Memorandum

December 11, 2009

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
       W Course Advisory Committee

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

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W 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 W certification:

- ENGL 348 Writers' Workshop: Poetry
- PHIL 412 Seventeenth Century Philosophy
- RENR 410 Ecosystem Management
- SPAN 320 Introduction to Hispanic Literature
- URSC 493 Urban and Regional Studies Capstone

Courses submitted for C certification:

- ANSC 316 Equine Selection and Judging

Courses submitted for W recertification:

- FREN 300 Composition
- POLS 413 American Foreign Policy
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Janet McCann, Department of English
    Claude Gibson, Department of English
    M. Jimmie Killingsworth, Head, Department of English
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: December 14, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 348

We recommend that ENGL 348 Writers’ Workshop: Poetry be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:18

ENGL 348 is entirely about writing. Students not only write poetry, but also write about poetry and revision techniques. Specifically, they complete about 30 manuscript pages of poetry and a 2000-word omnibus essay that explains their poetic philosophy, their techniques, their relationship to other poetic traditions, and so on. Feedback for the short poetry assignments and exercises includes workshop evaluation by peers and class discussion. Feedback for the essays includes written instructor comments on drafts and often peer evaluation as well. Workshop critiques are sometimes done within groups and sometimes for the full class with instructor input. Class discussion centers on means of evaluating poetry, using reading exercises and lecture, as well participating in an open debate. Exercises involve writing and revising poetry according to the criteria discussed.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   ENGL 348, Writers' Workshop: Poetry

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

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

Instructor/Coordinator: Janet McCann
Printed name and signature

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

Approvals:
College Dean: Donald Curtis, Jr.
Printed name and signature
(Date)

Department Head: M. Jimmie Killingsworth
Printed name and signature
(Date)
ENGLISH 348, Writers’ Workshop: Poetry

Catalog Description: English 348. Writers’ Workshop: Poetry. (3-0). Credit 3. Production of advanced, complete poems; peer workshops; extensive reading. May be repeated 1 time for credit. Prerequisite: ENGL 235; junior or senior classification or approval of instructor.

This class will be an intensive poetry writing workshop with the goal of producing a writing portfolio. It has as prerequisite any of the other creative writing courses. Students may have taken fiction rather than poetry classes, but it is assumed that students entering the course already have a body of poetry ready to be revised, to which they will add their new work; the (approximately) fifteen-poem initial portfolio needs to be turned in by the third class day.

English 348 is a W, or writing-intensive, course. Students must complete and have a passing average on the writing component of the course to receive credit for the course.

Student learning outcomes:

At the end of this course, students will be able to
1. Discuss orally and in writing the poetics they have developed during this course.
2. Judge their own and others’ poems according to current poetic standards, and make suggestions for revisions.
3. Prepare a portfolio for application to graduate school in creative writing.
4. Appreciate contemporary poetry.
5. Write subtle, intellectually and emotionally complex poetry.
6. Understand and appreciate the poetry of a variety of cultures.

Text: packet of readings to be distributed; some are online.

COURSE REQUIREMENTS:

30-page poetry manuscript, with brief prose introduction
Manuscript revision (45% for both together)
2000 word omnibus or retrospective review (25%)
Class participation (class discussion; writing exercises; quizzes; workshop) (15%)
Participation in reading  (5%)
Intro to another’s work  (10%)

GRADING DETAILS: This course requires participation; participation grade will drop one letter if more than three unexcused absences are accrued. Participation grade drops 5 points for each extra absence. Work must be turned in on time. If unexcused, the grade on a given assignment drops 5 points for each class meeting it is late. Poetry is graded on originality, freshness of language, effective use of poetic devices, insight, and conformity to assignments. Prose is graded on grammatical standards and rhetorical effectiveness as well as on the presentation of an insightful, sophisticated thesis and its logical development throughout the essay. Every assignment is graded A, B, C, D, or F, with A representing 5; B, 4; C, 3; D, 2; and F, 1. A missing assignment would receive a zero. Final averages: 4.5-5 = A; 3.5-4.4 = B; 2.5-3.4 = C; 1.5-2.4 = D; 0-1.4 = F.

CLASS WEEKS:
Note: text readings, exercises, and quizzes will be added.
This syllabus will be supplemented by an online calendar listing dates for all readings and assignments. Assignments listed here may be rearranged or changed; all changes will be both announced in class and listed on the online calendar at www.my.calendars.net/english348.

1. INTRODUCTION
Assignment: Please bring a twelve to fifteen-page selection of your poetry to class. Make 22 copies of one or two poems, or pages of poetry, for class discussion.

   Introduction of materials of this course
   Discussion of your work: where you are with it, where you plan for it to go
   The current poetry scene: read poems.com and poetrydaily.com for a week
   **Poetry writing exercise in which you “update” an old poem. Turn in your pre-portfolio of about 15 poems.**

2. THE NATURE OF WORKSHOP
Assignment: Bring 22 copies of two poems for class analysis.

   Different ways of workshopping
   Our workshop procedure
   Workshop practice
Writing workshop—respond in writing to others’ poems with critiques done according to examples provided

3. DEFINING THE PROJECT:
Assignment: Be ready to discuss a poem by a contemporary poet; these will be assigned specifically.
If you wish to have another one of your poems discussed by the class, bring copies.

Discussion of poetry theory
Analysis of the nature of a poetry collection: defining characteristics
Workshopping
Poetry writing exercise
Writing exercise with three parts: describing a work of art objectively, interpreting the art, taking the art “outside the frame,” and creating a finished poem based on the steps above.

4. REVISING I:
Assignment: Bring to class three drafts of a single poem, copied for all students.

Discussion of revision techniques
Poetry writing exercise
Exercises—creating a fourth draft of the poem based on class response, and writing a brief essay on your goals for this most recent revision.

5. REVISING II:
Assignment: Bring to class three new poems for revision.
Bring to class a poem you have written that you think is so poor you would throw it away.

Revision exercise online
Revise your poems according to the principles of revision we have articulated in class. Then, try the websites given for their drastic revision possibilities. This last assignment is mostly for fun, but it may suggest revisions you had not previously thought of. Turn in your genuine and your tech-facilitated revisions.

6. BOOK ARRANGEMENT AND REVIEWING:
Assignment: Bring to class three poetry collections less than five years old that have something significant in common: i.e. are all about science, are all nature poetry, are all by the same poet. Be prepared to discuss the principle of
arrangement in the books, and look at them as books you might like to review for the omnibus.

Create a possible outline for your own collection of work.
Poetry exercise – look at your calendar for specifics.

7. THE POEM AS REVIEW

Write a poem ABOUT the poems of one of the writers you have introduced to the class.

TURN IN 20+ PAGE POETRY MS., IN TWO COPIES.

8. TRANSLATION
Assignment: Read essays (on reserve) on translation
For the last class of the week, translate no fewer than 30 lines of poetry.
Literal translations will be provided for those who do not know a second language well enough to do a poetry translation.

Discussion of translation

Postmodern translation poetry games: To be explained in class

9. CREATING A VOICE (OR VOICES)
Assignment: Read poems placed on reserve for class; write a poem in a persona as far from your own experience as possible.

Discussion of persona

Collaborative polyvocal poem will be written in lab.

10. THE LONG POEM

Assignment: Read Dana Gioia's essay on the long poem. Write a poem of at least 100 lines in one of the forms of the long poem discussed in class.

11. RESPONDING TO OTHERS' POETRY

Write an introduction of about 2000 words to the poetry of a classmate. You will be assigned a poet to work with.

12. WRITING THE RETROSPECTIVE OR OMNIBUS REVIEW

Read the omnibus reviews handed out in class.

Write a rough draft of your review, and have class members read it and make suggestions. Review is to be about 2000 words.
13. CREATING YOUR PORTFOLIO

Bring your poems to class to discuss placement and overall design of project. You will work with others on selecting and packaging your work.

14. CLASS POETRY READING

Each student will give a ten to fifteen minute poetry reading. We will record these.

To be turned in at the last class meeting:

1. 30-page poetry manuscript, presented as manuscript for publication, and accompanied by a cover letter
2. Rough drafts of these poems
3. Your omnibus review
4. All exercises done in class
5. Your introduction to another’s work

Note: All work must be turned in on time, and all out-of-class assignments must be typed.

Copyright:

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

PLAGIARISM: According to Student Rule 20. Academic Misconduct, under “Rules & Definitions,” 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, your case will be turned over to the Honor Court. Scholastic dishonesty of any kind will be not be tolerated. “An Aggie does not lie, cheat, or steal, or tolerate those who do.” All dishonesty will be referred to the Honor Council; see the Honor Council Rules and Procedures on the web at www.tamu.edu/aggiehonor
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for people 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 disability. If you believe you have a disability requiring accommodations please contact the Department of Student Life, Services for Students with Disabilities, at Cain Hall B-118, or call 845-1637. For additional information visit http://disability.tamu.edu.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Michael LeBuffon, Department of Philosophy
    Daniel Conway, Head, Department of Philosophy
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: December 14, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 412

We recommend that PHIL 412 Seventeenth Century Philosophy be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 3000-3500
4. Instructor to student ratio for one section: 1:25

In PHIL 412, students write two papers, both of which are submitted first as drafts, and a number of practice exercises (at least 10). The two papers are scaffolded: the first paper is interpretative and prepares students for the second, which is critical. An instructor will comment on both drafts and return them for students to revise. Days reserved for writing workshops will include a lecture and discussion and criticism of model papers. In-class exercises will vary, but will include peer discussion, criticism, and comparison of two or more groups' approaches to a similar problem.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   PHIL 412-900 Seventeenth Century Philosophy

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

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

Instructor / Coordinator: Michael LeBlec
Printed name and signature (Date)

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

Approvals:
College Dean: Michael T. Stephens
Printed name and signature (Date)

Department Head: Daniel Conway
Printed name and signature (Date)
Course Description: Seventeenth Century Philosophy includes important philosophical texts in metaphysics, epistemology, moral psychology, and political philosophy. The course will, for the most part, proceed chronologically and emphasize single, great works in order to examine the question of whether and how authors' views in these various areas are connected. There are no prerequisites for this course.

Main Texts: Rene Descartes, (1641) *Meditations on First Philosophy*
Thomas Hobbes, (1651) *Leviathan*
Benedictus Spinoza, (1677) *Ethics*; (1670) *Theological-Political Treatise*
G.W. Leibniz (1686) *Discourse on Metaphysics*; (1686-1690) *Correspondence with Arnauld*
John Locke, (1689) *An Essay Concerning Human Understanding*; (1690) *Two Treatises of Government*

Course Requirements:

This is a writing-intensive (W) course. Students will develop two 6-8 page (1500-2000 word) papers. The first paper will be interpretative; that is, students will be required to defend an account of what a particular passage or position means. The second paper may be critical. It will require students to interpret a particular passage or position, and, for this paper, students are invited to respond critically to the authors. Both papers will require drafts, which will be graded and returned before final papers are due. Grades will be based on the clarity and quality of writing, including grammar, spelling, and structure; philosophical sophistication, including knowledge of and appropriate use of philosophical arguments and ideas; and the use of textual evidence, including its selection and interpretation. I will grade all papers.

Written Assignments (70%):
Week 5: Writing Workshop I: Interpretation in the History of Philosophy.
Week 6: Paper 1 Draft Due (10%)
Week 7: Paper 1 Draft Returned
Week 8: Paper 1 Final Due (20%)
Week 9: Paper 1 Returned
Week 11: Writing Workshop II: Criticism in the History of Philosophy.
Week 12: Paper 2 Draft Due (10%)
Week 13: Paper 2 Draft Returned
Week 14: Paper 2 Final Due (%20)
Week 15: Paper 2 Final Returned
In addition, there will be unannounced writing exercises in class, where students (either in groups or individually) will construct paragraph long responses, either in groups or individually, that will be read and discussed in class. Only participation is required for these exercises, which will count for 10% of the final grade. Students must have a passing grade on the 70% of the course devoted to writing in order to pass the course.

Final Exam (30%)
The final exam will test students' knowledge of course authors, texts, and lecture material.

Reading Assignments:

Week 1: Introduction, Meditation I; Selections from the Objections and Replies
Week 2: Meditation II & III; Selections from the Objections and Replies
Week 3: Meditation IV, V & VI; Selections from the Objections and Replies
Week 4: Ethics, Part I, Part II.
Week 6: Ethics, Part III, Part IV. Paper 1 Draft Due, Thursday.
Week 7: Theological-Political Treatise, Chapter 4, Chapters 15-20. Paper 1 Draft Returned, Tuesday.
Week 8: Leviathan, "letter dedicatory" through Chapter VI. Paper 1 Final Due, Thursday.
Week 9: Leviathan, Chapters XI-XXI, XXIX Paper 1 Returned, Tuesday.
Week 10: "Discourse on Metaphysics"
Week 11: Leibniz's Correspondence with Arnauld Writing Workshop, Tuesday
Week 12: An Essay Concerning Human Understanding, Book II, Chapters II, VI, IX, XII, XXIII, XXXI. Paper 2 Draft Due, Thursday.

[End of Term Study Day]: Final Exam Review, Paper 2 Returned.
Americans with Disabilities Act (ADA) Policy Statement

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Cheating and Plagiarism

Cheating or plagiarism will result in failure of the course. 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. All sources used on papers must be properly cited. See me if you have any questions about how to write a citation, or about what counts as cheating or plagiarism. Also consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Ignorance of the rules will not excuse cheating or plagiarism, so be sure you understand what the rules are.

Aggie Honor Code

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

For additional information please visit www.tamu.edu/aggiehonor/
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

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

DATE: December 14, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: RENR 410

We recommend that RENR 410 Ecosystem Management be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:13

RENR is a four-credit lab course that uses a graduate assistant to comment on written drafts. Students write three field trip reports, two of them individually, and one team management report. Students are encouraged to make at least one appointment with a University Writing Center tutor. In addition, they are required to read an article about how to write a scientific report. During one lecture and two lab sessions focusing on critical thinking, they are also required to evaluate a scientific manuscript for technical content and writing style.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   RENR 410 Ecosystem Management

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: Urs P. Kreuter
Printed name and signature

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

College Dean: Alan Jams
Printed name and signature

Department Head: Dwight Whisenant
Printed name and signature

Received: NOV 19 2009
By
RENR 410 – ECOSYSTEM MANAGEMENT
SPRING 2010

Lecture: Tuesday and Thursday, 9:35-10:50, ANIN 317
Lab Section 501/502: Tuesday/Thursday 3:00-5:00 pm, ANIN 103B

Instructor: Urs P. Kreuter, ANIN 302, urs@tamu.edu, 979-845-5583
Teaching Assistant: David Toledo, ANIN 203, david_toledo@tamu.edu, 979-845-1721

Office Hours: Tuesday and Thursday 11:00 AM – 12:30 PM

COURSE DESCRIPTION
The course focuses on concepts and practices relevant to the development of Ecosystem Management Plans at various spatial scales.

PREREQUISITES
Junior or senior status in the Ecosystem Science & Management or consent of instructor.

VISION, GOAL AND OBJECTIVES
My VISION is for graduating students to view Ecosystem Management holistically.

The overall GOAL of the course is for students to learn and apply the principles and practices of Ecosystem Management.

To achieve this goal, students will focus on four specific OBJECTIVES:
1. Develop the group participation, leadership, critical thinking, and writing skills required by “modern natural resource professionals.”
2. Be able to describe the elements and principles of Ecosystem Management and to differentiate them from land management at the individual property scale.
3. Analyze examples of Ecosystem Management at three geographic scales.
4. Summarize applications of Ecosystem Management principles in reports of three field studies.

These objectives will be achieved through three types of learning experiences:
Class lectures and discussions – In class, students will gain the knowledge necessary for effective decision making and problem solving within a holistic framework; and to address issues and multiple stakeholder input required for the effective planning and implementation of Ecosystem Management.
Labortory – Through group activities, students will develop skills needed to acquire, process, organize and present information, and to solve problems associated with stakeholder-supported Ecosystem Management plans.
Field Trips – Students will participate in three field trips to gain first hand experience of stakeholder-driven Ecosystem Management and to obtain information necessary for developing an Ecosystem Management plan and associated reports.
REQUIRED BOOKS AND ASSIGNED READINGS

- Additional Assigned readings on web page.

Students must complete reading assignments BEFORE coming to class and must be ready to discuss the topics in class! Quizzes will be given randomly on assigned readings.

GRADES

Preparation and Participation
- Unannounced class quizzes (about 1 per week) 100 (6.7%)
- Active participation in class discussions and activities 100 (6.7%)
- Active lab group participation 100 (6.7%)
**Subtotal** 300 (20%)

Comprehensive Tests
- Test 1 200 (13.3%)
- Test 2 200 (13.3%)
- Test 3 200 (13.3%)
**Subtotal** 600 (40%)

Writing Assignments
- Report 1 – Individual Writing Intensive report based on Field Trip 1 300 (20%)
- Report 2 – Individual Writing Intensive report based on Field Trip 2 120 (8%)
- Report 3 – Group report based on Field Trip 3 90 (6%)
- Final Ecosystem Management report (including Exec. Summary) 90 (6%)
**Subtotal** 600 (40 %)

Total Score 1,500 (100%)

MAKE-UP TESTS, MISSED LABS, LATE SUBMISSIONS AND FIELD TRIPS POLICY

Make-up exams will only be given for University Excused Absences (Rule 7).

Lab exercises cannot be made up because the participatory process cannot be repeated.

Late submissions of written assignment will each incur a 10% grade deduction for the first late day and an additional 5% for each additional late day. No report will be accepted 2 weeks past due or after the final class meeting! You cannot pass this course without completing assignments on time!

**PARTICIPATION IN THE THREE FIELD TRIPS IS MANDATORY!** See the teaching schedule for dates of each field trip! Only University Excused Absences will be accepted as reasons for non-attendance. Students who miss a field trip will be required to complete an additional report on a topic assigned by the instructor.
**WRITTEN REPORTS**

The written reports for the course consist of three field trip reports and a final integrative Ecosystem Management Report that includes revised versions of the three individual reports. The three reports are as follows: Report 1 – Individual **Writing Intensive** report of Field Trip 1 (2000 words double spaced); Report 2 – Individual **Writing Intensive** report of Field Trip 2 (1000 words double spaced); Report 3 – Group report of Field Trip 3 (2000 double spaced). Each report will be written using information derived from assigned readings, individual notes, class discussions, and information gathered during the field trips. All reports must be typewritten using correct grammar, a plain and clear writing style, and supporting information. Use maps, photographs, and data where appropriate. You are expected to refer to relevant literature. Be sure to cite all work to which you are referring whether you are quoting that work directly or using it indirectly. If you use a direct quote, use quotation marks. Failure to correctly cite references will result in a deduction of points. **DO NOT PLAGIARIZE!**

Each report will include the following general structure: Summary, introduction, procedure, findings, discussion, conclusion and references. For more detailed information see the attached report guideline. The final Ecosystem Management Report will be arranged according to the attached structure and will include an Executive Summary that links the three detailed field trip reports and that provides an overall conclusion. Each individual **Writing intensive** report will be graded and returned for revision and inclusion into the final Ecosystem Management Report. Initial graded drafts of the individual reports must be appended to the final report to allow the instructor to determine how you revised each report.

You are strongly encouraged to visit the University Writing Center (UWC), located in Evans Library at least once prior to submitting the first field trip report to ensure correct grammar and writing style. The UWC consultants will not proofread or edit your papers but they will help you improve your organizational and writing skills. When you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material with which you need help. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at [http://writingcenter.tamu.edu](http://writingcenter.tamu.edu), or stop by in person.

**ACADEMIC INTEGRITY STATEMENT**

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

As a student at Texas A&M University, it is your duty to know and live by the Aggie Honor Code. For details, please refer to the Honor Council Rules and Procedures at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**PLAGIARISM**

Plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Evidence of plagiarism will result in an automatic null mark for the assignment or test, and will be reported to TAMU authorities. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**AMERICANS WITH DISABILITIES ACT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building or call 845-1637.
# RENR 410 – Ecosystem Management – Lecture Schedule

## PART I

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<tr>
<th>Date</th>
<th>Instructor</th>
<th>Lecture Topic</th>
<th>Key Questions/Issues</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Week 1-L1</td>
<td>UPK</td>
<td>Course Overview</td>
<td>Course vision, goal and objectives</td>
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<tr>
<td>Tue Jan 19</td>
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<td>Course structure and grades</td>
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<td>Video – Cadillac Desert</td>
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<tr>
<td>Week 1-L2</td>
<td>UPK</td>
<td>Principles: ECOSYSTEM MANAGEMENT</td>
<td>What is meant by the pathology of natural resource management?</td>
<td>Ecosystem Mgmt. Chpt 1:1-5</td>
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<td>Thr Jan 20</td>
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<td>How do traditional vs ecosystem management models differ?</td>
<td>Ecosystem Mgmt. Chpt 2:57-76</td>
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<td>Week 2-L3</td>
<td>UPK</td>
<td>Principles: SYSTEMS THEORY</td>
<td>What are systems?</td>
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<td>Tue Jan 26</td>
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<td>Why do we care about systems?</td>
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<td>What are the implications of systems theory for EM?</td>
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<td>Week 2-L4</td>
<td>Mark Ivy</td>
<td>Principles: CHANGING ROLE OF NR MANAGER</td>
<td>How do traditional &amp; contemporary NR management skills differ?</td>
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<td>Thr Jan 28</td>
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<td>What skills are needed to be an effective Ecosystem Manager?</td>
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<td>What organizational approach is needed for EM?</td>
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<td>Week 3-L5</td>
<td>B. Rector</td>
<td>Principles: EM VS TRADITIONAL NR MANAGEMENT</td>
<td>Location, biophysical characteristics, history of TAMU Range Area</td>
<td>History of TAMU Range Area</td>
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<tr>
<td>Tue Feb 02</td>
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<td>Interests and roles of stakeholders for Range Area</td>
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<td></td>
<td>How is EM role different to traditional NR for Range Area</td>
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<td>Thr Feb 04</td>
<td></td>
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<td>How do we deal with complexity and uncertainty?</td>
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<td>How can EM be applied in practice?</td>
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<tr>
<td>Tue/Thr</td>
<td></td>
<td>FIELD TRIP 1</td>
<td>TAMU Range Area</td>
<td>BARRON RECTOR</td>
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<tr>
<td>Feb 02/04</td>
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<td>How can critical thinking enhance EM?</td>
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<tr>
<td>Week 4-L8</td>
<td>Mike Sorice</td>
<td>Principles: ADAPTIVE MANAGEMENT</td>
<td>What is adaptive management?</td>
<td>Ecosystem Mgmt. Chpt 4:95-111</td>
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<td>Thr Feb 11</td>
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<td>How do Active and Passive adaptive management differ?</td>
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<td>What are necessary conditions for adaptive management?</td>
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<td>Tue Feb 16</td>
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<tr>
<td>Week 5</td>
<td>Thr Feb 18</td>
<td>TEST 1</td>
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<tr>
<td>Date</td>
<td>Instructor</td>
<td>Lecture Topic</td>
<td>Key Questions/Issues</td>
<td>Reading Assignment</td>
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| Week 6-L10 | UPK         | Application: PUBLIC EXPECTATIONS AND LEGAL ASPECTS | What laws drive public participation?  
How does public opinion affect land management agencies?  
How representative are public meetings?  | Ecosystem Mgmt. Chpt 10:219-238                                                      |
| Tue Feb 23 |             |                                                   |                                                                                      |                                                         |
| Thr Feb 25 | UPK         | Application: WORKING IN HUMAN COMMUNITIES         | What is the “Success Triangle”?  
How do we identify stakeholders and get them involved?  
What are the keys to successful collaboration?  | Burnside & Rasmussen. 1997.  
Rangelands 19: 20-24 (9)                                            |
| Week 7-L12 | *Willy Conrad* | Application: COORDINATED RESOURCE MGMT (CRM) | What is CRM and why should we use it?  
What are the principles of CRM and how are they applied?  
How is CRM related to/different from EM?  | Ecosystem Mgmt. Chpt 6:131-139,  
Chpt 7:145-162                                               |
| Tue Mar 02 |             |                                                   |                                                                                      |                                                         |
| Thr Mar 04 | UPK         |                                                   |                                                                                      |                                                         |
| Fri Mar 05 |             | FIELD TRIP 2                                      | City of Austin Wildlands management and stakeholder groups  | KEVIN THEUSEN                                             |
| Week 8-L14 | UPK         | Application: BOUNDARIES AND LANDSCAPE LEVEL      | What are appropriate boundaries?  
What do we mean by landscape fragmentation?  
Why is fragmentation a problem and what can be done about it?  | Ecosystem Mgmt. Chpt 8:169-192,  
Chpt 9:193-216                                               |
| Tue Mar 09 |             | MANAGEMENT                                        |                                                                                      |                                                         |
| Thr Mar 11 | *Sam Brody* | Application: LANDSCAPE PLANNING: CASE STUDIES     | How do we manage across landscapes?  
A manager’s dilemma.  
“Thinking globally, planning regionally and acting locally” | Kreuter et al Manuscript in Ft. Hood                           |
| Week 10-L16 |            |                                                   |                                                                                      |                                                         |
| Tue Mar 23 | *S. Manning & R. Conner* | Application: INTRODUCTION TO FT. HOOD & LEON RIVER | Steve Manning and Richard Conner, will provide background information on Ft. Hood, the Leon River Restoration Project, the Ft. Hood Off-Site Conservation Project and the Golden Cheeked Warbler Recovery Credit Program. | Kreuter et al Manuscript in Ft. Hood                           |
| Thr Mar 25 |             |                                                   |                                                                                      |                                                         |
| Fri Mar 26 |             | FIELD TRIP 3                                      | Ft. Hood /Leon River Watershed field trip.                                        | STEVE MANNING                                           |
## PART III

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructor</th>
<th>Lecture Topic</th>
<th>Key Questions/Issues</th>
<th>Reading Assignment</th>
</tr>
</thead>
</table>
| Week 11-L17 | Tue Mar 30 | Implementation: ASSESSING AND MANAGING RISK | What do we mean by risk?  
How can we calculate risk probabilities for given events?  
What are ecological & management thresholds and indicators?  
White and Hanselka. 2000. TCE. L-5372 |
| Week 11-L18 | Thr Apr 01 | Implementation: METHODS FOR ESTIMATING RISK | What are different approaches to forecasting likely responses?  
How can we use models to predict outcome?  
| Week 12-L19 | Tue Apr 06 | Implementation: ECOSYSTEM SERVICES AND THEIR VALUES | What is the Millennium Assessment?  
What is an Ecosystem Service?  
Can ecosystem services be valued through market prices?  
| Week 12-L20 | Thr Apr 08 | Implementation: MONITORING AND ADAPTATION | How do we implement and monitor an EM Plan?  
Time table, identifying responses, stakeholder meetings, review, and achieving desired responses?  
Monitor to learn/improve, record keeping and analysis. | Ecosystem Mgmt. Chpt 12:271-294 |
| Week 13-L21 | Tue Apr 13 | Implementation: A HOLISTIC & STRATEGIC APPROACH TO EM | What do we mean by holistic resource management and how is this related to EM?  
What is strategic management?  
Fox. 2002. TCE, E-141.  
Ecosystem Mgmt. Chpt 11:245-270 |
| Week 13-L22 | Thr Apr 15 | Implementation: INDICATORS FOR MONITORING | What ecological, economic and social indicators are needed?  
How do we select and integrate indicators?  
| Week 14-L23 | Tue Apr 20 | Summary COURSE WRAP UP | What does it mean to be an Ecosystem Manager  
Applying for a EM position | |
| Week 14-L24 | Thr Apr 22 | Summary: TEST 3 REVIEW | | |
| Week 15    | Tue Apr 27 | TEST 3 | | Final Ecosystem Reports DUE 5:00 pm Friday April 30 in RM 302 ANIN! |
| Week 15    | Thr Apr 29 | NO CLASS | Project completion | |
# RENR 410 – Ecosystem Management – Lab Schedule

## PART I

<table>
<thead>
<tr>
<th>Week Date</th>
<th>Lab Topic</th>
<th>Lab Topic</th>
<th>Assigned Reading/Activity</th>
<th>DUE</th>
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<tbody>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Jan 26 / 28&lt;br&gt;<strong>Debora Fowler</strong></td>
<td><strong>HOW TO WRITE A REPORT</strong></td>
<td><a href="http://writingcenter.tamu.edu">http://writingcenter.tamu.edu</a> Review report outlines Review REM guide to authors Contact UWC at: <a href="http://writingcenter.tamu.edu">http://writingcenter.tamu.edu</a></td>
<td>Turn in personality test results and Keirsey description.</td>
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</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Feb 02 / 04&lt;br&gt;<strong>Barron Rector</strong></td>
<td><strong>FIELD TRIP 1 – TAMU RANGE AREA</strong></td>
<td>Evaluate ecosystem health: vegetation cover, soils, and streams. Discuss stakeholder affecting Range Area</td>
<td>Supplements provide by Baron Rector</td>
<td></td>
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</tbody>
</table>
| **Week 4**<br>Feb 09 / 11<br>**Debora Fowler** | **CRITICAL THINKING & WRITING** | Applying Critical Thinking in context of Ecosystem Management: Critically analyzing an article on Ecosystem Management | [Paul & Elder, 2003. *Critical Thinking: Concepts & Tools*](http://example.com/)
| **Week 5**<br>Feb. 16 / 18<br>**Debora Fowler** | **CRITICAL THINKING & WRITING** | Applying Critical Thinking in context of Ecosystem Management: Linking the three elements of critical thinking | |
## PART II

<table>
<thead>
<tr>
<th>Week Date</th>
<th>Lab Topic</th>
<th>Lab Topic</th>
<th>Assigned Reading/Activity</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>NEGOTIATING, CREATIVE PROBLEM SOLVING PLANNING FOR CHANGE</td>
<td>Building Common Ground: Parts 3 &amp; 4 Negotiation, stakeholder involvement, facilitation Discuss position/issues of stakeholders to discover what the real issue is Techniques for resolving issues Plan implementation/monitoring methods Where are we, where do we want to go, what are desired future conditions, how will we implement plan/monitor success?</td>
<td>Teams “act” out stakeholder meeting according to their stakeholder group. Teams develop report of possible solutions from their stakeholders position, include major issues, commonalities, threats, possible courses for developing solutions. Develop common vision of desired future conditions.</td>
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<tr>
<td>Week 7</td>
<td>FIELD TRIP II – CITY OF AUSTIN WILDLANDS</td>
<td>Barton Springs recharge area land management and stakeholder groups</td>
<td></td>
<td><strong>ATTENDANCE IS COMPULSORY</strong></td>
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<tr>
<td>Week 8</td>
<td>GIS IN ECOSYSTEM MANAGEMENT</td>
<td>GIS tools: How to use Arcview</td>
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<tr>
<td>Mar 17 / 19</td>
<td>SPRING BREAK</td>
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<tr>
<td>Week 10</td>
<td>GIS IN ECOSYSTEM MANAGEMENT</td>
<td>Application of GIS tools to Leon River Watershed: Contours, rivers, cities, Ft. Hood, soils, vegetation, GCW habitat</td>
<td></td>
<td><strong>INDIVIDUAL W REPORT 2 -- Field Trip 2 (1000 words, due start of lab)</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>FIELD TRIP III – LEON RIVER WATERSHED</td>
<td>Leon River Watershed field trip with Steve Manning. Visit Ft Hood and surrounding areas, attend stakeholder meeting.</td>
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<td><strong>ATTENDANCE IS COMPULSORY</strong></td>
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## PART III

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<tr>
<th>Week Date</th>
<th>Lab Topic</th>
<th>Lab Topic</th>
<th>Assigned Reading/Activity</th>
<th>DUE</th>
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<tbody>
<tr>
<td>Week 11</td>
<td>Mar 30 / Apr 01</td>
<td><strong>STRATEGIC MGT &amp; TACTICAL SOLUTIONS FOR ADAPTIVE MGT</strong></td>
<td>Including Risk in EM plans. Thresholds, inventory and monitoring.</td>
<td>How will you forecast? Simulate a Delphi approach to addressing risk. <strong>Second Submission: INDIVIDUAL W REPORT 1 - Field Trip 1 (2000 words, due start of lab)</strong></td>
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<tr>
<td>Week 12</td>
<td>Apr 06 / 08</td>
<td><strong>STRATEGIC MGT &amp; TACTICAL SOLUTIONS FOR ADAPTIVE MGT</strong></td>
<td>Leon River watershed issue planning: Use strategic management process to plan and negotiate important issues. What must be accomplished to solve problem(s) or issues? Identify tactical solutions and select priorities to be presented to stakeholders.</td>
<td>Each group creates a priority list of problems and their relationships. Teams develop goal statements (desired future conditions) for the ecosystem for each problem. Identify key factors/criteria to monitor? How can operational decisions be improved based on plan vs resource constraints and forecast conditions?</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 13 / 15</td>
<td><strong>WRAP-UP LEON RIVER WATERSHED PROJECT</strong></td>
<td>Finalizing an Ecosystem Management Report</td>
<td>Prepare executive summary for final report indicating how stakeholders will accomplish sustainable ecosystem management for Ft. Hood/Leon River. Summarize results from other reports. <strong>GROUP REPORT - Field Trip 3 (2000 words, due start of lab)</strong></td>
</tr>
<tr>
<td>Week 14</td>
<td>Apr 20 / 22</td>
<td><strong>PROVIDING LEADERSHIP IN ECOSYSTEM MANAGEMENT</strong></td>
<td>What does it mean to provide leadership? How does one accomplish that in a multi-stakeholder environment? Job Opportunities On-line Resume/cover letter writing</td>
<td>Prepare resume &amp; cover letter for Ecosystem Manager position: See <a href="http://www.ncseonline.org/nle/crsreports/biodiversity/biodv-4a.cfm">http://www.ncseonline.org/nle/crsreports/biodiversity/biodv-4a.cfm</a> <strong>Cover letter + Vita for Ecosystem Manager Position (due start of lab)</strong></td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr 27 / 29</td>
<td>NO LAB</td>
<td></td>
<td>Final Ecosystem Reports DUE 5:00 pm Friday April 30, 2010 in RM 302 ANIN!</td>
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Guidelines for Written Reports
Final Ecosystem Management Report Outline

Executive summary – 3 page summary of the three reports described below.
- Introduction: Definition of EM and brief description of key elements of EM
- TAMU Range Area Ecosystem Management Report (Individual)
- Barton Springs Ecosystem Management Report (Group)
- Leon River Watershed Ecosystem Management Report (Individual)
- Commonalities and differences of issues and findings of the three field sites visited with respect to Ecosystem Management
- Conclusion

Table of Contents

| Chapter 1: TAMU RANGE AREA POST OAK SAVANNA ECOSYSTEM REPORT INDIVIDUAL W REPORT | 2000 words (10 p, Times Roman, 12 font, double spaced). See guideline for content and structure on page 11 |
| Chapter 2: BARTON SPRINGS ECOSYSTEM MANAGEMENT REPORT INDIVIDUAL W REPORT | 1000 words (5 pages, Times Roman 12 font, double spaced). See guideline for content and structure on page 12 |
| Chapter 3: LEON RIVER WATERSHED ECOSYSTEM MANAGEMENT REPORT GROUP REPORT | 2000 words (10 p, Times Roman 12 font, double spaced). See guideline for content and structure on page 13 |
| Appendix A – ORIGINAL DRAFTS OF THREE REPORTS |
  - Chapter 1: TAMU RANGE AREA POST OAK SAVANNA ECOSYSTEM REPORT |
  - Chapter 2: BARTON SPRINGS ECOSYSTEM MANAGEMENT REPORT |
  - Chapter 3: LEON RIVER WATERSHED ECOSYSTEM MANAGEMENT REPORT |
| Appendix B – LAB ASSIGNMENTS |
  - Sequoia National Forest Case Study - Critical Thinking Exercise Group Summary |
  - Great Lakes Analysis Group Report |
| Appendix C – LETTER OF APPLICATION AND VITA |
  - Include letter of application for the announced position and your Vita |
INDIVIDUAL W REPORT 1: TAMU Range Area Ecosystem Management

Length of Report and Submission Procedure
- 2000 words (Times Roman 12 font, double spaced, approx. 10 pages). This does not include the summary and literature cited. Include a word count on the cover of the report.
- You are strongly encouraged to visit the University Writing Center to obtain guidance regarding grammar and writing style. Doing this will result in 30 bonus points provided you attach to the front of your report a signed statement from the UWC councilor and a 100 word statement how this exercise helped you improve your report.
- The report will be submitted for review of factual information, readability, and use of referenced works. Students are required to revise the report based on review comments and to submit the revised report for a second review, and then revise it again for inclusion in the final EM Report.

Style, Structure and Format
- Use impersonal voice and write from general to specific.
- Properly organize your report using the structure below. DON’T BRAIN DUMP!!
- Provide species names in proper scientific format.
- Provide labels for all tables above the table, and captions for all figures/photos below them.
- DON’T PLAGIARIZE! Properly cite all references. If you are quoting use quotation marks. If you are paraphrasing you must still cite the work (Last name of first author, date; last name of first and second author, date; last name of last author et al., date; Anon, Undated).

Purpose of Report
- Identify stakeholders, their primary interest in the Range Area, and the role that they would play in implementing recommended actions to achieve desired outcomes indentified in the Ecosystem Management plan.
- Include historical and new field data, presenting them in tables and/or figures.

Report Structure

Summary
No more than 200 words [summarizing key points of the report (including key recommendations). These 200 words are in addition to 2000 word requirement for the report.

Introduction
- Location of Range Area
- History of Range Area – Acquisition, previous uses, and current uses
- All Stakeholders who have an interest in Range Area
- Purpose and structure of report

Biophysical Description
- Overview of Post Oak Savannah
- Range Area: Soil types; vegetative land cover and land uses (pre-settlement, early uses, and current use); drainage (White Creek, gullies, and reservoirs)

Field Observations (data, tables, figures and photos)
- Range condition – plant cover, species composition
- Erosion and riparian health at White Creek

Discussion
- Specify desired future conditions (goal)
- Specific objectives to achieve goal – Vegetation, erosion reduction, hog removal, etc.
- Recommend ways to achieve these objectives
  - Specify role various stakeholders will play in achieving these objectives

Conclusions
Half page statement of the primary conclusions of the report (possibilities and challenges for the future management of the Range Area in the context of the surrounding land uses).
Literature cited
INDIVIDUAL W REPORT 2: Barton Springs Ecosystem Management

Length of Report: 1000 words (Times Roman 12 font, double spaced, approx. 5 pages). This does not include the summary and literature cited. Include a word count on the cover of the report.

Style, Structure and Format: See guidance for Individual W Report 1

Purpose of Report: Document importance of Barton Springs, biophysical characteristics, stakeholders, and historical and current management.

Report Structure:

Summary
No more than 100 words summarizing key points of the report (including key recommendations). These 100 words are in addition to 2000 word requirement for the report.

Introduction – Importance of Barton Springs, history of the issues leading to purchase of land by City of Austin in the Barton Springs catchment.

Study Area – Describe: (1) Biophysical characteristics of karst geology and the soils, water and vegetation associated with the Barton Springs catchment and (2) Stakeholder groups: Identify and briefly describe each group.

Procedure – Document the activities you participated in during the field trip to obtain this information (i.e., provide a schedule of events)

Findings
• Information learned about the background to conflicts over Barton Springs
• Key issues for each stakeholder group: Conflicts and commonalities
• Description of desired future conditions of Barton Springs
• Description of approach used to ensure achievement of these conditions

Discussion
• Most important issues observed
• Challenges and future inputs need to ensure success

Conclusions – Half page statement of the primary conclusions of the report (possibilities and challenges for the future management of the Barton Springs area in the context of the surrounding land uses).

Literature cited
GROUP REPORT: Leon River Watershed Ecosystem Management

Length of Report: 2000 words (Times Roman 12 font, double spaced, approx. 10 pages). This does not include the summary and literature cited. Include a word count on the cover of the report.

Style, Structure and Format: See guidance for Individual W Report 1

Purpose of Report: Document importance of Leon River Watershed and Ft Hood, biophysical characteristics, stakeholders, and historical and current management.

Report Structure:

Summary
No more than 200 words summarizing key points of the report (including key recommendations).

Introduction – Document history of Ft Hood, the Leon River Restoration Project, and the Off-Site Endangered Species Recovery Program

Study Area – Describe for Leon River Watershed:

- Location (using map)
- Soils, vegetation, wildlife (include maps showing distribution of GCW and BCV habitat)
- Land uses
- Stakeholder groups: Identify and describe objectives of each group
  1. List of all stakeholder groups identified in Leon River Watershed
  2. Describe primary mission and position of each stakeholder group
  3. Describe the major issues of each stakeholder group
  4. Describe the perceived threats of each stakeholder group

Procedure – Document the activities you participated in during the field trip to obtain this information (i.e., provide a schedule of events)

Findings

- Background information provided by Mr. Manning including description and sequence of all Section 7 consultations.
- Opinions described by stakeholders present at stakeholder meeting and their roles in Leon River Restoration Project/Ft. Hood Off-Site Conservation program.
- Land management practices used to improve wildlife habitat: Brush clearing, use of prescribed fire, cow bird traps
- GCW Recovery Credit program

Discussion – Describe:

- Commonalities of stakeholder groups
- Common vision that has been developed for Leon River Watershed
- Factors influencing the success of land management initiatives associated with endangered species habitat recovery in the Leon River Watershed

Conclusion – Half page statement of the primary conclusions of the report (possibilities and challenges for the future management of the Leon River Watershed in the context of the surrounding land uses).

Literature cited
Position Announcement

1. **Title:** Ecosystem Manager/Coordinator
2. **Position Location:** Leon River Watershed
3. **Headquarters:** Gatesville, TX.
4. **Salary:** Commensurate with training and experience
5. **Date Position Available:** June 1, 2008
6. **Type of Position:** This is a full-time, permanent position.
7. **Required Qualifications:**
   - Bachelor’s Degree in Ecosystem Science and Management or closely related field.
   - Training and experience in the use of personal computers/networks, GIS, graphics and presentation software, data analysis, resource inventory and monitoring methodology and conflict resolution.
   - Good oral and written communication skills.
   - Ability and willingness to cooperate with natural resource management agency personnel.
   - Willingness to learn about the educational, cultural, and socio-economic needs of the people of the Leon River Watershed and have the desire and ability to work with people of diverse backgrounds.
8. **Preferred Qualifications:**
   - Training in consensus building and stakeholder relations preferred.
   - Experience in ecological restoration with respect to endangered species habitat.
   - Ability to use media outlets including radio, television, and news print.
   - Ability to motivate and work with a wide variety of adult groups.
9. **Employee Benefits:** Competitive salary, opportunities for professional improvement and graduate study, annual and sick leave, paid holidays, opportunities to participate in group insurance plans including basic life insurance and optional plans for medical, dental, life, accident, disability income, and long-term care insurance. Participation in State and social security retirement programs, worker’s compensation and unemployment compensation coverage. Tax Saver Plan options (subject to 1-year probationary period).
10. **Nature of the Position:**
    The Watershed Ecosystem Manager/Coordinator is responsible for initiating, facilitating and coordinating watershed programs designed to provide the local stakeholders of the region with watershed-wide information and training that enables them to be informed citizens for developing and implementing an effective Ecosystem Management Plan.
    Servers as facilitator for implementing a watershed-wide coordinated resources management approach to planning and implementation to achieve minimum environmental thresholds as defined by laws, regulations and conflict resolution.
    The position requires the ability to integrate and apply multi-disciplinary technical scientific knowledge (ecology, economics, wildlife, production agriculture, GIS and remote sensing) to develop strategic plans that balance economic development with environmental conservation and social desires. The position also requires advanced interpersonal skills such as public speaking, facilitating teamwork, and conflict resolution.
    The goal of the position is to support collaborative decision-making that results in improved decisions for the watershed as a whole and the natural resources they depend upon.

An Equal Employment Opportunity Employer
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: José Pablo Villalobos, Dept. of Hispanic Studies
J. Lawrence Mitchell, Head, Dept. of Hispanic Studies
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: December 14, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: SPAN 320

We recommend that SPAN 320 Introduction to Hispanic Literature be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:18

Students taking SPAN 320 will receive feedback from peers as well as from their instructor for the three essays they will write about Spanish literature. When first drafts are due, all students will participate in a peer review process, reading and making written comments on each other’s essays, and filling out the “guía para comentar un ensayo” (guide for critiquing an essay). At the end of these sessions, the instructor will collect the essays and the guides and in a further reading offer written comments on the margins as well as at the end of the paper. During the semester sessions will be devoted to instruction and discussion of specific writing problems common to the class. These discussions will be focused on the upcoming assignments so that the examples given can be incorporated into students’ papers almost immediately. Other topics will be plagiarism and MLA style. Finally, as required, students will be referred to the University Writing Center if they require additional assistance.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   SPAN 320 Introduction to Hispanic Literature

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: Jose Pablo Villalobos

Printed name and signature

(Date)

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

(Date)

Approvals:

College Dean: Michael T. Stephenson

Printed name and signature

(Date)

Department Head: J. L. Mitchell

Printed name and signature

(Date)
Spanish 320 (W): Introduction to Hispanic Literature
Spring 2010
Course Information Sheet

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

Academic integrity is essential to the academic life of this university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at A&M assume the important responsibility of promoting the Aggie Honor Code. The ideal of the Code refers to cheating, one of the worst academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at www.tamu.edu/aggiehonor/.

Professor José Pablo Villalobos
Tel.: 845-2140
Office: Academic Bldg. 202A
email: jvillalo@tamu.edu

Office Hours
Wednesdays 10:30-11:30,
Tuesdays 11:00 - 12:00, and by appointment

Meeting times and location: ACAD 228, Tuesdays and Thursdays from 9:35-10:50

Course objectives
The primary purpose of this course is to offer a panoramic view of literature written in Spanish from its beginnings to more recent times. The readings covered this semester will include poetry, narrative, and drama written by the most representative authors from throughout the Hispanic world. Beyond general knowledge of the authors and texts we study, it is expected that by the end of the semester all students will have acquired the skills necessary to study and analyze Hispanic literature using appropriate terminology, language, and style fitting that of a Spanish major. Because this course is designated a “W” course, a secondary objective is to work on student’s writing skills. This will require numerous take home and in-class assignments designed to help improve students’ writing. It is expected that by the end of the semester all students will be knowledgeable about formatting, structure, tone, and editing as well as be familiar with creating a bibliography as per the MLA (Modern Language Association) format.

Prerequisites Spanish 202 or 203, or approval of instructor.

Method This course will be delivered via exposure to specialized language, authors, texts, and both historical and aesthetic contexts. The readings will be addressed through general in-class discussions, individual and group oral presentations. There will also be three brief essays, two exams, and quizzes as deemed
necessary. When possible, audiovisual material will be used in the study of authors, themes, or contexts.

**Texts**

Though we will primarily use one textbook, it will be accompanied by supplementary handouts, a course packet, and Internet readings.

- Course packet (p)
- Internet (i)

**Participation**

It is expected that all students come to class prepared to discuss assigned readings. Participation is assessed by active involvement in the course: asking relevant questions or making relevant comments on the readings and/or class discussions. Participation is therefore fundamentally based on student preparedness. Attendance is also an important part of participation: you cannot participate if you are not in class. While students are allowed three unexcused absences without consequence, every absence beyond the third will amount to a 2% deduction from the total course grade. Only authorized and documented excuses will be accepted without consequence (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for a list of acceptable university excuses).

**Compositions**

Students will write three formal compositions this semester (3-4 pp. each). These will each undergo a process which requires editing and revision prior to submitting the final version. The items these revisions will focus on are content, style, format, organization, and presentation of ideas. On days when drafts are due, these must be brought to class as close as possible to being a completed product in terms of content, length, and format. First drafts will be read and commented by a peer and by the instructor. The feedback received will then be part of the revised final draft.

Though content is the most important part of a composition, it is also important to focus on the form. These must be printed, double-spaced, using Times New Roman, font size 12. All typographical errors (including accents!) will affect the grade of these compositions. As in all formal essays, these will require a title, your name, date, course, an introduction, a body, and a conclusion. All compositions must include a works cited page (bibliography) that employs the MLA format. These compositions will be written in Spanish and must represent original work. Compositions submitted one class meeting after the due date will incur a 15% grade reduction, no composition will be accepted for a grade two class meetings after the due date.

**Plagiarism**

Plagiarism will not be tolerated. According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit ([www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)). In this class, you must credit your use of anyone else’s words, graphic images, or ideas using the MLA citation format. 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. The Aggie Honor System Office processes for adjudication and appeals can be found at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
Assignments/Quizzes
All assignments will be based on the readings. Quizzes will provide students the opportunity to display their command and comprehension of the readings. Not all homework will be collected, but it is expected that it be done accordingly.

Exams
There will be two exams (see calendar for dates). An absence during a designated exam time will not be accepted, save for reasons stipulated as excusable by the university (see http://student-rules.tamu.edu/rule7.htm). In case of an anticipated conflict with the established exam time, please let your instructor know as soon as possible. A notification of absence after the exam will not be accepted.
Each exam will cover all material read for class, even when it is not discussed in class. Class discussions will also figure into the exams (another great reason to come to class!). Each exam will consist of identifications (terms, quotes), brief essay responses, and longer essay questions. As with everything we will do in class (with the exception of this document), the exams will be conducted in Spanish.

Grades
Participation .........................20%
Compositions ..........................35%
Assignments/Quizzes ..................5%
Midterm Exam ..........................20%
Final Exam ..............................20%

Final grades will be assigned based on the following scale:
A = 100.0 - 90.00
B = 89.99 - 80.00
C = 79.99 - 70.00
D = 69.99 - 60.00
F = 59.99 - 00.00
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: Carla Prater, Dept. of Landscape Architecture and Urban Planning  
Forster Ndubisi, Head, Dept. of Landscape Architecture and Urban Planning  
Leslie Feigenbaum, AOC Dean, College of Architecture  
DATE: December 14, 2009  
SUBJECT: REPORT ON PROPOSED W COURSE: URSC 493  

We recommend that URSC 493 Urban and Regional Studies Capstone be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 8250
4. Instructor to student ratio for one section: 1:20

Students in URSC 493 Urban and Regional Studies Capstone write both collaboratively (for 20% of the final grade) and individually (for 30%). Because collaborative writing is an important professional skill for city planners, the course will include discussion of and practice in writing with a group. Written and oral instructor comments are provided on all writing assignments. Drafts are required for major assignments (Subject Papers and Final Reports), and written and oral instructor comments will be provided on the drafts as well as on the final products. Students will do peer critiques of drafts of Final Reports. One class session will be devoted to lecture about and discussion of writing techniques in the practice of planning, including memos, reports, white papers, and summaries. Models of these types of writing will be provided.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   URSC 493 Capstone Course

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

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

Instructor / Coordinator: Carla Proctor
Printed name and signature (Date)

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

Approvals:
College Dean: Jorge Varela
Printed name and signature (Date)

Department Head: Forster Noubisi
Printed name and signature (Date)
URSC 493: Capstone Course, Spring 2010

TR 9:35-10:50, 11:00-12:30, Room TBA
Instructor:
Email: carla@archone.tamu.edu
Office: Langford C106A
Office Hours: TBA, or by appointment

COURSE DESCRIPTION
URSC 493 will utilize projects in the region of Bryan/College Station for instructional purposes. The course is a practical exercise devoted to letting you put into action what you learned during your studies in planning. At the conclusion of this semester you and your classmates will have completed various assignments related to projects we will be doing for the Bryan/College Station Metropolitan Planning Organization (http://www.bcsmpo.org/) and the City of Bryan Community Development Services Department (http://www.bryantx.gov/departments/?name=community).

The class will operate much like the staff in a planning consulting firm. Student teams will piece together the relevant environmental, social, physical, and fiscal information. This studio experience will give you hands-on opportunities to develop applied planning skills at both the community and neighborhood levels. The course is intended to permit undergraduate students to experience the complexities of planning practice while working within the university environment. Project management and accountability will be maintained through intensive interaction between the course instructor and the students.

Students will be presented with problems and develop solutions to those problems. They will develop critical analysis and information synthesis skills through working on this project. They will develop their writing skills through assignments on planning ethics and through writing reports on the projects for the clients. Finally, they will develop presentation skills through preparing and making a presentation of their project to LAUP faculty and to the client.

EXPECTATIONS
The course activities will constitute an exercise in thinking and doing urban planning. You will be expected to attend and actively participate in each class session. Class sessions will serve as project meetings to outline strategy, assign tasks, review progress, and adjust tasks. These are a real projects, and attendance at class meetings is mandatory. If you must miss a meeting, please tell Dr. Prater in advance by phone or e-mail. This class will consist of very few lectures and a lot of discussion, collective thinking, and facilitation. We will discuss issues as needed and will collectively come to closure on each substantive issue as it arises. Do not expect to complete your assignments during class time. We have a great deal of work to do and very little time to do it. You will need to budget your time outside of the classroom accordingly.
All of your work should be submitted in both printed and digital form. Preferably, your text files should be produced in *Microsoft Word*. Graphic files should be saved as JPEG files.

The completion of one project requires the development and distribution of a survey of student transportation behavior. In order to ensure that all students understand the ethics of doing citizen surveys, all students are required to complete the IRB training for human subjects research, available at [http://vpr.tamu.edu/](http://vpr.tamu.edu/). The certificate awarded on completion of this course must be submitted to the professor by January 28th.

**REQUIRED READING**

In addition, students will be expected to do the necessary research and reading beyond assigned material to perform the project tasks, under the guidance of the professor.

**FACILITIES**
TBD

**GRADING**
Your course grade will depend on several factors. In addition to the quality of your individual product, your grade will also be based on your demonstrated diligence, enthusiasm, personal initiative, cooperation, creativity, group participation, and leadership. These are difficult factors for a class instructor to measure. The responsibility for demonstrating that you merit a good grade will rest entirely with you. You may meet with Dr. Prater at any time during the semester and she will give you an assessment of your grade. Your final grade will depend partially on a 360° review process, in which students evaluate each other.

**Grade Policies**

Percentages for the various graded assignments and tests are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI certificate</td>
<td>15%</td>
<td>January 28th</td>
</tr>
<tr>
<td>Participation in class discussions</td>
<td>20%</td>
<td>Each class</td>
</tr>
<tr>
<td>Human subjects report</td>
<td>5%</td>
<td>February 4th</td>
</tr>
<tr>
<td>Executive Summary of <em>Everyday Ethics</em></td>
<td>5%</td>
<td>February 11th</td>
</tr>
<tr>
<td>Ethics Case Study</td>
<td>5%</td>
<td>February 18th</td>
</tr>
<tr>
<td>Project subject paper</td>
<td>10%</td>
<td>March 4th</td>
</tr>
<tr>
<td>Personal Contribution Report</td>
<td>5%</td>
<td>April 29th</td>
</tr>
<tr>
<td>Presentations</td>
<td>15%</td>
<td>April 22nd and 27th</td>
</tr>
<tr>
<td>Housing /Transportation Report</td>
<td>20%</td>
<td>May 4th</td>
</tr>
</tbody>
</table>
A guide to the Participation evaluation policy follows.

CLASSROOM PARTICIPATION EVALUATION SCALE

CLASSIFICATION DESCRIPTION

Superior A consistent leader in the discussion/learning of the class. Has read the assigned material for the class meeting and contributes to the understanding of the text and/or analysis of the case or problem under consideration. Listens holistically and responds meaningfully to the comments of other students. An initiator of activity in the class.

Above average Reasonably frequent participator in the class. Responds to other students as well as instructor. Occasionally takes the lead in introducing a new relevant subject. Volunteers illustrations from her or his own experience or personal knowledge about the subjects under discussion.

Average Occasional contributions to the class. Occasional responses to the remarks of other students. Rarely initiates a discussion.

Below average Answers direct questions from the instructor. Seldom, if ever, takes part in class activities.

Inferior Takes no part in classroom discussion or activities.

Source: Nancy D. Turner, Ph.D TAMU Syllabus for NUTR 481-500

Late Submission Policy
All assignments are due in class on the due date. In fairness to all students, especially those who work hard to meet deadlines, late assignments will be penalized 5% per day. Assignments more than a week late will not be accepted. Students with University-excused absences will be allowed to make up work. See student rules at http://student-rules.tamu.edu/search/rule7.htm .

The grading scale for this class is as follows:

A=90–100, B=80–89, C=70–79, D=60–69, F=0–59

COURSE RELEVANCE
You should view the Capstone Course as a very important part of your degree program. The work that you undertake in this course will be much like the work that you may be required to perform during your first job. Keep in mind that the end products will carry your name. When you seek a job as a professional you will want
to use your contribution to these documents as representative samples of your ability and talent. Thus, it makes sense to do your very best on the projects assigned to you. I am confident that the product that we produce this year will be first-rate.

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

ACADEMIC INTEGRITY STATEMENT
A student’s work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior and will result in sanctions in accordance with the Student Rules, available in hard copy or on the University Web Site. It is very important to read other people’s work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people’s ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary. If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number). If you use someone else’s work without proper citation, this is plagiarism.

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own. Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense. Please consult the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor for a discussion of plagiarism and other academic integrity issues.
ASSIGNMENTS
Note: all drafts and final papers will be double-spaced to allow room for written comments.


2. Write a 2-page report on Human Subjects research approval process, including a review of the *Belmont Report*.

3. Write a 2-page Executive Summary of the Introduction (pp1-28) and Appendix (pp 199-226) of *Everyday Ethics for Practicing Planners*. This exercise is important because planners must produce Executive Summaries of many technical reports and plans.

4. Ethics Case Study
Using the Discussion Scenarios in *Everyday Ethics* as a model, develop a case study of an ethical issue in Planning. Document the case with newspaper reports or journal articles and write a 2-page paper.

5. Project Subject paper
This semester’s projects are in Transportation and Housing. Write a 5-page essay on current theory and practice in transportation and housing policy.

6. Personal contribution report
Write a 2-page report explaining in detail the precise contributions you made to the group project you worked on. You should emphasize the skills you developed or improved during the course of the project, keeping in mind the possibility of using this report to support your job applications.

7. Final project reports
This is a group effort, with each group responsible for writing a professional report to the agency, detailing the methods and results of the projects. This is an important exercise because much of the work in planning departments consists of group projects and reports.

8. Project presentations
These will be slide presentations to the agencies on the project results. Students will participate through preparing the presentation or actually doing the presentation in front of the agency.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Introduce professor, students, and projects. Collect data on student skills and interests, explain CITI certificate assignment <a href="http://researchcompliance.tamu.edu/HSPP/trainreq/initial-training-for-human-subjects-research.html">http://researchcompliance.tamu.edu/HSPP/trainreq/initial-training-for-human-subjects-research.html</a></td>
</tr>
<tr>
<td>Jan 21</td>
<td>Presentation on Housing Survey project</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Presentation on Transportation Survey project, assign students to groups</td>
</tr>
<tr>
<td>Jan 28</td>
<td>CITI certificate due, Lecture on writing, distribute writing models, explain first writing assignment</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Project work day</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Human Subjects report due, Explain second writing assignment</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Feedback on Human Subjects report, Project work day</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Executive Summary of <em>Everyday Ethics</em> due, Explain third writing assignment</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Feedback on Executive Summary, Project work day</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Ethics Case Study due, Explain fourth writing assignment</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Feedback on Ethics Case Study, Project work day</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Project Subject paper drafts due, Project work day</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Feedback on Project Subject paper drafts, Project work day</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Project Subject paper due, Project work day</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Feedback on Project Subject paper, Project work day</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Project work day</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Project work day</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Project work day</td>
</tr>
<tr>
<td>Mar 30</td>
<td>Assign report sections, provide models of technical reports, discuss collaborative writing techniques</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Project work day</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Project work day</td>
</tr>
<tr>
<td>Apr 8</td>
<td>First drafts of report sections due, Project work day</td>
</tr>
<tr>
<td>Apr 13</td>
<td>Feedback on draft sections, Explain fifth writing assignment, Project work day</td>
</tr>
<tr>
<td>Apr 15</td>
<td>Project work day</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Project work day</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Transportation Presentation</td>
</tr>
<tr>
<td>Apr 27</td>
<td>Housing Presentation</td>
</tr>
<tr>
<td>Apr 29</td>
<td>Personal Contribution Reports due</td>
</tr>
<tr>
<td>May 4</td>
<td>Project Reports due</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Clay Cavinder, Dept. of Animal Science
     Gary Acuff, Head, Dept. of Animal Science
     Ann Kenimer, Associate Dean, College of Agriculture and Life Sciences
DATE: December 14, 2009
SUBJECT: REPORT ON PROPOSED C COURSE: ANSC 316

We recommend that ANSC 316 Equine Selection and Judging be certified as a Communications (C) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 1250
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:25 plus undergraduate assistants

ANSC 316 is a two-credit course. Although 50 students are enrolled, one graduate student and up to three undergraduates assist with the course management. They provide feedback using a grading rubric and receive some supervision from the instructor to ensure fairness and consistency. Students get one practice writing assignment before they write five short assignments (descriptive performance evaluations of horses). They have the opportunity to revise before getting a final grade. They also present five brief oral versions justifying a score. In all cases they receive feedback so they can improve over time. They receive in-class instruction as well as information on a web site to help them prepare their descriptive performance evaluations.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

  ANSc 3100 House Judging and Selection

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: Clay Covinder
Printed name and signature

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

Approvals:

College Dean: Ann L. Kenimer
Printed name and signature

Department Head: Daniel W. Farnett
Printed name and signature

Date: 12-8-09

Received by:

Date: DEC 10 2009
DEPARTMENT OF ANIMAL SCIENCE
Spring Semester 2010
TR 3:00-4:50
ANSC 316
Equine Selection and Judging. Credit: 2

Dr. Clay A. Cavinder    TA: Jeannette Mawyer
249 Kleberg     237 Kleberg
cac@tamu.edu     jeannette.mawyer@tamu.edu

Student Assistance from previous judging team:

Description:

Detailed evaluation and comparison of horses; selection and critique of athleticism and performance in horses; industry trends addressed; oral and written defense of judgments also explained and expected of student.

Learning Objectives: Upon taking this course the student will be able to . . .

- describe components of athletic performance in horses, methods of evaluation, and importance of those components by participation in lectures, demonstrations and reading resource material.
- demonstrate the use of visual appraisal to evaluate horses. Therefore, the student will be able to distinguish between correct and incorrect conformation and performance in the horse industry.
- prepare written and oral defense of reasoning regarding a ranking of horses. Students will be given a set or terms and expected to practice in order to gain more comprehension of correct horse industry terminology and improved confidence concerning public speaking.
- identify the major factors that constitute desirable performance in horses after discussion of rules and industry demands on performance.
- identify the value and limitations of showing and other records in evaluating horses for breeding and other purposes.
- engage in the opportunity to be a competitive member of the TAMU Horse Judging Team by developing critical thinking skills if they so desire

Because this course is categorized as a “C” course, you will have opportunities to write about assigned topics related to judging and selection of various performance horse events. Additionally, you will prepare multiple oral assignments in which you will properly and professionally state your reasons for placing conformation and performance
horses. As you progress through the class this will get easier and your proficiency will increase through practice, repetition and informative feedback.

Policy on absences and missed work:

1. There are no unauthorized absences granted!

2. Authorized absence does not excuse students from any course work.

3. Permission for making up any missed work will be granted only for authorized absences arranged in advance of the absence, or in case of sickness, injury, or death in family. In those cases, it is the responsibility of the student to notify the professor as soon as possible. In the case of absence due to sickness, the student must present verification of the illness from the University Health Center or family doctor.

4. Work missed due to unauthorized absence will not be made up, and grade of zero (0) will be recorded. Also, work not made up due to authorized absence will receive a grade of zero (0).

**TENTATIVE COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction, objectives, outline prerequisites, grading, references, reasons and organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2-3</td>
<td>Conformation and halter judging.</td>
</tr>
<tr>
<td>Week 4-8</td>
<td>Judging western pleasure, hunter-under-saddle, western riding and reining horses.</td>
</tr>
</tbody>
</table>

**MIDTERM EXAM:** Thursday, March 12

**Week 9-13** Judging other performance events including hunter hack, showmanship, horsemanship, equitation, trail, cutting, working cowhorse, roping, working hunter, and jumping.

**Week 14** “Mini-contest”

**FINAL EXAM:** Tuesday, May 12; 1-3 P.M.
References:

Required book: Journey to the Center of the Arena by Cavinder et al. MSC Bookstore

Supplied book: AQHA handbook

Website: http://animalscience.tamu.edu/academics/equine/online-judging/index.htm

Grade determination:

- Exams: 30% (100 points / exam = 200 points possible)
- Placing scores on judged classes: 20% (50 points possible / assignment = approximately 1,000 points)
- Written and Oral scores: 50% (50 points possible / assignment = 300 points)

Letter grades will be assigned as follows:

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

Writing assignments:
*critiqued: these assignments will be written by the student and then critiqued either by the professor, individual peer, or in a group setting. Upon feedback, the student will have the opportunity to revise the document before submission for final grading. The writing assignment topics will include descriptive performance evaluations of horses that the student has watched and placed accordingly.

Oral assignments:
*these assignments will be given in a formal presentation (with a 2 minute time limit: expected to be approximately 1:35-1:45) with the student presenting to 1 instructor. Writing assignments are expected to aid the student in preparing oral presentations in order to enhance dictation and confidence in oral presentations. The topics of these oral presentations will be the same as the written assignments. You will receive a graded rubric for each assignment to provide additional feedback and support for your improvement throughout the course.
Semester Lecture Series

January:
20- Lecture: Introductions, scoring and cuts, guidelines for developing written and oral assignments
22- Lecture: Conformation (practice writing assignment)
27- Halter classes (critiqued writing assignment for a grade) Freeman
29- Halter class (oral assignment) Freeman

February:
3- Lecture: Western Pleasure
5- Western Pleasure (critiqued peer writing assignment for grade)
10- Western Pleasure (oral assignment) Freeman
12- Lecture: Hunter Under Saddle
17- HUS (critiqued writing assignment for a grade)
19- HUS (oral assignment) Freeman
24- Lecture: Reining
26- Reining (critiqued peer writing assignment for a grade)

March:
3- Reining (oral assignment) Freeman
5- Lecture: trail
10- Lecture: Western Riding
12- Midterm exam
24- Trail and Western Riding classes (oral assignment)
26- Lecture: Hunter Hack
31- Hunter Hack classes (critiqued writing assignment for a grade) Freeman

April:
2- Lecture: Showmanship, Horsemanship, Equitation
7- Showmanship, WH, HSE: Freeman
9- Lecture: Cutting
14- Lecture: Working Cowhorse
16- Cowhorse class: Freeman
21- Lecture: Working Hunter, Jumping
23- Lecture: Roping
28- Roping classes
30- “Mini-contest”

May:
12- Final exam
Faculty Senate Policy:

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

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University student rules, under the section “Scholastic Dishonesty.”

ADA Statement: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil 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 Bldg., or call 845-1637.

Aggie Code of Honor

“An aggie does not lie, cheat or steal, or tolerate those that do.” The Office of the Aggie Honor System provides resources to students and faculty to help uphold this Honor Code, including definitions for academic dishonesty and plagiarism. These resources, as well as information about the Office of the Aggie Honor System, can be found at http://www.tamu.edu/aggiehonor/. It is every person’s responsibility; students and faculty alike, to understand what constitutes academic dishonesty, prevent it from happening, and promote honesty and integrity fitting for Texas A&M University. Take the time to explore the website and become familiar with the resources available.
TO:          Faculty Senate Executive Committee
FROM:        Valerie Balester, Chair, W Course Advisory Committee Chair
CC:          Ralph Schoolcraft, Dept. of European & Classical Languages & Cultures,
             Richard J. Golsan, Head, Dept. of European & Classical Languages & Cultures
             Donald Curtis, Associate Dean, College of Liberal Arts
DATE:        December 14, 2009
SUBJECT:     REPORT ON RECERTIFICATION OF W COURSE: FREN 300

We recommend that FREN 300 Composition be certified as a writing (W) course for the next
four academic years (1/10 to 1/14). 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 (4000+)
4. Instructor to student ratio for one section: 1:17

Four compositions are required in FREN 300. Because this is the first course majors take in
French composition, emphasis is placed on grammar within the context of the essay, and
corrections and comments are typically extensive. Revision is obligatory. For instruction,
students read and analyze writing for technique and for rhetorical strategies and do regular
grammar reviews and exercises. They get further feedback and practice through in-class writing
exercises.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   FREN 300: COMPOSITION

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: RALPH SCHOOLCRAFT
   Printed name and signature
   11/11/09
   (Date)

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

   Approvals:

   College Dean: Michael T. Stephenson
   Printed name and signature
   11/30/09
   (Date)

   Department Head: 
   Printed name and signature
   11/19/09
   (Date)
French 300: Course Description and Syllabus

Ralph Schoolcraft . .......................................................................................................................... rschoolcraft@tamu.edu
Office hours: Tues/Thurs 12.30 B 13.30 .................................................................................................. 845-1752

Prerequisite: French 202
Required text: Comeau, Lamoureux, Tranouez, Ensemble: Culture et société (6e édition)
Recommended text: French/English Dictionary

Grading: Your final grade will be determined according to the following formula:

Classwork/homework: 20%
Compositions (5): 50%
Midterm (1): 10%
Final exam: 20%

Regular assignments: This includes homework, quizzes in class, and your participation in class
sessions. Your attendance is mandatory for this course.

Compositions: There will be different types of writing assignments (critical and creative writing,
business letters, etc.). Mandatory rewriting of the compositions will also be graded.
Exams: They will be based on the rhetorical and grammatical concepts that we cover in class as
they pertain to French approaches to writing.
Final exam: It will be cumulative in order to establish that you have acquired the majority of the
concepts presented during the semester.

Absences: An authorized absence entitles you to complete any assignments you have missed.
You must contact me within 24 hours of the absence. Exams and assignments can be made-up
only as result of legitimate absences. (Please consult University Rules and Regulations for a
definition of authorized absences.)

Academic Integrity Statement: Students at Texas A&M University must not lie, cheat or steal, or tolerate those who do. For
further information, please consult the Honor Council Rules and Procedures on the web at
http://www.tamu.edu/aggiehonor

Disabilities: The American with Disabilities Act (ADA) is a federal antidiscrimination statute
providing comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you believe that
you have a disability requiring an accommodation, please contact the Department of Student
Life, Services for Students with Disabilities, Room B-116 of Cain Hall. The number is 845-1637.
Class Program

17 janv: Introduction
19 janv: Dorothée Werner, « Génération Kleenex », p. 5-7

26 janv: Odile Cuaz, « L’angoisse des élIves de prépa », p. 17-19; interviews to prepare

31 janv: First composition due
2 févr: Argumentation and rhetoric

7 févr: Gilbert Tarrab, « Voix de femmes », p. 29-32
9 févr: Martine Turenne, « Pitié pour les garçons », p. 41-43

14 févr: Structure of arguments
16 févr: Scenes from French film; discussion

21 févr: Second composition due
23 févr: Method of self-correction

28 févr: Raymonde Carroll, « Parents – Enfants », 54-56
2 mars: Examen

9 mars: Formal organization of a paper (citations, bibliography)

23 mars: Correspondence

28 mars: Alain Kimmel, « La politique française », p. 117-20
30 mars: In-Class Composition

4 avril: Creative Writing Assignments
6 avril: Study Song Lyrics

11 avril: Gilles Médioni, « MC Solaar... », p. 228-30
13 avril: Fourth composition due

18 avril: Assia Djebar, « Mon pIre écrit B ma mIre », p. 170-72
20 avril: Ariane Mnouchkine, « L’acteur... », p. 208-11

25 avril: Fifth composition due
27 avril: Review

Friday, May 5: Final Exam, 3 to 5 p.m.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Michelle Taylor-Robinson, Dept. of Political Science
     James Rogers, Head, Dept. of Political Science
     Donald Curtis, Associate Dean, College of Liberal Arts
DATE: December 14, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 413

We recommend that POLS 413 American Foreign Policy be certified as a writing (W) course for the next four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (60%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:35

American Foreign Policy is a senior-level course appropriate for political science majors which covers trends in American foreign policy since 1945. Students receive written feedback from the teacher on content and grammar on all major writing assignments. Discussion focuses on writing assignments and the use of assignment models. There is one major 15-20 page writing assignment and five shorter writing assignments (1250 words each) on discussion topics based on the topical readings. Students turn in a proposal and a final rough draft for the research paper, and students receive the professor's feedback regarding research skills, reasoned critical thinking, writing skills, and content.

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

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   POLS 413 - American Foreign Policy

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

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

Instructor/Coordinator: Michelle Taylor-Robinson  Oct. 19, 2009
Printed name and signature     (Date)

Received: Valerie Balester  10/27/09
(W Course Coordinator, University Writing Center)     (Date)

Approvals:
College Dean: Michael T. Stephenson
Printed name and signature
(Date)

Department Head: James P. Rogers
Printed name and signature
(Date)
POLITICAL SCIENCE 413
AMERICAN FOREIGN POLICY
Spring 2008

Course Description

This course emphasizes the main themes in American foreign policy since the end of the Second World War. We will examine the patterns that have permeated American Foreign Policy since 1945, and discuss the roles that various actors play in the foreign policy process. We will use these theoretical concepts to discuss the major events in American foreign policy over the last half of a century.

Learning Objectives

- To learn the main themes of American foreign policy since World War II.
- To learn the various roles that the different branches of American government play in forming and implementing foreign policy
- To learn to critically analyze and write about events in American foreign policy, and link theoretical concepts to historical events.

Writing Component

This course has been designated a W course. In order to pass this course, you must complete every writing assignment ON TIME. Besides teaching you about American foreign policy the course is also intended to improve your ability to write in a critical and objective manner, and to learn how political science scholars and others who write professionally about politics do so, and to improve your writing skills in general, regardless of your future professional plans. A principal goal of the class is to assist you in learning how to write well in your upper-division classes and after graduation. Therefore, I will provide extensive instruction in writing throughout the course, and cover materials on grammar, research strategies, and methods of posing and framing research questions.

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

Help on writing can also be found at the University Writing Center, http://www.writingcenter.tamu.edu/

Inquiry Rich Designation

This course has been designated an I (inquiry rich course). As such, we will spend time this semester discussing how knowledge about foreign policy is integrated and concepts tested in a scientific manner.
Course Requirements and Grades
There are four graded components for this course:
1) Exam 1 (Wednesday, March 11, 2009), 100 points
2) Exam 2 (Tuesday, May 12, 2009), 100 points
3) Research paper (see relevant dates below), 200 points
4) 5 short writing assignments, 20 points each, 100 points total

Grading Scale

The following scale will be used for calculating final grades for this course. Please note that I do not curve grades. Final grades are based out of 500 total points for the course.

- 90% to 100% = A
- 80% to 89% = B
- 70% to 79% = C
- 60% to 69% = D
- 0% to 59% = F

Required Readings

There are three books assigned for this course


Additionally, a set of articles has been placed on e-reserve. They are denoted in the readings below as coursepack (CP). The website is library-reserves.tamu.edu.

Finally, I will be making use of videos occasionally in this class, both documentaries and full-length films. You are responsible for knowing the material presented via video.

Attendance and Missed Assignments

You are expected to attend class regularly and take notes. Although I will not take attendance, a majority of the material for the quizzes and the exams is taken from lecture. I will use material for lecture that is not covered in the readings. If you miss class, it is your responsibility to get the lecture notes from a classmate. I will not, under any circumstances, give my lecture notes to students.

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

As a rule, I do not give makeup exams or quizzes, except in the case of extreme sickness or family emergency. If you must miss an exam due to illness or emergency, you must do everything in your power to notify me before the exam. I have provided you with a phone
number and an e-mail address, both of which I check regularly. Thus, saying you are unable to contact me is not an excuse.

All makeup examinations must be made up within a week of your return to class, or you will receive a 0 on the missed exam. I also require some form of documentation as to why you missed the exam. I will reiterate illness or family emergencies are the only excuses I will accept. All makeup exams are essay exams.

**Incompletes**

According to Texas A&M University policy, incompletes may only be given if 75% or more of the coursework has been completed, and at the time the student’s grade is 2.0 or better. My policy on incompletes is as follows. **Incompletes will only be given in extreme circumstances, and must be completed within six weeks of the semester’s end, or the portion of the class that is unfinished becomes a 0.0.** If you feel that you warrant an incomplete, you must contact me at least a week prior to the second exam. Once the second exam has been given, I will not grant Incompletes for the course, regardless of the reason.

**Expectations**

(1) Students are expected to attend class regularly, even when attendance is not an explicit part of the course's grade. If you are not responsible enough to come to class regularly, or if you feel that you have higher priorities in life than attending a lecture for which (or your parents) are paying good money, then do not be surprised if the instructor starts to show you the same amount of respect that you have shown for him or her.

(2) Students are expected to have read the assigned material before coming to class. Each student in class will benefit from having read the material before hearing my lecture, because the lecture will be reinforcing prior knowledge instead of introducing new topics. The entire class also benefits when students are prepared -- the quality of discussion will be higher, students can ask better questions, and the class period will not be burdened by a focus on basic issues that should have been answered by the readings.

(3) Inside the classroom, students are expected to devote their full attention to the course. This means that distractions like newspapers, magazines, beepers, and cellular phones will not be tolerated. If you insist on reading the newspaper or being accessible by beeper or cell phone during the class period, please do so at home (or somewhere else outside of the classroom); such activities only serve to disrupt the course and to distract people who really want to be there. This also means that talking with your neighbors or passing notes during class will not be tolerated. If you absolutely must talk about last night's party or your plans for the weekend, please do so outside of the classroom, so that you do not disturb students who actually attend class in order to learn the material.

I want you to be familiar with significant current international events, and exam questions may assume that knowledge or may directly ask about those events. Each of you may, then, want to pay close attention to newspapers and periodicals that have adequate coverage of international events. The *New York Times* and Houston *Chronicle* have such coverage. The *Eagle* does not.

**Plagiarism**

The Texas A&M student honor code states: **Aggies will not lie, cheat or steal or tolerate those who do.**

Anyone who feels they cannot adhere to these values should immediately withdraw from the course. Particular attention is called to the requirement to rigorously avoid plagiarism, which can destroy academic integrity. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, the words, writings, etc., that belong to another. In accordance
with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed — a book, an article, material off the web, another student's paper — all constitute plagiarism unless the source of the work is full identified and credited. It is important when using a phrase, a distinctive idea or concept, or a sentence from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. The full consequences of scholastic dishonesty will be pursued consistent with University policy. If you have any questions, please consult the course instructor. Be especially careful with your written assignments to make certain that any and all sources are explicitly acknowledged in writing. If you plagiarize on the paper for this course, you will fail the course. Period. **See the section on the research paper for more in depth discussions of citations and plagiarism issues.**

More specific information on the Aggie honor code can be found at [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).

**Students with Disabilities**

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

**Exams**

There are 2 exams in this course. Each exam will be a combination of multiple choice, short answer and essay questions. Material for the exams will be drawn from readings, lectures and videos.

**Short Writing Assignments**

Throughout the semester there are five short writing assignments. These assignments are handed out on a Wednesday, and will be due at the beginning of class the following Monday at the beginning of class. These papers will be a response to a question handed out that relates to the readings and classwork conducted to that point. Each paper is to be 5 pages long, double-spaced, not including a reference page or cover page. Papers are not to be emailed to me, to be placed in my mailbox, or slid under my office door. Papers turned in via these methods will lost 10 points automatically. Each paper is worth 20 points.

**Paper Assignment**

For this course you will write a paper on some important aspect or issue of American foreign policy. A major purpose of this course is to reveal and discuss the organizing concepts, principles, and theories of the field. I assume that you have all had an introductory course in international politics, and are aware of the theoretical debates within the field. If you are not, I encourage you to procure an introductory textbook and review the theoretical debates of the international politics field.
A second purpose is to make you aware of the connection between these theories and the "real world." The paper assignment is a way for you to see the relationship between ideas that we will have talked about during the course and an issue in foreign policy that is of interest to you.

The topic of your paper should be some event in American foreign policy of interest to you. The topic should not be something that is primarily regarded as domestic politics or that is mainly a comparison of the political systems of different states. **THE ONLY TOPIC THAT IS NOT ALLOWABLE IS THE CUBAN MISSILE CRISIS!**

The paper should be structured in the following manner. 1) An introduction that states your central research question AND how you seek to answer that question theoretically. 2) A discussion of the underlying theory that you are using to answer your research question. 3) A historical overview of your topic, with links to how the theory applies (and succeeds or fails in explaining the topic). 4) A concluding discussion of how the event could be better explained by another theory or why the theory you chose best explains that event.

By Monday, February 11, 2009, you need to hand into me, at the beginning of class, a one page, double-spaced proposal on your paper topic. It should state your main question, your theoretical approach to answering it, and an overview of the main historical points behind the event. Please realize that this is a research paper, so you will have to do some reading ahead/independent research for a topic. The topic proposal is worth 50 points.

A rough draft of the paper is due on Wednesday, March 25, 2009 at the beginning of class. This should be a second to last version of the final paper, with citations and references complete. I will comment on this paper and return it to you for final revisions. The rough draft is worth 50 points.

**The final paper is due, in hard copy, to me at the beginning of class on Friday, April 17, 2009.** The final paper is worth 100 points.

Papers will lose 10 points per day if they are late. Late is defined as any time after 2:25 p.m. on the due date. This applies to the proposal, rough draft, and final paper. You must hand the paper in during the beginning of class. I will NOT accept e-mail submissions, papers slid under my door, or papers turned into my mailbox. Papers submitted in such a fashion will be counted as late.

The paper should outline a relevant theory or concept that we have discussed in the course, and apply it to a historical event in American foreign policy after 1945. The appropriate use of the theory you choose to analyze your topic is the central aspect of this assignment. In other words, you should make sure that the predictions you make are based upon and drawn from the theory you use and are not *ad hoc*.

The paper should be typed and double-spaced and should be between 15-20 pages in length, not counting a title page or reference page(s).

**Paper sources**

Because this is a research paper, I expect you to consult sources outside of the readings assigned for this course. You may NOT use online sources. Sources such as encyclopedias, course textbooks, and any of the *Dummies* books are not acceptable as sources. For a 15-20 page paper I expect 10-15 citations outside of any readings cited from the course syllabus. You may NOT use textbooks or lecture notes for the course as references. You must include a reference page, with works cited in the following manner:


Book chapter: Sprecher, Christopher and Sungho Park. 2002. “The United States and the India-Pakistan Rivalry: Assistance and Condemnation”. In Uk Heo and Shale Horowitz (eds.). *Conflict in Asia: Korea, China-Taiwan, and India-Pakistan*. Westport, CT: Greenwood.

If you have additional questions about citations, please consult me. Reference pages must have the authors listed alphabetically.

When it comes to citations, please recall that plagiarism is an offense that can lead to you failing this course. You must use the parenthetical format for citing references within the text i.e. (Sprecher and DeRouen, 2002, 23). If you consult a source (for historical reference, for example), you MUST cite that source in the body of the paper and in the reference section. All references on the reference page must be cited in the text, and all citations in the text must be included on the reference page. Failure to do so may lead to concerns about plagiarism.

You may use footnotes to clarify issues from the body of the paper, but references are NOT to be footnoted. Endnotes are NOT, under any circumstances, to be used. Failure to follow these basic stylistic guidelines will result in a loss of 20 points on the final paper.

**Miscellaneous**

Spell-check your paper.
Make sure you have a reference page
Title your paper
Staple your paper: NO PAPER CLIPS!
Put page numbers on your paper, and have standard margins (1 inch top and bottom, 1.25 inches left and right).
Strive for theoretical informed writing, not just opinions.
No plastic binders!
Font size must be 12

**PUT YOUR NAME ON YOUR PAPER**
Class Schedule

Part I: Theoretical Perspectives on Foreign Policy

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>January 21</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Readings:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>January 23</td>
<td>What is Foreign Policy?</td>
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<tr>
<td>Readings:</td>
<td><em>HS, Ch. 1</em></td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Monday</td>
<td>January 26</td>
<td>Goals of American Foreign Policy</td>
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<td>Readings:</td>
<td><em>Hook, Ch. 1</em></td>
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<tr>
<td>Wednesday</td>
<td>January 28</td>
<td>Historical Patterns in American Foreign Policy:</td>
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<td></td>
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<td>Isolation, Engagement, Containment and</td>
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<td></td>
<td>Deterrence</td>
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<tr>
<td>Friday</td>
<td>January 30</td>
<td>Discussion on American Foreign Policy Goals</td>
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<tr>
<td></td>
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<td>Question: Compare American engagement in the world today with the early Cold War period. Are the principles that guided American foreign policy during the Cold War still applicable today?</td>
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<tr>
<td>Readings:</td>
<td><em>Chomsky, Ch. 1-3</em></td>
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</tbody>
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**Week 3**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Monday</td>
<td>February 2</td>
<td>Who Makes Foreign Policy I: The Presidency</td>
</tr>
<tr>
<td>Readings:</td>
<td><em>Hook Ch. 4</em></td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>February 4</td>
<td>Who Makes Foreign Policy II: Congress</td>
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<tr>
<td>Readings:</td>
<td><em>Hook, Ch. 5</em></td>
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<tr>
<td>Friday</td>
<td>February 6</td>
<td>Discussion on Control of Foreign Policy</td>
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<td>Decision-Making</td>
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<td>Question: If the president is truly an “imperial” president when it comes to foreign policy issues, then why should we concern ourselves with Congress at all?</td>
</tr>
</tbody>
</table>
Week 4

Monday  February 9  Who Makes Foreign Policy III: Bureaucracy
Readings: Hook, Ch. 6
Paper Proposals due

Wednesday  February 11  Public Opinion and Foreign Policy
Readings: Hook, Ch. 7

Friday  February 13  Discussion on public opinion and foreign policy
Question: If the American people are so disinterested in foreign affairs, why would you expect the President to attempt diversionary actions, especially since he is so constrained by the bureaucracy?
Readings: Chomsky, Ch. 4-7

Week 5

Monday  February 16  Economics and Foreign Policy: The Postwar Order
Readings: HS, Ch. 3

Wednesday  February 18  Economic Statecraft: Sanctions and Foreign Aid
Readings: Hook, Ch. 11

Friday  February 20  Discussion of Foreign Economic Policy
Question: If economic sanctions are not effective, as Pape suggests, why are they such a common foreign policy tool after the Cold War?

Part II: Historical Cases in American Foreign Policy

Week 6

Monday  February 23  From World War to Cold War: FDR and Truman
Readings: HS, Ch. 2

Wednesday  February 25  Restructuring and Containment: Becoming a Superpower: Truman and Eisenhower
Readings: HS, Ch. 3 (pp. 50-62)

Friday  February 27  Discussion of World War II’s impact on American foreign policy
Question: How would the world have been different if the United States had returned to isolation again after 1945?

Week 7

Monday March 2
Readings: HS, Ch. 3 (pp. 64-75)

The Korean War: Truman and Eisenhower

Wednesday March 4
Readings: HS, Ch. 3

Korea’s impact on US-European relations

Friday March 6
Discussion of the Korean War’s legacy on U.S. foreign relations

Question: Thomas Schelling has remarked that the United States lost 50,000+ lives in the Korean War to prove its commitment to Western Europe. What implications does this statement have for deterrence and containment?

Week 8

Monday March 9
Readings: HS, Ch. 4

The Cuban Missile Crisis: Kennedy

Wednesday March 11
Exam 1

Friday March 13
Readings: HS, Ch. 4

The Developing World: Economic Aid and Covert Action

HS, Ch. 5

Week 9

Monday March 23
Readings: HS, Ch. 5

The Vietnam War: Johnson and Nixon

Wednesday March 25
Readings: HS, Ch. 6

Deterrence, Nuclear Weapons and Arms Control: Nixon and Ford

HS, Ch. 4

Rough draft of paper due

Friday March 27
TBA

Week 10

Monday March 30
Readings: HS, Ch. 5

The China Issue: Nixon
Readings: HS, Ch. 6

Wednesday April 1  Détente: Nixon and Ford
Readings: HS, Ch. 6

Friday April 3  Discussion of China and its role in superpower détente

Question: During the Cold War, China was often viewed as a third superpower. After the Cold War, China has been viewed by many as a strategic rival to the United States. Is this conceptualization of China warranted?

Week 11

Monday April 6  The US and the Third World: Jimmy Carter and Human Rights
Readings: HS, Ch. 6, 7
Hook, Ch. 8

Wednesday April 8  The Middle East: Carter and Reagan
Readings: HS, Ch. 7

Friday April 10  READING DAY NO CLASS

Week 12

Monday April 13  The United States in the Middle East Peace Process
Readings: HS, Ch. 6, 12

Wednesday April 15  The end of the Cold War: Bush and Clinton
Readings: HS, Ch. 8, 9, HS, Ch. 6
Francis Fukuyama. The End of History. National Interest. (CP)

Friday April 17  Discussion of the Middle East
Question: With the end of the Cold War, the Middle East Peace Process has been of more importance to the United States than previously. Why, in your opinion, is this?

Week 13

Monday April 20  Gulf War I and the New World Order: Bush I
Readings: HS, Ch. 10
Wednesday  April 22  Back to Europe: Bosnia, Kosovo and post Cold War: Bush I and Clinton
Readings: *HS, Ch. 11*

Friday  April 24  Discussion of the New World Order
Question: The Gulf War and the wars in the former Yugoslavia demonstrate that modern conflict can be waged with minimal casualties. What implications does this have for any future wars the United States becomes involved in?

**FINAL PAPER DUE**

**Week 14**

Monday  April 27  Terrorism: Clinton and Bush
Readings: *HS, Ch. 12*

Wednesday  April 29  The future of American warfare
Readings: *HS, Ch. 13*

Friday  May 1  Discussion of the post 9/11 World
Question: How can we deter or contain terrorists who don’t have a homeland?
Readings: *Chomsky, Ch. 8-9*

Monday  May 4  Concluding Thoughts
Readings: *HS, Ch. 14*

Tuesday  May 5  REDEFINED DAY REVIEW FOR EXAM 2

Tuesday  May 12  EXAM 2 10:30 a.m.-12:30 p.m.