, but you should expect from the beginning for the course to be quite time-consuming.

Chem 234 is designed to give students a thorough introduction to modern laboratory organic chemistry. The course will cover (1) the understanding and design of organic experiments, (2) organic laboratory techniques, (3) the use and interpretation of analytical and spectroscopic tools, (4) the communication of scientific results by clear, concise, and precise writing, and (5) the application of the
scientific method to organic research, including the acquisition of results from "failed" experiments, the use of data to support conclusions, proper documentation of observations (a high-quality research notebook), and the formal reporting of results.

**Preparation**

Considering the limited importance of exams in this course, you should understand that we feel justified in requiring that you be completely prepared for a laboratory session before coming to the lab. A critical part of your preparation is your "prelab" report, discussed below. In order to complete an experiment within the allotted time you must know what procedures, glassware, chemicals, and amounts of chemicals are required, and be completely prepared to start the experiments.

Outside reading, problems or reports may be assigned, as necessary. Again, the aim will be to help in your preparation for an experiment.

Another part of your preparation is attendance at the lab lecture held on Friday of the preceding week. You must attend this lecture so that both safety and procedures may be discussed in detail.

A quiz will be given on the first day of each main experiment, covering material from your prelab report and preparation and from the Friday lectures.

**Grading**

Your grade will be determined by a curved point system. Generally, each experiment is worth \( \approx 30-60 \) points which are given for completing the experiment, obtaining the requested data, interpretation of the data, keeping a proper notebook, carrying out correct calculations, and writing up the results. Not all categories apply to each experiment. The point breakdown for each week's experiment(s) will be given to you prior to that experiment. The laboratory reports will account for \( \approx 400 \) points, the quizzes will be worth 10 to 20 points each for \( \approx 160 \) total points, and the final will be worth 100 points. Bonus points may be earned in ways to be described for various labs.

**Prelabs:** For each experiment you will prepare a prelab write-up (written in your lab notebook). The requirements for each prelab will be given in the lab handout, and should be followed explicitly. The prelab represents the standard preparation performed by any organic chemist before starting an experiment, and will generally include:

1. A list of the steps to be followed during the lab period in sufficient detail that the lab handout and book would not be necessary (This should not be copied verbatim from the text, only pertinent steps should be noted)
2. Apparatus: A sketch of the particular glassware set-up needed for the experiment.
3. For any reaction to be performed, a completely balanced chemical equation for the reaction, with solvent or other agents which don't enter into the balanced equation written above the arrow for each step.
4. A table of compounds with the structure and planned quantities of all compounds, including the following information:
   a. any unusual safety hazards associated with any compound
   b. the density of anything to be measured by volume
   c. For a reaction, the molecular weights and number of moles of all compounds in the balanced equation or any catalyst, and the theoretical yield.
5. References to where you found any data.

These prelab write-ups will be critical to your performance on quizzes.

**Prelab Quizzes:** At the beginning of each main experiment there will be quizzes given. These quizzes are open lab notebook and open class notebook but closed book / closed handouts. A substantial portion of the quizzes will cover the most obscure unrememberable trivia that should be in your prelab writeup, but the quizzes may also cover material discussed in the last one or two lab
lectures and material from required prelab reading. For most experiments the prelab quiz will be worth 20 points, and a great way to do poorly in this course is to not prepare. If you fail a prelab quiz you will not be allowed to continue with the lab until you have completed a prelab writeup to the satisfaction of your TA.

Postlab: The requirements for each postlab will be given in the lab handout, and should be followed explicitly. The postlab will generally include a summary of results and conclusions, and all calculations, such as percentage yield, in detail. Use of a "Table of Results" can be effective, and can allow your TA to easily find the data for which he is giving points.

Because Chem 234 is a writing course, there will be specific short assignments associated with writing for most of the postlabs.

The trick to successful postlabs is to respond to every request and question. Every request and question in the lab handout will be assigned points. If you don't do them, you won't get the points.

Postlabs will be due at 3:00 on the Friday after the experiment is complete, except for the last experiment which is due on the day before finals start. Postlabs handed in after that time will lose 10% of the possible points (remaining, rounded down) per day late. On the due date the penalty will be compounded when the report is handed in and rounded up (In other words, 3:01 loses a point and 3:00 a.m. loses 5%). Problems with instrumentation can lead to changes in the due dates for the experiments; we will attempt to be certain that you have adequate time for each experiment.

The postlab should not be written in your notebook, and any discussion should be typed. Calculations and chemical equations may be handwritten if legible.

Notebook: You will be required to keep a laboratory notebook (See details below) and the notebook will be graded. Either the original or legible carbon copy pages from all new writing in your notebook should be handed in at the end of each lab period, including the experiment number, your name, and the date at the top. All data such as weights of reagents, observations, melting points, boiling points, yields, etc must be in these pages - data that isn't handed in at the time of the experiment does not exist, and the post-lab must be written as being based on unreliable observations from memory, that may at the option of the TA or instructor be ignored or discounted.

Final Exam: A final exam worth 100 points will be given during the lecture period after the final week of labs, and will test your knowledge of experiments, techniques, and the material covered in class.

Bonus points: You can improve your chances of an A grade by obtaining a significant number of bonus points. This will require you to work in a time-efficient manner so that you have time to carry out extra experiments, and it will require you to solve some relatively challenging problems.

We expect that the majority of grades given in the course will be A's and B's, but the final percentage of high grades will be based on the class's work ethic, ingenuity, and enthusiasm. Violation of safety standards or failure to complete the assigned work can lead to grades of D or F.

Attendance

Attendance is required. The system has built into it significant penalties for non-attendance, in that absence from Friday lectures will hurt you on quizzes and absence from lab will make it difficult to complete and write up experiments. It is possible to mathematically mitigate the effect of these penalties, but this will happen only for fully documented university-recognized excused absences that follow exactly relevant Texas A&M regulations.

Notebook

You will be required to keep a laboratory notebook and satisfactory notes will be required to complete any experiment. The notebook must make carbon copies. Start a new notebook page at the beginning of each lab day, labeled with the date, your name, and the experiment(s) you are working on. Your notebook must contain:
1. Your prelabs.

2. Actual amounts of reagents used (using the correct number of significant digits). Actual reaction times and temperatures. Note that the prelab was a plan and what you actually do will be almost always be different, so both the planned amounts, times, etc, and the actual amounts, times, etc end up in the notebook.

3. Any deviations from the procedure outlined in the prelab, as well as any additional pertinent details or any particular problems.

4. Yields in grams of crude and purified products. Melting point ranges of products. Data on all separations and chromatography (observed boiling points, # of fractions, Rf values, etc.).

5. Any other raw data which you want to quote in your postlab.

6. Be sure to include experimental observations (color changes, temperature changes, etc.) in your notebook when they occur.

Overall, your notebook should be structured such that someone could precisely reproduce your procedure from your notebook alone. Your notebook is also a workbook. You can use the back of a previous page as "scratch paper" and can correct or change numbers in your notebook by drawing a line through the old number. Separate scraps of paper, paper towels, etc. are not the place to do calculations or record events.

Read the handout on keeping a notebook. This is generally good with the note that you should use your judgment about what is necessary and important. E.g. melting and boiling points of products would be important. The molecular weight, solubility and density of your reaction solvent are not important. The density of a starting liquid is important if you are planning to measure the starting material by volume.

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 that you have a disability requiring an accommodation, please contact the Department of Student Life Serviced for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

AGGIE HONOR CODE

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

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

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

The two main issues that arise in laboratories are fabrication of data and plagiarism.

Fabrication of date: Any lab report containing fabricated data will receive a score of zero on the first offense. This will typically have the effect of lowering your grade by one letter. Further offenses will lead to greater sanctions in accord with University Rules and Regulations.

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

If any two lab reports contain an identical sentence or multiple near-identical phrases or identical data that cannot be accounted for by random chance, both labs will receive scores of zero on the first offense.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Carisa Armstrong, Dept. of Performance Studies
    Judith Hamera, Head, Dept. of Performance Studies
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: May 21, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: DCED 301

We recommend that DCED 310, Dance History, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:24

Students will write 1-2 page analyses of several choreographic works and an 8-10 page research paper. The analyses will be graded, and focus will be placed on the content and mechanics. The instructor will provide handouts, rubrics, etc. to guide students as they write, and their texts will offer examples of how to write about dance.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   DCED 301 - Dance History

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

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

Signature: [Signature]
(Course Instructor / Coordinator) 3/16/08
(Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) 3/20/08
(Date)

Approvals:
College Dean: [Signature] 3/18/08
(Date)

Department Head: [Signature] 3/17/08
(Date)
Course Syllabus

Course: Dance History  
Instructor: Carisa Armstrong  
Pre-requisite: DCED 200  
Course Number: DCED 301  
Email: carisa-armstrong@hlkn.tamu.edu  
Office Hours: by appointment

Required Text:

Description of Course: Dance History is a humanities based course which investigates the influences that dance has had on society throughout history and the impact of specific historical events on dance. The course evaluates the development of dance from Prehistoric to Present Day. This course discusses the human condition and culture during specific events throughout history and its influence on dance technique. Parallels between society, dance, visual arts, and music during a specific time in history will be addressed. The course includes the philosophies of choreographers that have shaped the world of dance and how those philosophies have impacted their choreographic works and society.

Course Objectives:
1. Students will demonstrate the scope and variety of different choreographic works, identifying choreographer, time period, historical and social significance. (EX. Students will be asked to identify choreographic works through photographs/video)
2. Students are asked to critically analyze choreographic works and develop an informed opinion about dance and its influence on society. (EX. viewing videos followed by discussion; victim art and Bill T. Jones work, Still Here, in response to AIDS)
3. Students will address the parallels between society, dance, visual arts, and music during a specific time in history. (EX. Dance and Picasso, Cunningham/Cage)
4. Students will discuss the human condition and culture during specific events throughout history and its influence on dance technique. (EX. slavery and its role of it development of jazz dance, influence of other cultures on dance technique)
5. Students will evaluate the development of dance from Prehistoric to Present Day.
6. Students will be able to identify philosophies of choreographers that have shaped the world of dance and how those philosophies have impacted their choreographic works and society.
7. Students will demonstrate writing abilities appropriate for the analysis of choreography.
8. Students will demonstrate the ability to gather research and write an insightful well organized paper regarding some given aspect of Dance History.

General Course Content:
1. Primeval; Ancient Greece & Rome; Middle Ages; Renaissance
2. Ballet Comique de la Reine; Renaissance Court Spectacle; England; Louis XIV; Lully; Beauchamps
3. Paris Opera; Opera-ballet; Ballet becomes a Profession
4. 19th Century; Taglioni; Bourbonville; Blasis; Pointe develops; Elssler
5. Russian Ballet; Petipa: The Sleeping Beauty; Ivanov: The Nutcracker/Swan Lake; Early 20th Century reformers
6. Experimentalism in Ballet; Diaghilev’s Ballet Russes; Fokine; Nijinsky; Massine; Balanchine; Pavlova
7. Ballet comes to America; Rise of American Ballet; in musical theater; New York City Ballet; American Ballet Theater; Tudor; Robbins; Feld
8. Modernism Revealed; Laban; Jooss; Schlemmer and the Bauhaus
9. Early Modern Dance; America’s Pioneers; Duncan; St. Denis; Shawn; Denishawn; German influence: Wigman and Holm; Weidman; Tamaris
10. America After Denishawn; Bennington; Graham; Humphrey;
11. Ballet around the world; Ballet in Western Europe; Russia; China; Italy; France; Germany; Belgium
12. The Second Generation; Limon; Horton; Dunham; Primus; Ailey; Sokolow; Lang
13. Reinterpreting Modern Dance; Nikolais; Taylor; Hawkins; Cunningham
14. Postmodernism; Monk; Childs; early Tharp; Brown; Rainer; Halprin; Paxton
15. The Merging of the Disciplines; Lubovitch; Forsythe; Tetley
16. International Contemporary Dance; The Netherlands; Great Britain; Pina Bausch
17. Ballet Rising; Nureyev; Baryshnikov;
18. Ballet’s High Tide; New York City Ballet; ABT; The Joffrey; Dance Theater of Harlem;
19. Late Modernism; Bill T. Jones/Arnie Zane; Pilobolus; Mark Morris;

Course Work:
Research Paper: 150
The paper is 8-10 pages long (1.5 spacing) and is created using 6-8 written resources. The paper is graded in multiple levels to provide the students with the tools necessary for success. These include an outline/Bibliography including a thesis and concluding statement; a peer reviewed draft (students will be provided a rubric to guide their grading); an instructor reviewed draft that will be returned for preparation for the final draft. Further instructions are provided online.

Exams: 200
There are two exams including a midterm and a final exam. Both exams will include video identification and essay questions. The videos count for 20 points of each exam and the remaining 80 points are essay answers.

Presentation: 50
The students will present these in class; they should include written information and video of the choreographer being discussed. A written draft of the information will be turned into the instructor on the day of presentation. Further instructions are provided online.

Assignments: 100
The students will view videos and live performance to complete these written assignments. The assignments will each have their own set of instructions provided online. Each assignment requires a 1-2 page (single spaced) written analysis; which will be graded on content and writing ability. These assignments are spaced throughout the semester to give the students instruction on their writing.

Grade Scale:
500-450 = A
449-400 = B
399-350 = C
349-300 = D
299-0 = F

Writing Course Statement:
Students who fail the writing portion of this course but still have a passing grade in the other course work will be considered failing. This course has been approved as a Writing credit course and must uphold specific standards in regard to the writing portion of the course.

Attendance Policy:
Students are expected to attend class everyday. Students will be allowed 3 absences with no penalty. After the first three absences, the student will lose 2 points for each subsequent absence from their final grade. If student misses an exam or an assignment, the student must have documentation of a University Excused Absence to make up the missed work.
Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor
It is further recommended that instructors print the following on assignments and examinations:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Alan Houtchens, Dept. of Performance Studies
    Judith Hamera, Head, Dept. of Performance Studies
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: May 21, 2008

SUBJECT: REPORT ON PROPOSED W COURSE: MUSC 312

We recommend that MUSC 312, Music in Modern Western Culture, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 2500-3500
4. Instructor to student ratio for one section: 1:20

Students write analyses over two musical compositions. The papers must place the compositions within the context of political, economic, and social developments, and consider it in relation to analogous contemporaneous trends in the visual arts, dance, or literature. The instructor will provide students with models and handouts that illustrate what is expected, along with written and oral feedback on student drafts.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

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)

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

Approvals:

College Dean: 
Printed name and signature (Date)

Department Head: 
Printed name and signature (Date)
MUSIC 312-900 (W) (Spring 2008)
MUSIC IN MODERN WESTERN CULTURE
T Th 12:45–2:00 p.m.

COURSE DESCRIPTION
Rigorous study of styles, genres, and forms in Western music from the beginning of the nineteenth century to the present within the context of political, economic, social, and cultural developments.

Particular emphasis is placed on the interconnections between music, literature, and the visual arts.

The course contains a substantial writing component designed to meet University guidelines for W status.

Analysis of musical compositions, literary selections, and works of visual art is involved. Students are expected to already be familiar with basic musical concepts, terms, and analytical procedures.

PREREQUISITE
MUSC 205: Theory and Musicianship II or approval of instructor

LEARNING OBJECTIVES
• strengthen our understanding of music and the other arts as living entities, with the view that artistic creations grow in meaning, import, and emotional intensity like--and as--humans do
• focus on the historical/cultural aspects of music: the development of music in the past, its enrichment of the present, and its promise for the future
• discover interconnections between music, dance, literature, and the visual arts
• demonstrate familiarity with fundamental musical terms, concepts, systems of theory, and analytical procedures
• apply the principles of critical inquiry to music and the other arts
• refine a writing style that is directly communicative, logical, concise, and grammatically correct
• engage in scholarly research activity
• develop listening skills that may be applied to all kinds and styles of music
• enhance conceptual thinking by considering aesthetic and artistic issues within the context of political, economic, social, and cultural events and conditions
• gain insights into the processes of artistic creativity
• (re)consider performance practice issues specific to the music studied in the course
COURSE MATERIALS


Required: Course Packet. Obtainable at Notes-N-Quotes, 701 University, College Station, 846-2255


Please bring the text and course packet to every class session.

PRINCIPAL WORKS STUDIED

| 1   | Laurie Anderson, “From the Air”                                      | 2   | Claude Debussy, *Suite bergamasque*                  |
| 2   | Anon., *Dies irae*                                                  | 3   | *Clair de lune*                                     |
| 3   | Béla Bartók, String Quartet no. 4, V                               | 4   | *Passepied*                                         |
| 5   | Luciano Berio, *Sinfonia*, III                                     | 6   | Fanny Mendelssohn Hensel, “Dämmerung senkte sich von oben” (Twilight has descended) |
| 6   | Hector Berlioz, *Symphonie fantastique*, V                         | 7   | Gustav Mahler, St. Anthony of Padua’s Sermon to the Fishes |
| 7   | John Cage, *Second Interlude*                                      | 8   | Gustav Mahler, Symphony no. 2 in C minor, III      |
| 8   | Fryderyk Chopin, Piano Concerto no. 2, II                         | 9   | Arvo Pärt, *Litany*                                |
| 9   | Aaron Copland, *Appalachian Spring*                                | 10  | Steve Reich, *Music for 18 Musicians*               |
| 11  | Mario Davidovsky, *Synchronisms* no. 9                             | 12  | Hector Berlioz, *Symphonie fantastique*, II       |
| 12  | Antonín Dvořák, String Quintet in E-flat, II                       | 13  |                                                  |

GRADING (600 points total)

| *Analytical Study 1 | 100 points | Thursday, 7 February |
|                    |           | Tuesday, 4 March (optional second grading) |
| *Analytical Study 2 | 100 points | Thursday, 3 April |
|                    |           | Thursday, 24 April (optional second grading) |
| Exam 1             | 110 points | Tuesday, 12 February |
| Exam 2             | 130 points (comprehensive) | Thursday, 20 March |
| Final Exam         | 160 points (comprehensive) | Wednesday, 7 May, 8:00-10:00 a.m. |
| Four pop quizzes   | 7 points each extra credit | anytime! |

*SPECIAL STIPULATION:* You must accumulate at least 120 points on the Analytical Study assignments in order to pass the course (60% of 200 points).
GRADING (continued)

Each exam may involve a take-home component passed out during a class session preceding the exam. Please be advised that students are expected to be in class whenever a take-home portion of an exam is distributed. Unless a student is able to provide proper documentation for a relevant absence, she/he will not be able to make up that portion of the exam.

Hand-held computers, PDAs, cell phones, or similar devices are not permitted during quizzes or exams.

No make-up quizzes or exams will be administered unless a written excuse is presented in compliance with official University policy as stated under Student Rules, Part I, Section 7: Attendance (Revised 2006) in the TAMU Student Handbook online: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/).

For absences related to illness or injury of one or two University business days, a written document is required from a health care professional confirming dates and times of visit. For absences of three or more days, the note must also contain the medical professional’s confirmation that absence from class was necessary.

| 90-100 percent | 540-600 points | A |
| 80-89 percent  | 480-539 points | B |
| 70-79 percent  | 420-479 points | C |
| 60-69 percent  | 360-419 points | D |
| ≤ 59 percent   | 359 points or less | F |

*SPECIAL STIPULATION: You must accumulate at least 120 points on the Analytical Study assignments in order to pass the course (60% of 200 points).

Please note that, while you are always welcome to discuss test scores and grades with me personally in my office, I maintain a strict policy of not addressing these issues over the telephone or through written communication, including E-mail.

CLASS PARTICIPATION

Roll will be taken daily and class participation will be noted. Each absence will be recorded even if an excuse is provided. If, at the end of the semester, a student’s accumulated number of points lies on the borderline between two grades, I reserve the prerogative to award the higher grade in accordance with her/his attendance and participation record. Missing no more than three class sessions is considered acceptable (but not advisable).

HOMEWORK

For every hour in class, each student is expected to spend at least 2 hours doing the reading assignments and listening to the required selections. The listening selections are available on CDs in the EdMS (Education and Media Services), Evans Library Annex 417; or they may be streamed to a computer through the services of MediaMatrix by logging onto [http://mediamatrix.tamu.edu/](http://mediamatrix.tamu.edu/).

Students who read music may check out scores at the CRCP desk (Course Reserves/Current Periodicals), Evans Library, 2d floor.
ACADEMIC INTEGRITY

The handouts used in this course are copyrighted. The word “handouts” encompasses all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, review sheets, and the items in the Course Packet. Because these materials are copyrighted, you do not have the right to copy them.

“An Aggie does not lie, cheat, or steal or tolerate others who do.” The issue of scholastic dishonesty in all of its manifestations has received increasingly more attention in recent years on this campus. Some of the more common acts that constitute scholastic dishonesty are listed below:

- Acquiring answers for any assigned work or examination from any unauthorized source.
- Working with another person or persons on any assignment or examination when not specifically permitted by the instructor.
- Observing the work of other students during any examination.
- Providing answers for any assigned work or examination when not specifically authorized to do so.
- Informing any person or persons of the contents of any examination.
- Failing to credit sources used in a work product in order to pass off the work as one’s own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Such plagiarism involves passing off as one’s own the ideas, words, writings, etc. belonging to another, and/or copying work done by another person and turning it in as one’s own, even if that person has given permission to do so.

These and other descriptions of academic dishonesty may be found online under the heading “Student Rules: Definitions of Academic Misconduct” at http://www.tamu.edu/aggiehonor.

Infractions of these rules will be treated in the manner described under the heading “Student Rules: Academic Integrity Sanctions” at http://www.tamu.edu/aggiehonor.

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, Room B-118. The telephone number is 845-1637.

STUDENT’S ACKNOWLEDGMENT

I HAVE READ AND UNDERSTAND THE STATEMENTS ABOVE AND WILL COMPLY WITH THEM.

Please print your name  ___________________________  Signature  ___________________________  Date  ___________________________
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Nancy Plankey Videla, Dept. of Sociology
     Mark Fossett, Head, Dept. of Sociology
     Claudia Nelson, Head, Dept. of Women’s Studies
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: May 21, 2008
SUBJECT: REPORT ON PROPOSED W COURSE: SOCI/WMST 424

We recommend that SOCI/WMST 424, Women and Work in Society, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

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

There are two paper projects for which drafts have to be turned before the final due dates. There is one five-page family work history essay, based on interviews with family members and engagement with class material. At the end of the semester there is a research paper. For both, the instructor has individual meetings with each student to discuss both the content and the writing of the paper. Moreover, students will have one opportunity to re-write their final papers based on instructor comments. Students will receive writing instruction in the form of individual conferences, peer review, and class discussion.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   SOC 1 / WMST 424: Women and Work in Society

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

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

Signature: Nancy Clark, Chair
(Course Instructor/Coordinator) 3/3/08 (Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 3/12/08 (Date)

Approvals:

College Dean: Donald Aten 3/12/08 (Date)

Department Head: Claudia Nelson (WMST), 3/1/08
Claudia Nelson (SOC), 3/5/08
Sociology 424/WMST 424: Women and Work in Society  
Fall 2008  
Tuesday and Thursday - 11:10-12:25pm

Prof. Nancy Plankey Videla  
Office: Academic Building 429B  
Office Phone: 845-5483  
Email: plankeyvidela@tamu.edu  
Office hours: TBA and by appointment

Course Objectives:

This course is an overview of some of the most important issues facing women in their for Pay. Women have always worked, but as industrialization moved employment out of the home and created a dependence on employment for most families, women’s position in the household and the economy changed. Specifically, their former productive activities became devalued and their ability to leave their families to earn a living was restricted. However, even in the early stages of industrialization, women were more involved in factory work and home-based production than many realize. The 20th Century saw the steady rise in the percentage of women who worked outside the home for income, with a brief decline in the 1950s. Since the 1960s, however, women’s labor force participation has increased rapidly, almost equaling that of men.

Women and men do have different patterns of work, different types of work, and different careers. There is still a pay gap that can’t be explained completely by women’s choices or skill levels. Moreover, the fact of women moving into the labor force is not only an American phenomenon, but a global one which affects women in every country. Issues such as wage equity, discrimination, exploitation, ‘the glass ceiling’, work-family conflicts, parental and family leave, retirement savings, and many more affect women differently than men.

In this course, we will examine what sociologists know about women and their work—their successes as well as their continuing problems. We will first read a historical look at women and work in the U.S., followed by a short textbook that provides an overview of most of the issues and basic information on the topic. Then will read several recent books that provide a more in-depth, qualitative look at the worlds of women and work. These books cover the work of working class women, women professionals, gender in jobs that were traditionally defined as “women’s jobs,” the problem of work and family conflicts, and the present situation of immigrant and international women.

Readings:

There are three books and a reading packet required for this course. The following books are available at the MSC Bookstore and have also been put on 4-hour reserve at Evans library:


(6) The course packet is available through Texas A&M library course reserve at http://ereserves.tamu.edu and at WebCT at http://pilot.tamu.edu/webct

I expect every student to read assigned materials before class. We will stick to the course outline as closely as possible, however, it may occasionally be necessary to make adjustments to the schedule. These adjustments will be announced in class and posted on WebCT. It is the students' responsibility to stay informed of all changes in the course outline.

**Course Format:**

We meet twice a week and each meeting will combine lecture and discussion of topics covered in the readings. We will also watch several films related to the course material. Discussion is key to understanding the course material and **participation will be graded**. We will share—in class and through various assignments—our experiences of work, which will provide a useful basis for critically engaging the theories and ideas brought up in lectures and readings.

Since this is a W class, we will have two writing workshops provided by the Writing Center, and there will be one opportunity to re-write each of the writing assignments. Moreover, you will need to meet with me to discuss your essay and paper both in terms of content and writing style. The goal is for you to learn about the gendered dynamic of the labor market while honing your writing and analytical skills.

**Requirements and expectations:**

I expect students to attend class, do the assigned reading and participate in class discussions. Your final grade will be based on exams, assignments and participation. You will earn points for each assignment, though for your final grade, I will take into account such things as improvement, enthusiasm and active participation in discussions.

**Course grading:**

Here is how your final grade breaks down:
Two (2) non-cumulative exams (100 points each)
You will have 2 exams over the course of the semester. The first will be an in-class essay exam and the second will be a take-home final. No make-up exams will be given unless you have a legitimate and documented reason. You need to notify me prior to the exam.

One (1) essay/investigation project (75 points)
You will conduct a short research assignment (4-5 pages) that require investigation into your own place of work, and the work histories of at least two generations in your family. The assignment will be discussed and handed out in class.

One (1) research paper (100 points)
There will be a 20-page research paper due at the end of the semester. You will choose the topic in consultation with me. A draft will be due mid-semester to ensure that you have plenty of time to re-write and improve you paper.

Participation and attendance (25 points)
You will be graded on the quality of your participation, as well as attendance. It is important to learn to speak comfortably and confidently in formal settings, and to learn to take charge of your own learning environment. A goal of this class is to be as interactive as possible.

Attendance is required. I will take attendance off and on throughout the semester. More than two unexplained absences will affect the attendance and participation portion of your grade. If you have a personal or family emergency or religious observance, please contact me ASAP (and preferably before the absence). Your sixth unexplained absence will drop your final overall grade an entire step (for example, from a B to a B-). Your final grade will continue to drop one step for each successive unexcused absence after the sixth. And out of respect for your fellow students and myself, come to class on time.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Short Essay/Research Paper</td>
<td>75</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Participation and attendance</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

A Note on Academic Dishonesty

As members of a community of learning, it is imperative that all students be aware of and abides by the rules of academic integrity. They can be downloaded at [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm). Furthermore, as of September 1, 2004 the Aggie Honor Code will be effect (www.tamu.edu/aggiehonor). In short, they state that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information. Knowledge is built upon the work of others—that work must be recognized appropriately. If you use an idea, paraphrased sentences or words of another person(s) you must cite them. When in doubt, cite the work. It is preferable to over-cite than to take credit for someone else’s work.
Plagiarism and other forms of academic dishonesty will not be tolerated. Suspected cases will be sent to the Aggie Honor System Office where an investigation will proceed. The consequences of academic dishonesty range from grade sanctions to expulsion from the University. This is a very serious matter.

**A Note on Disability**

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.
## Soci 489: Sociology of Work
### Fall 2005 Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25- Sept 29</td>
<td>Introduction Historical Overview of Work</td>
<td>Kessler-Harris Introduction, Chapter 1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Historical overview continued Writing Workshop</td>
<td>Kessler-Harris, Chapters 2-4</td>
</tr>
<tr>
<td>Sept. 1 – Sept. 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Theories of Work and Gender</td>
<td>Padavic and Reskin, Introduction, chapters 1-3</td>
</tr>
<tr>
<td>Sept. 8 -- Sept. 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Theories of Work and Gender</td>
<td>Padavic and Reskin, chapters 4-7</td>
</tr>
<tr>
<td>Sept. 15 – Sept. 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Family and Work</td>
<td>Hochshild Introduction, chapters 1-3</td>
</tr>
<tr>
<td>Sept. 22 – Sept. 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Family and Work <strong>FIRST ASSIGNMENT DUE</strong></td>
<td>Hochshild, chapters 4-8</td>
</tr>
<tr>
<td>Sept. 29– Oct. 3</td>
<td></td>
<td></td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Men who work in ‘women’s work’</td>
<td>On-line: Williams; Reskin; Lupton</td>
</tr>
<tr>
<td>Oct. 6 – Oct. 10</td>
<td></td>
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<tr>
<td><strong>Week 8</strong></td>
<td>EXAM 1 Emotional Work</td>
<td>Pierce, chapters 1-3</td>
</tr>
<tr>
<td>Oct. 13 – Oct. 17</td>
<td></td>
<td></td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Gender and Professional Work</td>
<td>Pierce, chapters 4-7</td>
</tr>
<tr>
<td>Oct. 20 – Oct. 24</td>
<td></td>
<td></td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Gender, Race and Work <strong>Paper Draft Due</strong></td>
<td>On-line: Nakano Glenn; Wells; Higginbotham</td>
</tr>
<tr>
<td>Oct. 27 – Oct. 31</td>
<td></td>
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</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>Peer Review of Paper/Writing Workshop Class and Gender at Work</td>
<td>On-line: Fink; Leidner</td>
</tr>
<tr>
<td>Nov. 3 – Nov. 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Gender and Sex Work Gender and Care Work</td>
<td>On-line: Bales; Kempala On-line: Smith; Peters</td>
</tr>
<tr>
<td>Nov. 10 – Nov. 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>Women in International Perspective No class Thursday- Thanksgiving Break</td>
<td>Lynch, chapters 1-4</td>
</tr>
<tr>
<td>Nov. 17 – Nov. 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>Globalizing Work <strong>Paper Due</strong></td>
<td>Lynch, chapters 5-8</td>
</tr>
<tr>
<td>Nov. 24 – Nov. 28</td>
<td></td>
<td></td>
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<tr>
<td><strong>Week 15</strong></td>
<td>The Globalization of Work, The Localization of Gender Dec 8 – Reading Day</td>
<td>Film: Uprooted</td>
</tr>
<tr>
<td>Dec. 1 – Dec. 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINAL**
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair  
CC: Lee Panetta, Dept. of Atmospheric Sciences  
Kenneth Bowman, Head, Dept. of Atmospheric Sciences  
Vatche Tchakerian, AOC Dean, College of Geosciences  
DATE: May 20, 2008  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ATMO 459  

We recommend that ATMO 459, Tropical Meteorology, be re-certified as a writing-intensive (W) course for the next four academic years (1/08 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 (2000-3000)  
4. Instructor to student ratio for one section: 1:20  

Critical comments are provided by the instructor on weekly/biweekly short essay questions, review papers, outline of term paper, and rough draft of term paper. Writing instruction is provided through an inclusive lecture style, and writing models and feedback are provided throughout the course.  

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

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

   ATM 459 Tropical Meteorology

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

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

Signature: [Signature]
(Course Instructor / Coordinator) 4 Feb 08 (Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) 5/2/08 (Date)

Approvals:
College Dean: [Signature] (Date)
Department Head: [Signature] 4-29-08 (Date)
ATMO 459 : Tropical Meteorology

Instructor: R. L. Panetta  Office: 1007A
Office hrs: M, W 11-12, Th 3:45 - 5  e-mail: panetta@ariel.tamu.edu

This course is an introduction to tropical weather phenomena, and the role they appear to play in the general circulation of the atmosphere. During the course, students will be asked to work on a series of assignments that will be given almost weekly, assignments that involve solving problems and writing short (1 page) summaries of material. Students will also be asked to write a term paper on a topic chosen with the consent of the instructor. This topic will involve some aspect of tropical meteorology.

Consistent with this course being designated as “writing intensive,” part of the grade given on any written assignment or written part of an examination will be based on such elements of writing as grammar, spelling, organization, and exposition.

The lectures will be grouped into three sections.

• Tropical Climatology (9 Lectures, Aug 26-Sept 23): Survey of the climatology of the tropics, viewed in the context of the general circulation of the atmosphere; review of basic dynamic and thermodynamic relations; properties of the tropical boundary layer; cumulus dynamics and organization.

• Tropical Cyclones (9 Lectures, Sept 30-Oct 28): Tropical cyclones – observations, dynamics, and forecasting; the Madden-Julian Oscillation; monsoon circulations.

• Large Scale Oscillations (8 Lectures, Nov 4-Dec 2): Equatorial waves; the Gill model of large-scale forced convection; El Nino and the Southern Oscillation; the Quasi-Biennial Oscillation and Pacific Decadal Oscillation.

Important dates:

• Exam 1: Thursday, Sept 25.
• Term paper topic chosen: Tuesday Sept 30.
• Exam 2: Thursday Oct 30.
• Term paper outline, bibliography due: Thursday Oct 16.
• Term paper rough draft due: Thursday Nov 13.
• Term paper due: Tuesday, Dec 2
• Final Exam: (University schedule to be announced.)

Grading Scheme:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid term exams (2)</td>
<td>15% each</td>
</tr>
<tr>
<td>Term paper</td>
<td>25%</td>
</tr>
<tr>
<td>Quasi-weekly assignments (written)</td>
<td>10%</td>
</tr>
<tr>
<td>Quasi-weekly assignments (calculation)</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>
References: A number of handouts will be made during the course. It is assumed that you have the first three books listed below. Background for some of the lectures may be found (among other places) in the other books; copies of such material, as well as journal articles, that are discussed at any length will be made available.

Hurricane! Coping with Disaster, 2003, Simpson et. al., American Geophysical Union. This is the text required for the course: it will be used in the lectures on tropical cyclones.


Introduction to Dynamical Meteorology, (any edition), J. Holton, Academic Press


Observations of Surface to Atmosphere Interactions in the Tropics, 1999, M. Garstang and D. Fitzgerald, Oxford University Press.


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

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

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Ted Turocy, Dept. of Economics
    Larry Oliver, Interim Head, Dept. of Economics
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: May 20, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 449

We recommend that ECON 449, Economics of Decision-Making and Strategy, be certified as a writing-intensive (W) course for the next four academic years (1/08 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 (60%)
2. Course content appropriate to the major
3. Total number of words (3000)
4. Instructor to student ratio for one section: 1:30

Students receive comments from both the instructor and the University Writing Assistant (UWA) on four short essays (250-300 words). There is a formal rough draft of the final course paper, on which written feedback is given by both the instructor and UWA, as well as half-hour office visits with students discussing strategies for improving rough drafts for the final paper. Topic and thesis selection and development for the final paper is modeled via sample case studies throughout the course. In various semesters blind peer review and small group discussions of rough drafts are used.

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

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

ECON 449 - Economics of Decision-Making and Strategy

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: Theodore Turcotte
Printed name and signature

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

Approvals:
College Dean: Matthews
Printed name and signature

Department Head: Larry Oliver
Printed name and signature

MAY 2, 2008

RECEIVED
BY: A7 of 78 F
Texas A&M University, Department of Economics  
ECON 449: Economics of Decision-Making and Strategy  
Spring 2008

Instructor

Dr. Ted Turocy, ALLN 3065, turocy@econmail.tamu.edu, 862.8082.  
Office hours: TBA, for reasons I will outline at the first class meeting.  
Contact: Note that the university's policy on privacy is such that I am only able to respond to  
.tamu.edu addresses regarding any sort of personal information (e.g., grades).  
UWA: Amanda Mochnike, amoe1908.130tamu.edu; office hours TBA. Please note that Amanda is  
a Writing Assistant, and not a TA. She is available to help you with the writing portions of the  
course, but all administrative, content, and grading questions should be addressed to Dr. Turocy.

Dates and Times

Lectures will be Mondays and Wednesdays, 11:20a-12:35p, ALLN 1003.  
For selected lectures, we will meet in the Economic Research Laboratory, ALLN 3072. This  
is located on the third floor, on the east side of the building. Please consult the schedule on the  
course webpage for these meeting days.

Course Webpage

The course webpage is  
http://econweb.tamu.edu/turocy/econ449

I will post electronic copies of all handouts, as well as links to supplementary materials, and all  
course-related announcements on this page. You are responsible for all information on the course  
webpage, so please check it frequently!

General Course Description

This course examines the economics of decision-making and strategic behavior in a variety of set­tings, drawn from corporate, governmental, political, and social contexts. The analysis will be  
rooted in the rational choice school of decision making. Special emphasis will be placed on showing  
how to use the tools of game theory to construct and analyze simple models to capture the key  
aspects of a strategic situation.

As a prerequisite for this course, students should have completed Intermediate Microeconomics  
(ECON 323) or its equivalent, or obtain the permission of the instructor.

Required Course Text

Comments: An excellent introductory text on game theory with a focus on strategic thinking  
and analysis.

**Comments:** This book is a bit dated, but is still a classic among the "strategic thinking" mass-market paperbacks that appeared in the late 1980s and early 1990s. It's easy-to-read, and focuses more on teaching-by-example; sort of an "executive summary" of strategic thinking for the busy MBA student.

**Evaluation**

Grades for the course will be determined based on three components: participation, a series of quizzes, and a course project, with weights as follows:

- Short essays: 20%
- Quizzes: 40%
- Final paper: 40%

**Short essays:** Since the focus of this course is to learn how to apply game theory to analyze situations, in-class discussion and participation is strongly encouraged. In some lecture periods, we will introduce some concepts of decision and game theory by means of in-class experiments. These experiments are integral to the course, and your attendance at all of them is expected; you are to contact me promptly if you miss one of these sessions for any reason.

There will be (about) seven experiments in the course. For four of them, you are to write a short essay (of 300-400 words or so) based on the experiment. For each experiment, you'll receive a list of suggestions for essay topics, though you will be free to improvise on other related topics as well. The essay is due at the start of the subsequent lecture period, unless otherwise noted. You may pick any four experiments for your essays. By their nature, you must be present at an experiment in order to be able to write the corresponding essay. Unforeseen circumstances, including excusable absences, do not absolve you of reaching the four essay requirement. Therefore, you are advised not to put off doing essays until later in the course.

Your score on this portion of the grade is determined as follows. Full credit on each essay is 5 points. Partial credit is possible for essays not meeting the required standards. In general, partial credit will be awarded after comments and suggestions on previous essays has not been heeded. Each unexcused absence on an experiment day is a deduction of 3 points. So, for example:

- If you only complete 3 of the 4 essays, getting full credit on each, but attend all experiment days, your score on this portion is $3 \times 5 - 0 \times 3 = 15$ out of the possible 20;

- If you complete all 4 essays, getting full credit on each, but miss two experiment days, your score on this portion is $4 \times 5 - 2 \times 3 = 14$ out of the possible 20.

In addition, at the end of the semester at least two students will be selected at random to have the opportunity to win a significant cash prize (amount to be determined) based on the number of "points" earned during the lab exercises. I will explain separately how this will be done; suffice it to say that to maximize your chances of winning the prize, you'll want to attend all experiment sessions, and to play the games as well as possible.
Quizzes: There will be a series of short quizzes throughout the semester, each focusing on your understanding of the concepts and applications of game theory recently covered in class. The dates of quizzes, as well as the subject material to be tested, will be announced in advance.

Paper: This is a writing-intensive course. During the semester, each student will prepare a research paper, which will be due Friday, May 2, at 5pm sharp - no exceptions! Details on project requirements will be distributed in a separate document, and are considered as part of the syllabus; any requirements and deadlines set forth there have equal force to those in this syllabus.

Overall grade: The final percentage grade will be converted into a letter grade according to this table:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 ≤ grade ≤ 100</td>
<td>A</td>
</tr>
<tr>
<td>80 ≤ grade &lt; 90</td>
<td>B</td>
</tr>
<tr>
<td>70 ≤ grade &lt; 80</td>
<td>C</td>
</tr>
<tr>
<td>60 ≤ grade &lt; 70</td>
<td>D</td>
</tr>
<tr>
<td>otherwise</td>
<td>F</td>
</tr>
</tbody>
</table>

Please in particular note that there is no rounding. A grade of 89.9 is a B, not an A.

There will be no extra credit opportunities after the fact. If you have a reason you need some extra time or allowances on any part of the course, you must contact me before, not after. (See the section on excused absences and makeups below.)

Summary Outline of Topics

The following lists, in roughly chronological order, the major topics which will be covered in the course, with corresponding readings (DN=Dixit and Nalebuff; DS=Dixit and Skeath; additional handouts will also be distributed as needed). The course webpage contains a more detailed calendar, which will be kept up-to-date as the semester progresses.

The student is expected to keep pace with these readings independently. In some cases, lectures will follow closely the presentation of the material in one or both texts; in others, the texts will present the material in other, complementary ways.

1. Decisions involving one person
   (a) Basic principles of decision modeling and decision-making
   (b) Decision trees and tree rollback
   (c) Incorporating risk and uncertainty
   (d) Information cascades

2. Decisions involving many people
   (a) Analyzing strategic situations (DS 1–2, DN 1–3)
   (b) Sequential and simultaneous moves (DS 3–4)
   (c) The benefits of being unpredictable (DS 5, DN 7)
(d) Strategic moves and commitment (DS 9, DN 5-6)

3. Applications

(a) The value and strategic use of information (DS 12)
(b) Incentives and contracting (DN 12)
(c) Repeated interaction (DS 8, DN 4)
(d) The strategy of voting (DS 14, DN 10)
(e) Bargaining (DS 16)

Policy on Excused Absence and Makeups

In general, I try to be as reasonable as possible with regards to alternate arrangements for completing the quizzes. Alternate arrangements can be made for any good reason, not just those which fit University-approved excused absences, subject to these guidelines:

1. Arrangements for taking the quiz outside of class due to any previously-scheduled conflict (regular doctor’s appointment, job interview, family function) must be in place by the announced quiz time. In these cases, it is preferable for you to take the quiz earlier than the announced time.

2. To make arrangements due to “emergency” situations that may or may not be University-approved absences, you must contact me promptly about the situation, preferably prior to the quiz time. Details of the alternate arrangements can be worked out after the emergency is settled.

3. Regardless of the situation, in all cases the expectation is that the quiz will be completed prior to the start of the next lecture period following the quiz date. (Extended illnesses or similar situations are of course excepted from this requirement.)

Overall, you will find me much easier to get along with if you are proactive and discuss with me sooner, rather than later, alternate arrangements for taking quizzes or submitting essays. I tend to be very inflexible after due dates and times have passed.

Policy on Grade Appeals/Corrections

All questions regarding grading of any portion of the course: quizzes, essays, or marking of experiment attendance and earnings scores, must be submitted in writing (via email is fine) within 72 hours of the score being posted to WebCT Vista.

Deportment

To help cut down on distractions, I remind you to please turn off mobile phones, pagers, and so forth during lecture and laboratory periods. You are also expected not to use wireless devices to check email or send messages during the class period. The lecture room is small and will be full; doing these things, while not noisy, are a potential distraction to those seated around you. Please be considerate of your colleagues.
Administrative Items

ADA Notice

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 reasonably accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities, in Cain Hall, or call 845-1637.

Statement on Academic Integrity

The Aggie Honor Code states

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

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

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

CC: Julie Newman, Dept. of Geology
    Andreas Kronenberg, Head, Dept. of Geology
    Vatche Tchakerian, AOC Dean, College of Geosciences

DATE: May 20, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOL 311

We recommend that GEOL 311, Principles of Geological Writing, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (90%)
2. Course content appropriate to the major
3. Total number of words (2000-4000)
4. Instructor to student ratio for one section: 1:20

Students receive feedback on their work in individual sessions with the instructor and/or graduate assistants, peer review, and in comments on written work, which they then need to revise; 90% of their written work is revised after receiving feedback. Methods of instruction include lectures on the following topics: the scientific process and how it is reflected in scientific writing; researching scientific literature; summarizing and paraphrasing; plagiarism; outlining; writing abstracts; editing and revising; references and citations; preparing illustrations and tables for scientific papers; preparing a scientific research paper. Other methods of instruction include reading and dissecting geologic literature in-class writing with peer review and discussion, modeling, and individual sessions with instructor and graduate assistants.

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

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete course title):
   GEOG 311 PRINCIPLES OF GEOLOGICAL WRITING

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

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

Instructor/Coordinator: [Signature]
Printed name and signature

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

Approvals:
College Dean: [Signature]
Printed name and signature

Department Head: [Signature]
Printed name and signature

[Stamp: RECEIVED MAY 21 2008]
Principles of Geological Writing
Geology 311
Spring 2008

Dr. J. Newman
Office: Halbouty 157
e-mail: newman@geo.tamu.edu

Lecture: Monday, 1:50 – 2:40 Room: Halbouty 105
Office hours: Friday, 9:00 – 10:00 or by appointment.

Course Objective:
To provide guidance and experience in communicating geology through writing.

Course Description:
GEOL 311 is a course in written communication within the geological sciences. Through reading and writing different types of geologic literature, this course will cover: researching scientific literature; summarizing and paraphrasing; outlining; writing abstracts; editing and revising; references and citations; preparing illustrations and tables for scientific papers; preparing a scientific research paper.

Recommended Texts:

Other Writing Resources:

University Writing Center: http://writingcenter.tamu.edu/

GOOGLE is not permitted as a resource in this class (except to link to research sites, listed below).

Research Links:
ISI Web of Knowledge: http://portal.isiknowledge.com/
deliverEdocs and Interlibrary Loan (ILL) Services: https://illiad.tamu.edu/illiad/logon.html
TAMU library home page: http://library.tamu.edu/portal/
Class Attendance Policy:
Attendance in class is required. Peer review, group editing, and class discussion are critical parts of this course. Refer to the university rules on “Attendance” at: http://student-rules.tamu.edu.

For all assignments:
Proper punctuation, spelling and grammar are the responsibility of the student. If you need help with writing basics, take advantage of services offered through the University Writing Center. All work that is handed in must be typed (12 point) and double-spaced. No work will be accepted late. The Aggie Honor Code must be written on every item of work.

Grading:
Final grades will depend on a combination of class discussion and participation in Peer Review, in-class assignments, drafts of written work, and final copies of written work. All first drafts will be handed in and will be worth 50% of the final grade for that assignment.
Class discussion, participation in Peer Review, in-class assignments: 15%  
Writing assignments: 85%  
Write (1) Definition 5%  
Write (2) Abstract 25%  
Write (3) Compare/Contrast 15%  
Write (4) Research paper 40%  
Each assignment will be evaluated based on content accuracy, clarity of expression, organization, style, and mechanics (grammar, punctuation)
University Policies:

**AGGIE HONOR CODE:** "An Aggie does not lie, cheat, or steal or tolerate those who do."
For more information, see Honor Council Rules and Procedures.
http://www.tamu.edu/aggiehonor

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct.

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

**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. The phone number is 845-1637.
**Course outline and tentative schedule**

**Week**

1 (14 January)  
Goals of class  
Resources  
University Writing Center overview  
Communication in science.

Read:  
Handout: How to read a journal article  
*Day Chapters 1–3; 7-10*

Write: Definition  
Due: 28 January

2 (28 January)  
How to read a scientific paper.  
IMRAD format for scientific paper

Read:  
Assigned Scientific Paper (to be given out in class)

Write: Outline of paper  
Due: 4 February

3 (4 February)  
How to write an abstract

Read:  
Handouts  
*Day Chapter 6*

Write: One page abstract of scientific paper  
Due: 11 February

4 (11 February)  
In-class writing exercise (essay)

Write: Revise in-class exercise  
Due: 18 February

5 (18 February)  
Discuss abstracts

Read:  
*Day, chapters 4,7,8,9,10*

Write: Revise abstract: reduce to ½ page.  
Due: 25 February

6 (25 February)  
Overview of different writing styles in scientific literature.


Write: Compare and contrast the styles of above papers. Consider intended audience.

Keep log of writing activities.

Due: 3 March

7 (3 March) Taking notes: Paraphrasing/Summarizing

Read: UWC handouts on paraphrasing and summarizing

Day Chapter 12

Spring Break (10-14 March)

8 (17 March) Introduction to the “Web of Knowledge”

Citations and references

Read: Handout: Citations and References

Write: In preparation for 3-5 page paper: Title, references

Revise Compare/contrast

Due: 24 March

9 (24 March) Structure of “Research/Term paper”

Write: Notes on references

Due: 31 March

10 (31 March) Outlines

Write: Detailed outline/continued research/thorough reference list

Due: 7 April

11 (7 April) Peer revision of outlines. Presentations within small groups.

Write: 3-5 page paper with citations and using headings (Intro., conclusions, one subheading relevant to topic, references.)

Due: 14 April

12 (14 April) Illustrations (tables, maps, photos, graphs…)

Read: Day, chapters 13, 14, 15 (tables and figures)
<table>
<thead>
<tr>
<th>Write:</th>
<th>1 illustration with caption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due:</td>
<td>21 April</td>
</tr>
<tr>
<td>13 (21 April)</td>
<td>Peer Review</td>
</tr>
<tr>
<td>Read:</td>
<td>Continue research</td>
</tr>
<tr>
<td>Write:</td>
<td>Revise paper.</td>
</tr>
<tr>
<td>Due:</td>
<td>30 April</td>
</tr>
<tr>
<td>14 (28 April)</td>
<td>Final paper due.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: George Fowler, Dept. of Information Systems Management
    E. Powell Robinson, Jr., Head, Dept. of Information Systems Management
    Martha Louder, AOC Dean, Mays College of Business

DATE: May 20, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: INFO 439

We recommend that INFO 439, Management of Information Systems, be certified as a writing-intensive (W) course for the next four academic years (1/08 to 1/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (65%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:35

A graduate teaching assistant will be assigned to the course, and the instructor will directly supervise the grading. As for “direct instruction,” the instructor provides grading rubrics, guidance on citation, documentation standards, and feedback for assignments (case study reports and research papers). Minor research projects are sequenced into major papers, encouraging students to build projects over time through several iterations.

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

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

INFO 439 Management of Information Systems

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

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

(Course Instructor / Coordinator)  
Signature: [Signature]  
(Date) 2/13/08

(W Course Coordinator, University Writing Center)  
Received: [Signature]  
(Date) 2/26/08

Approvals:  
College Dean: [Signature]  
(Date) 2/19/08

Department Head: [Signature]  
(Date)
Texas A&M University
Information & Operations Management Department
INFO 439, Management of Information Systems
Spring 2008

Instructor: George C. Fowler
Office 315 WCBA (Wehner Building)
Phone (during office hours) 845-0810 (better to email me)
Office Hours TBA
(others by appointment)
Class Schedule INFO439, TTh, 2:20 p.m. – 3:35 p.m., WCBA111
E-mail fowler@tamu.edu
Home Page URL http://www-info.tamu.edu/faculty/g-fowler

Graduate Teaching Assistant: TBA

Course Materials:

Required:
Text: Managing the Information Technology Resource; by Luftman, Jerry N., Pearson Prentice Hall,
Case Packet: Idea Group Case packet from Pearson Prentice Hall

SCANTRON® Forms: Five (5) green TAMU Measurement & Research Form No. 882-ES.

Course Prerequisite: Senior INFO Major or Computer Science Minor.

Course Objectives: Theoretical and practical issues for managing computerized information systems; planning and control functions of the firm; emphasis on IT case studies. The course will have a CIO strategic issues slant and will include guest speakers from industry.

Course Approach: The course will include lecture, cases, speakers and research of strategic issues. The course will also provide access to the university writing lab. They are willing to work with you to improve your communication skills. Topics will be grouped around some of the strategic issues of the day where possible. Teams of student will be responsible for presenting a major case to the class. Each student will be responsible for preparing a case or a research paper individually. Students will also be introduced to sources of IT information and will be required to utilize the sources.

The course schedule lists reading materials associated with each day’s lecture. It is important that you come to class prepared. The material will be easier to follow and understand. We will all benefit and be able to achieve our course goals more effectively.

Study Recommendations. Each of us has developed study methods as we have worked our way through school (up to and including the perfection of the “all-nighter”). Each of you knows best how to study given your habits, personality, learning style, etc. Even so, I believe that it is useful to share study methods previous students have found to be effective.

• Come to class. Don’t just depend on the web site. Typically the web notes are for discussion and do not contain all the material and obviously do not include the class discussion. Case discussion is expected from each of you.
• The assignments are good indicators of the relative importance of the material covered.
• Divide your note page in two parts: 2/3 and 1/3 vertically. Only take notes on the front of a page in the 2/3 section. Use the other third to make comments (about the material, not the prof :-)), write questions, write answers and expand the notes. Use the back of the previous page to expand etc. notes on the facing page.
Key Dates:
August 27th           First day of Class
August 31st          Last day to drop or add classes
September 7th        Last day to apply for graduation
November 2nd         Last day to drop with no penalty (Q-drop)
November 22nd-23rd   Thanksgiving Holidays
November 22nd          Last day to officially withdraw from all classes
December 4th         Last day of regularly scheduled classes (Tuesday redefined as a Thursday)
December 12th        Final Exam

Americans with Disabilities Act (ADA) Policy Statement:
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

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

Scholastic Dishonesty: It is the responsibility of the students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Please refer to the categories of scholastic dishonesty in the student rules (http://student-rules.tamu.edu/rules20.htm). If it is determined that scholastic dishonesty is taking place, then I will follow the procedures specified in the student rules and take the appropriate disciplinary action (a minimum of which will be a zero on the work turned in). Note: Plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission from that person.

Homework assignments are treated like exams and quizzes and must be done individually unless otherwise stated. If it appears that you have been scholastically dishonest on an exam, quiz, or assignment, the instructor will take the most extreme measures as specified by university policy.

As an Aggie class of '65, '69 and '76, I will not tolerate cheating. If you need help or get in a bind, come see me.
Attendance: You are expected to attend all classes; lectures, guest speakers, case presentations, etc. If you miss a class, you are responsible for the material covered during class. If you miss an exam, quiz or a due date for an assignment, you must have a university-excused absence (see Student Rules: http://student-rules.tamu.edu/rules7.htm) to take a make-up exam, makeup quiz, or turn in late material without a penalty. The format of the make-up exam may be different from the original exam (therefore, it may be an Essay exam or an Oral exam). If you miss an exam, quiz or a due date for an assignment without a university excused absence, the opportunity to make up the work is totally at my discretion. If an absence is excused and I am properly notified of the absence in a timely manner, I will provide you with an opportunity to make up an exam, make up a quiz, turn in an assignment after the due date, or provide a satisfactory alternative to be completed within two weeks from the last date of absence.

Absence Notification: The Department of Student Life in 320 YMCA Building provides instructors with prompt notification of student absences reported to them by parents and students. This office’s voice telephone number is 845-3111, their FAX telephone number is 845-6138, and their email address is studentlife@tamu.edu. Immediately after being notified, the Department of Student Life prepares a memorandum that is sent to ALL of your instructors. This notification provides: (1) the date of notification, (2) the nature of notification (telephone call, official correspondence, etc.), (3) general information regarding the reason for missing class (death in immediate family, medical reasons, etc.), and (4) the dates that you are expected to miss class. You are strongly encouraged to take advantage of this service that precludes you from individually notifying each of your instructors when you will be absent from class. Immediately upon returning from an absence that coincided with an assignment due date or examination date, you are requested to contact the instructor personally or by email to make arrangements to make-up the missed work.

E-mail: Many times students ask questions and seek clarification regarding exams, quizzes, and homework assignments that are difficult to understand or reply to effectively via email. If you prefer to communicate via e-mail, please try to be as clear as possible. E-mail is not a particularly "rich" form of communication. To facilitate sorting of incoming email, make sure that your message has "INFO 439" and some other pertinent phrase in the 'Subject' line. Also, because the 'From' line of your message typically contains your email alias, make sure that you completely identify yourself in the body or closing of your email message. If you expect a reply, ensure that your email message can be replied to at the address listed in the 'From' line.

Responsible Computing: Use of university computing labs, library resources and facilities is a privilege and requires that individual users act in compliance with university rules. Computing resources of the university, including the hardware, software, and network environment, shall not be used for illegal activities. Any such use of these resources will be dealt with by the appropriate university authorities and / or legal and law enforcement agencies. Criminal and illegal use may involve unauthorized access, intentional corruption or misuse of computing resources, theft, obscenity, child pornography, and racial, ethnic, religious, or sexual harassment. You are encouraged to review these student rules (http://student-rules.tamu.edu/rules22.htm).

Copyright of Documents: All documents, including handouts and sample applications, used in this course are to be considered copyrighted. By "handouts," the instructor mean all materials generated for the class, which include but are not limited to the syllabus, quizzes, exams, lab problems, in-class materials, review sheets, presentations, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the instructor expressly grants permission.

Case Assignments: Case assignments allow you to gain insight into real world scenarios and issues. You will be expected to turn in a report for each case study including those you do not present. Your team will make one formal case presentation of about 30-35 minutes. Individually you are to turn in a case analysis for the cases you do not present. The case analysis will be turned in at the beginning of class on the day that they are due. Assignments turned in on their due date after they have been collected will be considered late. Assignments turned in late due to University approved absences will be dealt with as explained in the attendance policy section. All assignments must be reviewed within one week of their return or when grades are posted, whichever is later.

INFO 439 Spring 2008 Page 3 of 6
**Research Paper Assignments:** Research papers should follow the footnote/reference standards of APA or MLA. They are due at the beginning of class and follow the late standards for Case Assignments. The minor paper should be 5-7 pages in length and the major research paper should be 15-17 pages. Both papers should be double-spaced with one-inch margins all around. Use Times Roman 12 Font double-spaced for both.

**Submission of Papers:** Please e-mail an electronic copy of your papers to me. Make sure your file name is as follows - Your Name-Paper Title. You must also turn in a hard copy in class as stated above. Case reports do not need to be submitted electronically.

**Saving and Retrieving Files:** When working with Microsoft Office applications and text editors (Microsoft Notepad and Microsoft Word) in the Open Access Computer Labs on campus, you need to save your work to your own formatted floppy disk or to your own personal H: drive. Files saved to the workstation hard drive are erased periodically. Please do not save files to the "C:" or any other temporary drive as this may lead to major problems and loss of your work. If you have questions about the Open Access Lab computer hard drives, consult the help desk in the computer lab about which drives are appropriate to save to.

**GTA Assistance:** The graduate teaching assistant will be available during the times noted on the course web page.

**Writing Assistants:** There will be assistants available to you at the WCL. These assistants will be marking both your papers for grammar, spelling etc.

**Exams:** As of this writing there will be a comprehensive final exam over the text and/or the extra reading assigned.

**Quizzes:** The quizzes will consist of multiple choice and/or short answer questions. You should have two green TAMU Measurement & Research SCANTRON® form with you in class each day. I do not return the SCANTRON® or the quiz. You can come in to review the quiz and your graded SCANTRON® in my office during office hours or you can make an appointment to do so. All quizzes must be reviewed within one week of the quiz date or when grades are posted, whichever is later. Since quizzes may be given at the beginning or end of class or both, make sure to arrive early and remain for the entire class period so that you do not miss a quiz.

**Evaluation:** Your course grade will be based on the total points accumulated during the semester. The weights assigned to the various components of your course grade are indicated below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Term Research Paper</td>
<td>300</td>
</tr>
<tr>
<td>Minor Research Paper</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>5@50 (best 4 of 5)</td>
<td></td>
</tr>
<tr>
<td>Group Case Presentation (1); 50 Case, 50 presentations</td>
<td>100</td>
</tr>
<tr>
<td>Individual Case Analysis (4@50)</td>
<td>200</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000</td>
</tr>
</tbody>
</table>

Final letter grades will be awarded using a class ranking system. Therefore total points of 880 will be at least a B but may be an A depending on the class rankings.

**Grading and Posting of Grades:** Grades on exams, quizzes, assignments, will be posted on the class home page. If you feel that there was an error made in grading, please discuss your concern with me after class or during office hours within one week from the day when the grade is posted or the assignment is returned to you. At the end of this seven-calendar-day period, the grade will be considered correct. Any error in posting a grade should also be called to my attention for correction during the one-week review period. After one week, each grade posted on the class home page is considered correct.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic Covered</th>
<th>Reading</th>
<th>Assignments</th>
<th>Misc. Info.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 15</td>
<td>Course Policies etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 17</td>
<td><strong>Guest Speaker: A CIO's Perspective: Mrs. Mary Nugent, VP BMC Software</strong></td>
<td></td>
<td></td>
<td>AITP Kickoff</td>
</tr>
<tr>
<td>2</td>
<td>Jan 22</td>
<td>Writing lab Presentation- Writing and Grammar</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Jan 24</td>
<td>Writing lab presentation- Citing and Documenting Sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 29</td>
<td>Library Sources –Michael Smith</td>
<td>Ch 1</td>
<td>Sample Case Handout PP Handouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 31</td>
<td>Amerireal; Sample Case by Fowler</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>PowerPoint Guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 5</td>
<td>IT Strategy; Strategic Alignment Model</td>
<td>Ch 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 7</td>
<td>IT Strategy; Strategic Alignment Model</td>
<td>Ch 2</td>
<td>Minor Res. Paper Due</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 12</td>
<td>Case Presentations – Keane Inc.</td>
<td></td>
<td>Two Groups Present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 14</td>
<td><strong>Guest Speaker: Working with the New “CIO”, Mr. P. Purcel, Partner Deloitte Consulting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 19</td>
<td>Strategic Alignment Maturity</td>
<td>Ch 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 21</td>
<td>The role of IT Managers in a Business Environment</td>
<td>Ch 4</td>
<td>WIT</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 26</td>
<td>IT Processes, Strategic, Tactical, Operational</td>
<td>Ch 5</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Feb 28</td>
<td>IT Planning</td>
<td>Ch 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar 4</td>
<td>IT Planning continued</td>
<td>Ch 6, 7</td>
<td>Ch 7: Outside of class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 6</td>
<td>Case Presentations – Celerity Enterprises</td>
<td></td>
<td>Two Groups Present</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 11</td>
<td>Spring Break</td>
<td></td>
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<td>Mar 13</td>
<td>Spring Break</td>
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<td>10</td>
<td>Mar 18</td>
<td>Business Structures and IT</td>
<td>Ch 8</td>
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<td></td>
<td>Mar 20</td>
<td>IT Resources: People Issues</td>
<td>Ch 9</td>
<td>Two Groups Present</td>
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<td>11</td>
<td>Mar 25</td>
<td>Case Presentations – Mobile Technology</td>
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<td>Major Res. Paper Due</td>
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<td>Mar 27</td>
<td>Management of Change</td>
<td>Ch 10</td>
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<td>12</td>
<td>Apr 1</td>
<td><strong>Guest Speaker: Change Management, Tim Brown USAA</strong></td>
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<td>Apr 3</td>
<td>Governance</td>
<td>Ch 11</td>
<td>Two Groups Present</td>
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<tr>
<td>13</td>
<td>Apr 8</td>
<td><strong>Guest Speaker: The Value of IT/IT as a Business Enabler: Mr. Ahmed Mahmoud, VP Global Manufacturing Dell</strong></td>
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<td>Apr 10</td>
<td>Communications</td>
<td>Ch 12</td>
<td>CMIS Board 4/11</td>
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<td>14</td>
<td>Apr 15</td>
<td>Case Presentations – ABC Inc</td>
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<td>Apr 17</td>
<td>Business Value of IT</td>
<td>Ch 13, 14</td>
<td>Ch 13 Outside of class</td>
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<td>Date</td>
<td>Event</td>
<td>Description</td>
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<tr>
<td>Apr 22</td>
<td>Case Presentations – Texas Instruments</td>
<td>Two Groups Present</td>
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<tr>
<td>Apr 24</td>
<td>Wrap-up</td>
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</table>
TO: Faculty Senate Executive Committee

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

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

DATE: May 21, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: NUTR 430

We recommend that NUTR 430, Community Nutrition, be certified as a writing-intensive (W) course for the next four academic years (1/08 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 (54%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:25

For two assignments, students turn in multiple drafts. Written comments/feedback by the course instructor are provided on the first draft before the final draft is due. Students receive writing instruction through lecture (writing process, research process), on-line tutorial, in-class writing, and multiple drafts of assignments with feedback prior to assignment of final grade.

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

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

   NURS 430 / Community Nutrition

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

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

Signature: [Signature]
(Course Instructor / Coordinator) 4/15/08

Received: [Signature]
(W Course Coordinator, University Writing Center) 4/25/08

Approval:

College Dean: [Signature] 4/23/08

Department Head: [Signature] 4/15/08
Community Nutrition (W)  
NUTR 430 – 900  
Spring 2008

Class time (location): TR 12:45–2:00 p.m. (Kleberg 117)

Instructor:  
Saundra Lorenz, MS, RD, LD  
Office: Kleberg 218D  
Office hours: Tuesdays 10:00–11:00 a.m., Fridays 12:30–1:30 p.m., and by appointment  
Phone: 979-845-4426  
Email: s-orenz@tamu.edu

Teaching Assistant (TA):  
Kelsey Kinsella, BS  
Office hours: by appointment  
Email: kinsella@neo.tamu.edu

Course Description:  
3 credits. Community nutrition examines the interrelationships between nutrition and health in the community setting. The effect of social, economic, environmental, cultural, and political factors on the health and nutritional status of population groups is examined. Food and nutrition policies and programs designed to enhance the well-being of population groups are discussed.

This course is writing intensive and satisfies the writing component required by the University for the Nutritional Sciences major. Good writing* is essential to effective communication and is inseparable from content. Accurate facts written in an unorganized or unclear manner are wasted. Therefore, writing quality will be considered as part of every written assignment’s final grade in this course. A significant portion of this course will be devoted to giving you the opportunity to refine your own writing skills through in and out of class assignments. Since this course satisfies the university W requirement for this major, students will not receive W credit without passing the writing components of the course (this final statement has not been included on previous syllabi but will be added summer 2008).

*By “good writing” I mean standard edited American English for mechanics (grammar, punctuation, spelling, word usage); clarity of organization and argument; tone appropriate to the audience you address; and accurate content.

Prerequisites: NUTR 203. NUTR 444 is desirable, but not required. Before entering this course, students are expected to be able to:

- summarize the basic roles of the macro- and micronutrients in human nutrition.
- summarize basic digestion, absorption, and metabolism of nutrients in human nutrition.
- define diets for health promotion and disease prevention.
Learning Outcomes: Upon completion of this course, students will be expected to:

Communications:
- demonstrate writing skills to communicate effectively with both lay and technical audiences.
- explain a public policy position regarding nutrition.
- describe educational theory and techniques.
- develop/modify educational materials suited to populations from diverse cultural and socioeconomic populations.
- use oral and/or written communication in presenting an educational session for a group.

Social Sciences:
- explain the process of developing nutrition public policy at federal, state, and local levels.

Research:
- summarize the steps in community needs assessment.

Food:
- describe socio-cultural and ethnic food consumption issues and trends.
- describe psychosocial factors that influence domestic and global food security.
- discuss programs that provide food and nutrition services to the community.

Nutrition:
- describe the influence of socioeconomic, cultural, and psychological factors on food and nutrition behaviors.
- describe the use, efficacy, and safety of complementary and alternative nutrition and herbal therapies and dietary supplements

Management:
- analyze community-level data to plan and evaluate nutrition programs.

Text: Boyle, MA & Holben, DH. (2006) Community Nutrition in Action: An Entrepreneurial Approach, 4th ed. *Three copies of this text are on reserve in the Medical Sciences Library (MSL); they may be checked out for 3-hours at a time.

Supplemental readings. Additional required readings will be handed out in class or be accessible through Blackboard Vista.

Recommended
Reference: A writing/style reference manual (below are some examples of good ones):


Learning Outcomes

Assessment*: 2 exams (mid-term & final; 100 points each) 200 points
Political testimony 100 points
Program justification 100 points
Group program plan 100 points
Lesson plan for group education 75 points
Food insecurity project 50 points
In-class participation/short homework 35 points
Total course points 660 points

*All assignments have scheduled due dates and are due at the beginning of class (unless otherwise noted); assignments turned in after class will be considered late. A ten-percent (10%) deduction will be taken for each day an assignment is turned in late (weekends will count as 1 day). Assignments will not be accepted 1 week beyond the due date.

Grading:

A 591 – 660 points
B 525 – 590 points
C 459 – 524 points
D 393 – 458 points
F < 393 points

Grades: Do not ask for a change in your final grade at the end of the semester unless an obvious calculation error has been made.

Blackboard Vista:

I will use Blackboard Vista (http://elearning.tamu.edu) as the primary form of communication between you and me outside of scheduled class time. You are responsible for any announcements about the course that I post and email that I send. I recommend that you check Blackboard often. Lecture outlines, supplemental readings, and assignments will be posted on Blackboard.

Attendance:

The University views class attendance as an individual student responsibility. I will take attendance at each class period. While there is not an “attendance” grade in this course, this record is used for reference purposes when students ask me to write letters of recommendation for graduate/professional programs, scholarships, etc. (see “Letters of Recommendation” for further information). You are responsible for providing satisfactory evidence to me to substantiate the reason for an absence. Opportunities to make-up missed exams, assignments and activities will be given for university authorized absences only. See Student Rules at Texas A&M University, Student Rule 7.1, for a list of reasons absences are excused by the university. If no
evidence is available, it is at my discretion whether make-up work will be allowed. Note changes to the Student Rules on Attendance:

a. Absences for regular check-ups do not constitute an excused absence as defined by the rule.

b. In the case where a student has potentially provided falsified documentation, the instructor should utilize the Aggie Honor System (http://www.tamu.edu/aggiehonor/index.html).

Plagiarism:

The handouts used in this course are not to be duplicated without permission. By "handouts", I mean all Information: materials generated for this class, which include but are not limited to syllabi, exams, assignments, in-class materials, etc. You do not have the right to copy the handouts, unless I expressly grant permission.

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

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

If you have any questions regarding plagiarism or cheating, please consult the latest issue of the Texas A&M University Student Rules. Plagiarism on any assignment will not be tolerated. If evidence of plagiarism is found, you will receive a "0" for the assignment, and I will recommend that you receive an "F" in this course.

Academic Integrity:

As stated in the Student Rules at Texas A&M University:

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

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

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

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

- To ensure understanding of academic integrity, plagiarism, and the importance of citation, you are required to complete two online tutorials through the TAMU Libraries web page for this course. Instructions for completion of these tutorials will be provided separately. Failure to complete these tutorials will result in a deduction of 10 points from your total course points.
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. The phone number is 845-1637.

Letters of Recommendation:
Many current and former students request letters of recommendation from me as part of application
packets for admission into dietetic internships, graduate schools and/or professional programs. While it
is my desire to assist students in achieving their career goals, I have established basic criteria to write
letters of recommendation. I think these criteria demonstrate not only a student’s intellectual ability,
but also his/her motivation, responsibility, and maturity, which are required for success in these post­
baccalaureate programs. These criteria include the following:

1. A grade of “B” or better in this course and
2. Two or less unexcused absences in lecture during the semester.

While absences don’t directly reflect a student’s intellectual abilities, class attendance does reflect
interest and commitment to major courses and may predict performance in post-baccalaureate
programs. Other considerations in agreeing to write letters of recommendation include overall grade
point average, grades of “B” or better in other nutrition courses, class participation, and demonstrated
work/volunteer/service activities that are consistent with future career goals.
**Tentative Class Schedule**
(Note: this is a tentative schedule; it is subject to change throughout the semester)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lecture topics</th>
<th>Required textbook reading</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>1/15</td>
<td>Course introduction</td>
<td>Chapter 1 (pp. 3–21)</td>
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<tr>
<td>1/17</td>
<td>- Principles of public health &amp; community nutrition: levels of prevention</td>
<td></td>
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<td></td>
<td>&amp; intervention approaches</td>
<td>Chapter 7 (pp. 277–294 to</td>
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<td>- US health care systems; disparities in health care in US</td>
<td>Health Core Reform in US)</td>
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<td><strong>Week 2</strong></td>
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<td>1/22</td>
<td>- US nutrition policy: <em>Healthy People 2010</em>, Dietary Reference Intakes (DRI) &amp;</td>
<td>Chapter 6 (pp. 165–193)</td>
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<td>1/24</td>
<td>the Dietary Guidelines for Americans (DGA)</td>
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<td></td>
<td>- The writing process</td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>1/29</td>
<td>- Public policy; current nutrition-related policy issues</td>
<td>Chapter 7 (pp. 201–230)</td>
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<td>1/31</td>
<td>- Designing community nutrition interventions: assessing community needs and</td>
<td>Chapter 2 (pp. 35–53)</td>
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<td>resources</td>
<td>Chapter 3 (pp. 66–75)</td>
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<td></td>
<td>- The research process</td>
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<td><strong>Week 4</strong></td>
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<td>Chapter 14 (pp. 451–461 to</td>
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<tr>
<td>2/5</td>
<td>- Research methods in public health nutrition</td>
<td>Evaluation as a Planning</td>
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<td>2/7</td>
<td>- Program planning and evaluation</td>
<td>Tool)</td>
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<td></td>
<td>- Summarizing/paraphrasing</td>
<td>Chapter 15 (pp. 475–top of</td>
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<td>481)</td>
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<td><strong>Week 5</strong></td>
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<td>Chapter 17 (pp. 527–536)</td>
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<td>2/12</td>
<td>- Nutrition education: principles &amp; considerations with diverse audiences</td>
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<td>2/14</td>
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<td>Chapter 5 (pp. 116–155)</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>2/19</td>
<td>- Domestic food insecurity</td>
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<td>2/21</td>
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<td><strong>Week 7</strong></td>
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<td>2/26</td>
<td>- Mid-term exam <em>(Tuesday, February 26)</em></td>
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<td>2/28</td>
<td>- Community food systems &amp; sustainability</td>
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<td><strong>Week 8</strong></td>
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<td>Chapter 13 (pp. 415–430 to</td>
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<td>3/4</td>
<td>- World food issues &amp; global food insecurity</td>
<td>People-Centered Development)</td>
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<td>3/6</td>
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<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Activity</td>
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<td>Week 9</td>
<td>3/11</td>
<td>Spring Break</td>
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<td>3/13</td>
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<td>Week 10</td>
<td>3/18</td>
<td>Community food &amp; nutrition programs for women &amp; infants (WIC, MCHB, ECI)</td>
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<td>3/20</td>
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<td>3/27</td>
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<td>Week 12</td>
<td>4/1</td>
<td>Community food &amp; nutrition programs for adults (EFNEP/ENP)</td>
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<td>4/3</td>
<td>Community food &amp; nutrition programs for aging adults/elderly (AOA, NSIP)</td>
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<td>Week 13</td>
<td>4/8</td>
<td>Complementary and alternative nutrition and herbal therapies (CAM); dietary supplements</td>
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<td>4/10</td>
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<td>Week 14</td>
<td>4/15</td>
<td>Food &amp; culture</td>
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<td>4/17</td>
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<td>Week 15</td>
<td>4/22</td>
<td>Food &amp; culture</td>
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<td>4/24</td>
<td>Intercultural communication</td>
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<td>Week 16</td>
<td>4/29</td>
<td>Redefined and reading days; no class</td>
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<td>5/1</td>
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<tr>
<td>Week 17</td>
<td>5/7</td>
<td>Final exam (Wednesday, 8 - 10 a.m.)</td>
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</tbody>
</table>

Important Dates to Remember:

1/18: Last day to drop without penalty
1/25: Last day to apply for all degrees to be awarded in May
4/1: Last day to q-drop without penalty
Learning Outcomes Assessment

Exams: There will be two exams, a mid-term (2/26) and a final (5/7). The format of the exams will be primarily multiple choice, short answer and essay.

*Requests for exam re-grade: If you are concerned about an exam grade, I am more than happy to talk with you about it and offer suggestions on how to improve your grade. However, if you think that a grading error was made, you must submit a request for an exam re-grade in writing. This procedure allows me time to review possible discrepancies or errors. My experience has been that by following this procedure, my consistency and fairness in grading is enhanced. All requests for re-grade are due no later than one (1) week after exams have been returned in class.

Political testimony: Community nutrition professionals are in a unique position to provide expertise on the need for programs targeting at-risk populations to policy makers, which may include writing letters or giving testimony to federal, state or locally-elected officials about current nutrition-related legislation or policy issues. Each student will write a testimony either supporting or rejecting a specified piece of nutrition-related legislation. Your testimony should be at least 1,000 words (4 pages in length). Because of the importance of rewriting in the writing process, you will turn in two (2) drafts of this assignment. The first draft is due Thursday, February 7; the final draft is due Thursday, February 21.

Program justification: Each student will review research literature related to a problem in community nutrition and write a background paper to justify the need for a community program/intervention. Your program justification should be at least 1,250 words (5 pages in length). Because of the importance of rewriting in the writing process, you will turn in two (2) drafts of this assignment. The first draft is due Thursday, March 20; the final draft is due Thursday, April 3.

Group program plan: Groups will be assigned and plan a program to improve nutrition knowledge, attitudes and/or behaviors of a specified target population in your community; each group will submit a proposal to be awarded funding to implement the program. The program plan is due on Thursday, April 24.

Lesson plan for group education: Each student will develop a detailed lesson plan for nutrition education for an assigned community group/target audience. The lesson plan is due Thursday, March 6.

Food Insecurity Project: For this experiential project, each student will plan meals for five consecutive days using the budget of a person living at or below the poverty line. In addition to being within budget, planning should demonstrate an attempt to be in alignment with nutrition guidelines. You will then eat following the planned menus for a five day period and turn in a journal of your observations of the experience. This project is due Thursday, April 10.

In-class participation/out-of-class learning: Readings, short homework, and in-class writing will be assigned throughout the semester. Some activities will be assigned a point value, some a completion grade, and some will not be graded at all. I will not announce in advance whether or not an activity will be graded.