Memorandum

May 8, 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 certification:

- ENGL 347 Writers’ Workshop Prose
- MATH 467 Modern Geometry
- PHIL 489 Ancient Themes in Modern Philosophy
- SOCI 210 Sociology of Technology and Science
- TEED 471 Organization, Motivation, and Management in Multicultural /Inclusionary Learning Environments

Courses submitted for recertification:

- ANTH 415 Anthropological Writing
- BAEN 480 Senior Design II
- ENTO 481 Seminar
- GEOS 405 Environmental Geosciences
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Roberta H. Short, Dept. of English
    M. Jimmie Killingsworth, Head, Dept. of English
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: May 8, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 347

We recommend that ENGL 347, Writers Workshop: Prose, be certified as a writing-intensive (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:18

Students receive written feedback from the instructor on a preliminary draft of the first submission and will meet at least once with the instructor to discuss work in progress. Students will receive comments on journal exercises and on their written response to research an aspect of the craft. Students will receive written critiques on all three major prose pieces from all members of the workshop and will receive written critique on these submissions from the instructor. Writing instruction includes lecture, in-class writing exercises, peer review in the form of written critique and in-class workshopping, reading of models from literature, reading about writing from textbooks and other source material, individual research, and individual conferences with the instructor.
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 347, Writers' Workshop: Prose

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: Claude Gibson
   Printed name and signature: Claude Gibson 5/1/09

   Received: Valerie Balester 5/1/09
   (W Course Coordinator, University Writing Center)

   Approvals:

   College Dean: Donald J. Curtis, Jr.
   Printed name and signature: Donald J. Curtis 5/1/09

   Department Head: M. Jimmie Killingsworth
   Printed name and signature: 5/1/09
TEXAS A&M UNIVERSITY

WELCOME TO:

Course Title: Writers Workshop - Prose  
Semester and Year: Spring 2009
Course Prefix: English 347  
Class Days & Times: T-Th 5:30 PM –6:45 PM
Section Number: 900  
Class Room Location: BLOC 106
Credit Hours: 3  
Prerequisite: ENGL 235

INSTRUCTOR CONTACT INFORMATION:

Instructor: Dr. Roberta Short  
Office Phone: 979-845-7041
Office: Blocker 245A  
Office Hours: Mon 1:30-2:30 P.M. and TTh 2-3 P.M. or by appointment
E-mail: rhshort@tamu.edu

Contact: E-mail is the most reliable means of contacting the instructor. If you wish to talk by phone, include your name and phone number in the e-mail along with times you can be reached. Include course number and section in subject line.

OVERVIEW:

Course Description:  
Writers’ Workshop: Prose. (3-0). Production of advanced, complete stories; peer workshops; extensive reading.

Required Texts:  
The Story and Its Writer, An Introduction to Short Fiction, Fifth Edition, Ann Charters  

Course Content and Requirements:  
English 347 is a Writing Intensive, or W, course devoted to the production of advanced, completed prose with a concentration in short story; peer workshops; extensive reading; directed inquiry into an aspect of the writing; and revision. Typically, a student will produce ten pages of journal assignments, three short fiction pieces of seven to ten pages each, one five-page written investigation into an aspect of the genre, and one eight-to-ten page revision. Work in course is designed to be inquiry-based and to provide a strong writing component.

Journal: Creativity is idiosyncratic. Its products are often, at first, unclear efforts toward an amorphous end. Students are encouraged to use the journal to experiment with approaches to creative production and generate source material. The journal in this course functions as a resource for the development of writing techniques employed in prose, as a creative and analytical resource, and as a resource for inquiry.

Research/Inquiry: Based on work in the journal, students will develop a field of inquiry into an aspect of creative writing, such as point of view or narrative distance, and will investigate its particular relevance to their work. Students will submit a proposal regarding the area of investigation, which will be returned to them with written remarks designed to assist further exploration and application.

Journal Exercises: The journal itself is considered a private resource; however, students will complete a series of written exercises focusing on craft.

Readings: A significant portion of class time will be used to discuss assigned reading. Students are expected to take an active role in discussion and respond to readings in the journal.

Submissions: The products of this course are three works of short fiction of at least eight pages each, written material contributory to their creation, written critiques of short stories generated by fellow students for workshop, journal exercises, a written exploration of an aspect of the prose, and a final revision of one work of short fiction. Students will receive written feedback from the instructor and will meet individually with the instructor at least once to discuss work in progress. Unless otherwise noted, students should type all assignments, in MLA format (12 pt, double-spaced, one side only, one-inch margins).

Workshop: Students will have a variety of opportunities during the course of the semester to critique the work of others in the class and to have short creative pieces or excerpts of their work critiqued by the class. Students whose
work is being workshopped must provide copies of the work for themselves, the instructor, and for the class one week in advance of the scheduled critique. Working independently and in class as a group, students will provide thoughtful, constructive feedback as part of the workshop process.

**Revision:** Course work consistently will emphasize writing as a process of conceptualizing, exploring, drafting, and revising. Drafts submitted for workshop should already have been subject to critical revision by the author with attention to conception, structure, elements of craft and language, and to grammar and mechanics.

**Course Outcomes:**
Students exiting this course will be able to:
• Identify elements of fiction in models from literature, in the work of peers, and in their own writing;
• Develop a range of techniques for generating creative work and for forming and sustaining narrative;
• Create prose narrative driven by character, propelled by conflict, within structure and setting intentionally formed to support story and theme;
• Attend to figurative language as part of the process of creative writing and in assessing the work of others and appropriately develop and incorporate symbols and allusions in support of story and theme;
• Develop a variety of narrative responses to the impulse to story through a heightened awareness and understanding of variation in voice, language, point of view, structure, character development, conflict, plot, and pacing;
• Approach revision as a re-seeing—envisioning new possibilities and remaking the work.
• Critically analyze the work of others in the workshop and provide pertinent, constructive feedback in both written form and orally in both small groups and in open class discussion.

**Grade Distribution:**
- Journal assignments: 10%
- Fiction submissions (3): 45%
- Research/Inquiry: 15%
- Revision, one genre: 10%
- Participation/attendance: 20%

**Participation, Professionalism, and Attendance:**
• As always in college, students are expected to participate professionally by being on time, being prepared, and meeting deadlines. Professionalism also includes regular attendance, willingness to engage the creative process as an individual, participate in workshop, and commit to revision. Professionalism can mean the difference between one grade and the next or, in borderline cases, between passing and failing.
• Class members are expected to treat each other in a courteous and professional manner.
• Papers are to be turned in at the beginning of the class period for which they are due. If you have a problem that prevents attendance, E-mail the instructor. Contact the instructor immediately regarding late work. If accepted and unexcused, late work will be penalized 10 points (one full grade) per calendar day (not per class period), 20 points (2 grades) for a weekend, unless otherwise stated. Work more than two days late will not be accepted. Late submission for university-excused reasons must be explained in writing and documented. Note specific instructions on assignment sheets. Work due on the date of a planned, officially excused absence (as per TAMU guidelines for officially excused absences) should be turned in advance of the deadline, not after.
• In case of absence, it is the student’s responsibility to keep up with assignments and get notes from a classmate. Lectures and in-class exercises will not be repeated. If you must miss a deadline or more than one class period, e-mail the instructor and arrange to discuss the problem.
• This course relies heavily on workshopping for which student participation is essential. Therefore, students with three (3) or more unexcused absences will receive a reduction of a full letter grade for the course. Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule7.htm.
• Religious holidays may be excused only if considered holy days of obligation as per TAMU guidelines. The student should notify the instructor well in advance of the absence.
• Leaving early is the same as entering the class late. If a student comes to class after attendance has been taken, the student is considered late for class, and attendance for that day will count as a third of an absence.
• Students are expected to turn off all cell phones, pagers, or other electronic devices before class. Students violating this policy may be asked to leave and may be counted absent for the day.

**Academic Honesty:** This course, like all courses at A&M, is bound by the Aggie Code of Honor: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Section 20 of the Student Rules clearly outlines the University’s policies on Scholastic Dishonesty. It is the student’s responsibility to know and uphold the Aggie Code of Honor.
and to be aware of the Student Rules (See the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor). Should there be evidence of violation of the Aggie Honor Code, a violation report will be sent to the Honor Council. Recommended sanctions will be a grade of ‘F’ for the course and a letter of reprimand in the student’s file.

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in B-118 Cain Hall. The telephone number is 979-845-1637.
**TENTATIVE INSTRUCTIONAL OUTLINE: ENGLISH 347W WRITERS’ WORKSHOP–PROSE**  
**DR. SHORT**

**Calendar:** The following is a working calendar for the class and is subject to change by the instructor. Workshop dates for individual students are determined on sign-up days. In general, the class will critique the work of three students per class session.

<table>
<thead>
<tr>
<th>Date</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1:</strong></td>
<td>Introduction to the course. Journaling and the creative process. Introduction to the workshop. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>WEEK 2:</strong></td>
<td>Elements of the craft. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em> First workshop sign-up.</td>
</tr>
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<td><strong>WEEK 3:</strong></td>
<td>Elements of the craft. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>WEEK 4:</strong></td>
<td>Elements of the craft. Workshop begins. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>WEEK 5:</strong></td>
<td>Elements of the craft. Workshop. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>WEEK 6:</strong></td>
<td>Elements of the craft. Research/Inquiry begins. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>WEEK 7:</strong></td>
<td>Elements of the craft. Workshop. Second workshop sign-up. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
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<td><strong>WEEK 8:</strong></td>
<td>Elements of the craft. Workshop. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
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<td><strong>WEEK 9:</strong></td>
<td>Spring Break</td>
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<tr>
<td><strong>WEEK 10:</strong></td>
<td>Elements of the craft. Workshop. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
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<tr>
<td><strong>WEEK 11:</strong></td>
<td>Elements of the craft. Students share results of Research/Inquiry. Third workshop sign-up. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>WEEK 12:</strong></td>
<td>Elements of the craft. Workshop. Selected reading from Writing Fiction and The Story and Its Writer.</td>
</tr>
<tr>
<td><strong>WEEK 13:</strong></td>
<td>Elements of the craft. Workshop. Journal Exercises are due. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>WEEK 14:</strong></td>
<td>Elements of the craft. Workshop. Revision is due. Selected reading from <em>Writing Fiction</em> and <em>The Story and Its Writer.</em></td>
</tr>
<tr>
<td><strong>EXAM DAY</strong></td>
<td>Final comments. Return of papers.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Jon Pitts, Department of Mathematics  
    Al Boggess, Head, Department of Mathematics  
    Tim Scott, AOC Dean, College of Science

DATE: May 8, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: MATH 467

We recommend that MATH 467 Modern Geometry be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 30%
2. Course content appropriate to the major
3. Total number of words: 2400
4. Instructor to student ratio for one section: 1:30

MATH 467 requires two short (500-word) papers, a longer paper (1000 words), and essay examination questions for both the midterm and final examinations. The midterm essay is returned with feedback, and students are required to submit a polished final version. The three papers are spaced throughout the term and require that students turn in a rough draft for instructor feedback.

The goal of the writing part of the course is to improve students' skills in mathematical exposition, and students will be exposed throughout the course to good models. In assignments, the student must master an incremental mathematical concept and then fully explain it with full mathematical rigor. The three papers allow students essentially unlimited time for contemplation and revision. The short essays on the midterm and final examinations exercise their ability to write careful, cogent mathematics under the pressure of a time limit and without the safety outlet of a preliminary draft.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   MATH 467 Modern Geometry

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: Jon T. Pitts
Printed name and signature
March 13, 2009
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
3/16/09
(Date)

Approvals:
College Dean: Timothy P. Scott
Printed name and signature
3/23/09
(Date)

Department Head: [Signature]
Printed name and signature
3/13/09
(Date)
Math 467W (Modern Geometry with Writing Option)
Course Syllabus

Catalog Description. Rigorous development of Euclidean Geometry; Classic non-Euclidean models; Matrix representations of transformations in \( \mathbb{R}^3 \); Isometries; Transformation and symmetric groups; Similarity and Affine transformations.

Expanded Description. We develop Euclidean geometry from a modern viewpoint, following the axioms of Hilbert, with special attention to the question of which conclusions are independent of the parallel postulate. Then we examine hyperbolic geometry which is a particular non-Euclidean geometry. Considerable attention is given to the often controversial historical and philosophical context of these developments, which spans well over 2000 years.

Writing Mathematics. Considerable emphasis will be given to the writing of mathematical exposition and proofs. Written submissions will be of three types: examinations, papers, and homework. The standard of mathematics exposition is that great care is always given to clarity, form, and accuracy. It is expected that all submissions will strive to meet this standard.

All submissions except homework will contain a targeted writing component which will be graded and applied towards the final course grade. (See Basis for Grading below.) There will be two examinations (midterm and final), each of which will contain an essay question specifically targeted to writing and applied separately to the writing component of the course. In addition, students will practice mathematical writing through three papers (two short and one of moderate length).

Learning Outcomes.

- Acquaint students with non-Euclidean geometry, a story of the utmost historical and philosophical significance in the development of mathematics.
- Enhance development of facility with logical thinking. This includes, in particular, the distinction between reasoning from abstract axioms containing undefined terms and reasoning from facts about things we already know something about.
- Prepare those students who are future teachers of high-school geometry to approach Euclidean geometry from a well-informed, modern perspective.

Topics. Topics will include:

- Euclid’s geometry
- Logic and incidence geometry
• Hilbert’s axioms of geometry

• Neutral geometry

• History of the parallel postulate

• Non-Euclidean geometry

• Independence of the parallel postulate and hyperbolic geometry

**Prerequisites.** MATH 304 or 323, or equivalents, or permission of instructor. Students should have some experience with reading and writing proofs.


**Basis for Grading**

Course grades will be at least as generous as follows: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% or less). Examinations will be assigned two grades, one grade for general knowledge and the other grade for writing a targeted essay question. You must pass the writing portion of the course in order to pass the course. The grades will be based on:

• Midterm examination - general knowledge (20%)

• Midterm examination - essay question (5%)

• Final examination - general knowledge (25%)

• Final examination - essay question (5%)

• Two papers (at least 500 words each) \((7.5\% \times 2 = 15\%)\)

• One paper (at least 1000 words) (10%)

• Homework (15%)

• Class participation (5%)
Instructor and Class Information

TBA

Make-up Policy

Makeups are subject to university policy. In accordance with university regulations, make-ups for missed exams and assignments will be allowed only for a university approved excuse in writing. Whenever possible, students should inform the instructor before an work is missed.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services Office, in Room B116 of Cain Hall or call 862-4570.

Academic Integrity Statement

*An Aggie does not lie, cheat, or steal or tolerate those who do.* The Honor Council Rules and Procedures are available on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

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

DATE: May 8, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 489

We recommend that PHIL 489 Ancient Themes in Modern Philosophy be certified as a writing (W) course for the next four academic years (1/09 to 1/13). This is a variable topics course; the department is seeking W course status only for this specific course title. 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: 83%
2. Course content appropriate to the major
3. Total number of words: 7150
4. Instructor to student ratio for one section: 1:20

Students get practice in three types of writing: a 10-page argumentative term paper, 13-26 short responses to daily readings, and three final exam questions distributed in advance so students have time to reflect upon and draft practice answers. Students are required to submit at least one draft of the term paper for instructor comments, and are invited to submit more often. The daily reading responses give students practice for the exam and the term paper. Writing instruction consists of a discussion of a term paper template and in class discussion and individual discussion with the instructor that focuses on good argument skills.
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 489.900: Ancient Themes in Modern 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: Stephen H. Daniel
Printed name and signature

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

Approvals:

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

Department Head:
Printed name and signature
(Date)
Syllabus for PHIL 489.900 (W): Ancient Themes in Modern Philosophy
Fall 2009; Dr. Stephen H. Daniel

In Ancient Themes in Modern Philosophy upper-division philosophy majors develop skills needed to write and speak effectively about how doctrines of ancient thinkers (especially the Stoics, Epicureans, and Skeptics) on freedom, God, ethics, knowledge, the self, nature, and the passions are appropriated and modified by philosophers in the 17th- and 18th-century (e.g., Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Butler, and Hume). This means being able to identify issues, explain the reasoning behind philosophical positions and arguments, evaluate objections raised against those arguments, and formulate replies to those objections.

Course Structure: The course is aimed at enhancing students’ abilities to write and speak about how ideas and strategies developed by ancient Greek and Roman thinkers influence philosophical discussions in the early modern period. The best way to achieve these ends is through practice. Students will read assignments before class and write answers to questions about the readings posted on the course website. In the small 20-student class they will improve their understanding of the material in discussions with other students and Dr. Daniel. During the semester students will also have two brief (15 minute) individual oral quizzes outside of class to demonstrate their verbal ability to discuss material covered in the course. Since the course is a W (sec. 900) class, students will also write a 2000-3000 word term paper (roughly 7-10 pages) that will be revised and resubmitted before being graded.

Grades: The term paper will be worth \( \frac{1}{3} \) of the semester grade, the written answers to daily assignments \( \frac{1}{3} \), and the oral quizzes and final exam (together) \( \frac{1}{3} \). There is no grade for attendance, but class absences do affect how I grade students’ work.

Textbooks:


Week 1: The Platonic-Aristotelian Background
Week 2: The Scholastic Context
Week 3: Descartes and Classical Skepticism
Week 4: Descartes and Stoicism
Week 5: Gassendi and Epicureanism
Week 6: Hobbes and Epicureanism
Week 7: Spinoza and Stoicism
Week 8: Leibniz and Epicureanism
Week 9: Cudworth and Neo-Platonism
Week 10: Locke and Stoicism
Week 11: Berkeley and Skepticism/Stoicism
Week 12: Butler and Stoicism
Week 13: Hume and Classical Skepticism
Week 14: Hume and Stoicism
Week 15: Final exam

University Policies

- Students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their needs. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Disability Services, Cain Hall B118, or call 845-1637.

- Students are bound by the Aggie honor code not to lie, cheat, steal, or tolerate those who do. If you violate the code (e.g., by plagiarizing something from the Internet), you will fail the course; no second chances. For information on cheating and plagiarism, go to http://www.tamu.edu/aggiehonor/.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Kathryn Henderson, Department of Sociology
     Mark Fossett, Head, Department of Sociology
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: May 8, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 210

We recommend that SOCI 210 Sociology of Technology and Science be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 5875
4. Instructor to student ratio for one section: 1:20

Throughout the term, students in SOCI 210 submit 1-2-page journal entries; the journals help students relate abstract class concepts to real-world experiences. Entries are returned ungraded every two weeks with comments so that at the end of the term they can be revised, submitted as a set, and graded. Students also add summary statements to each entry, so that they acquire practice in summary writing. In class, these entries are discussed. Four short 4-5 page essays are also required. The instructor encourages revision and consultation on drafts of these papers, and they may rewrite for a better grade.

Instruction includes class discussion of the most common writing errors and about the content of assignments. Students are provided with a handout of the most common writing errors (Transitive Vampire), along with writing hints. Other readings include the style guide for the American Sociological Association and A Guide to Writing Sociology Papers. Model “A” papers from class assignments are made available for reading (only) in office hours (with permission of authors) for students to observe how peers have successfully accomplished the assignment. For their final paper, students do an oral presentation, and feedback from peers helps them in revising their paper.
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):

   SOC 210 Sociology of Technology & Science

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

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

   RECEIVED
   APR 30 2009
   By

Instructor / Coordinator: Kathryn Henderson 4/24/09
   Printed name and signature: Kathryn Henderson (Date)

Received: Valerie Balester 4/30/09
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

   PM Matthews

College Dean: PM Matthews 4/28/09
   Printed name and signature
   (Date)

Department Head: Mark Fossett 4/26/2009
   Printed name and signature
   (Date)
Soci 210: Sociology of TECHNOLOGY and SCIENCE
WRITING INTENSIVE

This course is being taught as a Writing Intensive course. You will receive feedback and evaluation on your writing as well as the content of your assignments. Ways to improve your writing will be addressed during class as well as in conferences with the professor. Details below.

Course Description: This course examines the way in which both science and technology are affected at a fundamental level by the social contexts in which they develop, challenging the common view that technological change follows its own logic of progress, independent of human actors. Students will develop critical thinking skills to understand how engineered products are shaped by social factors as well as how they contribute to shaping society by examination of case studies ranging from military to household technologies, including such things as the bicycle, M-16 rifle, and word-processing software. Attention will be given to the roles of unarticulated or tacit knowledge in science and engineering and to ways in which society has gendered certain technologies. Finally, students will participate in a technology court to propose the development of new technologies and debate whether certain new technologies should be developed in light of their ecological and social costs, drawing on new literature about environmentally sustainable development and the relationship between science, technology and democracy. This course fulfills the Social Science requirement.

Writing Intensive Aspects: Since this is a W class, you will have the opportunity to re-write each of the writing assignments. Moreover, you will need to meet with me to discuss your essays in terms of content and writing style. The goal is for you to learn about the social shaping of science and technology while honing your writing and analytical skills. There are three types of communication assignments in this course. 1) 4 short essays based on applying concepts and theories to films and readings. 2) 5 clip journal entries which will be handed in for feedback throughout the term, to be revised and resubmitted as a whole set at the end of the term. 3) A team oral presentation on a new technology. Each team member must present 5 minutes of the whole. Your paper grades will reflect how thoroughly you apply theories and concepts from the course, and support your conclusions with detailed data, the organization and clarity of your writing, and its grammatical correctness.

I am here to teach and assist you in developing the skills necessary to become scholarly writers in sociology. There are many other resources that you can take advantage of at Texas A&M University, one of which is the University Writing Center on the second floor of the Evans Library.

The University Writing Center (UWC) offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

This course meets all the requirements for W credit. Since it is anew listing, you will need to petition for the W credit after the end of the course. I will help you with the paperwork.
Introduction:
(Jan 20 & 22)
WEEK 1: Introduction: The Social Shaping of Technology
READ: MacKenzie & Wajcman Part I – first half:
   Introduction
   Do Artifacts Have Politics?
   Edison and electric light
   Inventing personal computing

FILM: The Day the Universe Changed

(Jan 27 & 29)
WEEK 2: Themes in Sociological and Historical Studies of Technology
READ: Finish MacKenzie & Wijcman: Part I
   Constructing a bridge
   Competing technologies and economic prediction
   The social construction of a technology

Technology of Production
(Feb 3 & 5)
WEEK 3: The Technology of Production: Introduction
READ: MacKenzie & Wijcman Part 2 – first half
End of W3: #1 T&S Clip Journal due

(Feb 10 & 12)
WEEK 4: The Technology of Production: Large Systems Theory
READ: Finish MacKenzie & Wijcman, Part 2
   Pinch & Bijker: The Social Construction of Facts and Artifacts (XP1)
1st Short paper due at end of week 4

FILM: Metropolis
(Feb 17 & 19)
WEEK 5: The Technology of Production: Network Analysis Theory
READ: Latour: "Where Are the Missing Masses?" (XP1)
      Law & Callon: "Life & Death of an Aircraft" (XP1)
End of W5: #2 T&S Clip Journal due

(Feb 24 & 26)
WEEK 6: Networks and culture in engineering
READ: Ackrich: “The De-Scription of Technical Objects” (XP1)
      Henderson: On Line and On Paper: Ch. 1
      Henderson: “The Aura of High Tech in a World of Messy Practice” ch. 8
2nd Short paper due at end of week 6

FILM:  Taken for a Ride

Gendered Technology and Science
(Mar 3 & 5)
WEEK 7: Building Gender into Science and Technology
READ: MacKenzie & Wijcman Part 3
      Martin: “The Egg and the Sperm” (XP1)
      McGraw: “Why Feminine Technologies Matter” (XP 1)
      Oldenziel: “Why Masculine Technologies Matter” (XP 1)
End of W7: #3 T&S Clip Journal due

Design Technology & Knowledge
(Mar 10 & 12)
WEEK 8: Technology & Knowledge
READ: Collins: "Tacit Knowledge in building the TEA Laser" (XP1)
      Zuboff: Excerpts: In the Age of the Smart Machine (XP1)
      Henderson: On Line and On Paper: Chs. 2 & 3

SPRING BREAK: March 16 - 20

(Mar 24 & 26)
WEEK 9: Visual Knowledge and Design
READ: Lynch: "Discipline and the material form of images." (XP1)
      Henderson: On Line and On Paper: Chs. 4,5
3rd Short paper due at end of week 9

Film: 21st Century Jet

(March 31 and April 2)
WEEK 10: Organizational issues:
READ: Henderson: On Line and On Paper: Chs. 6, 7
      Vaughn: Excerpt from The Challenger Launch Decision (XP1)

End of W10: #4 T&S Clip Journal due
Computers and Military
(April 7 & 9)
WEEK 11
READ: MacKenzie & Wijcman: Part 4, especially: "The Amerian Army and the M-16 rifle"
   Edwards “From ‘Impact’ to Social Process: Computers in Society and Culture” (XP1)
   Weber, Hoogma, Lane & Schot Experimenting with Sustainable Transport (XP2)

Design, Sustainability and Democracy
(April 14 & 16)
WEEK 12: The Place of Technology in Democracy
   Birrer, "Counteranalysis: Toward Social Restraints on the Use of Scientific Knowledge"(XP 1)
   McDonough & Braungart, Cradle to Cradle (1st half)

Film: Who Killed the Electric Car?
End of W12: #5 T&S Clip Journal due

WEEKS 13 & 14: Technology Court & Sustainability
(April 21 & 23)
WEEK 13: Science, Technology, Ecology, and Democracy- Begin technology court debates
READ: McDonough & Braungart, Cradle to Cradle (2nd half)

(April 28 & 30)
WEEK 14: Class presentations and technology court continue

(Tuesday, May 5 is redefined as Friday)

Final deliverables:
A. Last Day of Class - Thursday April 30:
   Entire T&S Clip Journal due with:
   all original clips and entries 1-5
   updates & rewrites of original entries in response to comments
   final statement of learning from the process
   copy of handout/overhead from oral presentation
   evaluation of team colleagues’ participation in team project

B. 4th Short paper [hard copy and electronic copy] due on last day of class, April 30. Comments will be sent electronically and paper may be rewritten. Re-write due date of assigned final: Wed. May 13 (may be handed in early)

Any Legitimately excused quiz absences must be made up BEFORE the last week of classes
Grade will be based on:

- class participation          5%
- technology & society clip journal (due every 2 weeks)  20%
- pop quizzes                  15%
- 4 short essay papers (2-3 pages)     40%
- one team oral presentation for technology court w/handout 20%

**100%**

**Pop quizzes:** Be prepared for a quiz on reading material on Thursday of each week. The purpose of quizzes is to help you keep up with the reading. Questions are simple true / false or multiple-choice to check that you have read the material. Bring a large-size grey scantron and a #2 pencil Thursdays.

**Clip journal**: Your clip journal is an on-going opportunity to apply concepts from this course to the world outside the classroom. You should find some discussion of technology or science in the media (internet, newspapers, magazines, television) and apply a concept we have discussed to it. Review these writings and clippings when they are returned with comments. You may rewrite them when you hand in your final clip journal. It will be an opportunity to address any short-comings in your earlier observations and your writing. At the end of the semester you will hand in your entire clip journal with some summary comments and analysis of what the experience has provided as a learning tool. More information and examples will be handed out later.

**Short papers**: These will be written in response to a question or choice of questions that will ask you to apply a theory discussed in class to some sort of data or compare one set of materials with another such as a text or a film. You will have the question a week in advance and may use your notes and books to help you think through your answer. I will be available to look at paper drafts in office hours before they are due and they may be rewritten for a higher grade after they are returned. **All rewrites must be handed in before the last week of classes.**

**Team oral presentation on a new technology**: The final weeks of the course we will hold a "technology court" (based on the Birrer reading) to apply what we have learned, as we debate whether certain new technologies should or should not be developed in consideration of social and ecological costs and impacts. Each team of students will present and defend a new technology. (Each person in the team must present 5 minutes of the whole) Using ideas from the course the rest of the class will question and debate the merits of the proposed technology and come to a final judgment on whether it should be developed or not. Teams may present technologies from Weber et. al., Experimenting with Sustainable Transport, from hand-outs provided by Dr. Henderson, or from their own research. A 1-page handout, describing the technology and enumerating its advantages should be provided in hard copy form for class members. Power-point presentations are optional. Students will fill out an evaluation of peer participation for fellow team members. Your final essay will include aspects of this experience as well as the concepts underlying it.

*Note on use of internet sites:* All internet information should be cited just as if the materials were published in a book or journal. For the purposes of the clip journals, a print-out is sufficient. If you use other internet materials for analysis in your short papers, cite it with author (individual name or institution posting the site), title, and the web site address. Just like books and journals, direct quotes should include quotation marks followed by author and page number; a paraphrase should include author and page number at the end of the paragraph. The full citation with web address should then appear in a bibliography. Using materials from the internet (or anywhere else, for that matter) and attempting to pass them off as your own work is plagiarism which is illegal and could result in a failing grade. Dr. Henderson may use turnitin.com to monitor papers. A handout on how to cite from the internet will be provided.

THE AMERICANS WITH DISABILITIES ACT

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

All materials handed out in class such as syllabi, worksheets, guidelines, etc. are copyrighted and the property of the professor. They may not be copied without her or his permission. To do so and pass off any such materials as your own is plagiarism. **You have my permission to copy any class materials you wish for legitimate learning purposes for this course.**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Janet Hammer, Department of Teaching, Learning and Culture
     Dennie Smith, Head, Department of Teaching, Learning and Culture
     James Kracht, AOC Dean, College of Education and Human Development
DATE: May 8, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: TEED 471

We recommend that TEED 471 Organization, Motivation, and Management in Multicultural/Inclusionary Learning Environments be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 2200
4. Instructor to student ratio for one section: 1:10

TEED 471 will have 30 students per section, but there will be a graduate and an undergraduate assistant. Students will write a letter of introduction to parents, a classroom management plan, and a research paper. They will have the opportunity to revise and improve their parent letters, the first writing assignment; they will also conduct peer reviews and be given instructor feedback on their introductions and overall focus and research for their research paper; the research paper in its entirety will then be submitted to the Calibrated Peer Review program. Students will also have the opportunity to meet with the undergraduate assistant for help with revising. For instruction, workshops on correspondence, editing, and avoiding plagiarism will be conducted, and students will also view models of excellent letters.
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):

TEED 471 Organization, Motivation, and Management in Multicultural/Inclusion Learning Environments

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 Hammer
Printed name and signature 4/6/09
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 4/15/09
(Date)

Approvals:

College Dean: Douglas Palmer
Printed name and signature
(Date)

Department Head: Bennie Smith
Printed name and Signature
(Date)
Texas A&M University
College of Education and Human Development
Department of Teaching, Learning, & Culture
TEED 471
Organization, Motivation, and Management in Multicultural/Inclusionary Learning Environments
Fall 2009

Professor Name: Janet Hammer, Ph.D.
Title: Assistant Clinical Professor
Office: 360 Harrington
Office Hours: TR 9:00 – 11:00 or by appointment
Telephone: 979-845-8395
E-mail address: jhammer@tamu.edu
Class Meeting: TR 11:10 – 12:25 EDCT 215 (Harrington Tower)

Required Textbooks:


Course Description: This course studies classroom management and the social, emotional and educational development of children; discipline and organizational strategies that facilitate learning and motivation in children; procedures for creating an effective learning community.

Prerequisite Courses: None

Goals: The goals of the course are to examine principles of effective classroom organization and management, establishing a philosophical base for making classroom decisions. Social and emotional developments in children are explored and the social skills that emerge from them. Students will gain an understanding of strategies for arranging the environment to meet the needs of all children, building effective classroom communication, establishing democratic practices, establishing effective limits and rules, utilizing effective guidance techniques and understanding and promoting principles of motivation.

Course Objectives and Standards

Comparison of INTASC, ISTE, SBEC and Standards

Objectives: IDA (Introduce, Develop, Apply)

GENERALIST EC – 6 STANDARDS

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>INTASC</th>
<th>SBEC - PEDAGOGY</th>
<th>ISTE</th>
<th>IDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the nature of social and emotional development of children and the</td>
<td>Principle #2: The teacher understands how children learn and develop,</td>
<td>Standard 1: The teacher designs instruction appropriate for all students that</td>
<td>1. c. Teachers promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.</td>
<td>Develop</td>
</tr>
<tr>
<td>importance of providing a classroom environment for enhancing the implementation and personal development.</td>
<td>can provide learning opportunities that support their intellectual, social and personal development.</td>
<td>reflects an understanding of relevant content and is based on continuous and appropriate assessment.</td>
<td>d. Teachers model collaborative knowledge construction by engaging in</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Acquire specific skills for organizing a physical and psychological classroom environment through the development of routines, procedures and physical arrangements that provide cues for acceptable and expected behavior in children.</th>
<th>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</th>
<th>Introduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire tools for managing events, transitions,</td>
<td>Principle #4: The teacher understands and uses a variety of</td>
<td>Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence.</td>
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<tr>
<td></td>
<td></td>
<td>Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.</td>
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<tr>
<td></td>
<td></td>
<td>Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
</tr>
<tr>
<td></td>
<td>Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</td>
<td>2. b. Teachers develop technology-enriched learning</td>
</tr>
</tbody>
</table>
| Logistics and mobility of students within the classroom and school. | Instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | Relevant content and is based on continuous and appropriate assessment.  
**Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence.  
**Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.  
**Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. | Environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. |

| Model the fact that one’s behavior as a teacher in the classroom reflects basic values and beliefs about the nature of human beings and of knowledge. | Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | **Standard 1:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.  
**Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence.  
**Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, |

| | 1. d. Teachers model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. | Develop |
| Develop a repertoire and excellent guidance and communication skills (verbal and nonverbal) that will enhance self-esteem and teach self-control. | Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. | 1.a. Teachers promote, support, and model creative and innovative thinking and inventiveness. | Develop |
| Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow | Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. | 3.d. Teachers model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. | Form the practice of asking “Why?” and “Who will it benefit?” questions before adopting a classroom management system in order to seek congruence in theory and practice related to the education of children. |
Acquire specific skills for modeling and teaching intrapersonal communication techniques such as self-reflection, self-evaluation and self-affirmation.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

5. c. Teachers evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

Develop

Understand the nature and development of motivation in children and

Principle #1: The teacher understands the central concepts, tools of inquiry,

Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

1. a. Teachers promote, support, and model creative and innovative
| Demonstrate the ethical and professional values associated with the field of education | Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.  
**Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence.  
**Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.  
**Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. | 4. a. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect | Develop |
students in the learning process, and timely, high-quality feedback.

**Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

for copyright, intellectual property, and the appropriate documentation of sources.

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**Course syllabus is subject to change at the discretion of the professor.**

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**Required Assignments and Grading:**

Please make an appointment to discuss the results of any assignment, class activity, or course concern in the privacy of my office. **Your grade for this course will be determined by your involvement and productions as a result of the following activities:**

**Writing Intensive (W):** This is a writing intensive course requiring you to write effectively on a consistent basis and participate in calibrated peer review. Incorporated in the course are opportunities for writing instruction and for you to receive feedback on your writing prior to its submission into the Calibrated Peer Review program.

**Final Grade (Based on a total of 700 possible points)**

A = 630-700 points  
B = 560 - 629 points  
C = 490 - 559 points  
D = 420 – 489 points  
F = 000 - 419 points

Log on to this site for TEED 471 Blackboard course information

http://e-learning.tamu.edu/
Assignments and Tests:

1. **Welcome Letter:**                                              (W) 50 points

   Choose a school and grade level that you would like to teach and write a letter introducing yourself to your new students and their parents. Be sure to include important information that you think they should know about you, making it at least 250 words.

2. **Classroom Management Plan:**                                  (W) 75 points

   You will write a 500 – 750 word plan for classroom management. Remember classroom management is not just how you will discipline someone but also how you will motivate. Be sure to include plans for rules, routines, procedures, etc. This will eventually be included in your electronic portfolio.

3. **Threaded Discussions: 12 X 5 pts. ea.**                        60 points

   You will work in cooperative groups to read, discuss and offer solutions for case studies throughout the semester.

4. **Annotated Webography:**                                         50 points

   Using web sites given in class and your vast experience searching the web, create a listing of 10 websites and a short abstract about that site. Use APA format. You will publish and share this list with every person in the class.

5. **Learning Styles Inventories:**                                 50 points

   For each of the different instruments: Write a short 50 word response that outlines your reaction to the findings and an analysis on your part about how close the findings are to your interpretation of yourself.

6. **Lesson Plans: 40 points each**                                  80 points

   You will develop and write two lesson plans in which content will be taught and classroom management will be supported. One lesson plan must incorporate technology.

7. **Exams: 60 points each**                                         120 points

   You will take a mid-term and final exam based on the content covered in class lectures and the assigned readings.

8. **Research Paper Draft Assignment**                              W 50

   You will submit a draft of your research paper.
Prior to submission of your paper into the Calibrated Peer Review (CPR) program, you will bring to class the following developmental work for your research paper: (1) first draft of your introductory paragraph laying out your overall philosophy and a clear thesis indicating how you are going to develop your paper to support your philosophy (2) copies of your research-based articles or other sources and clear indication on these copies that they have been read and considered in the drafting of the introductory paragraph, and (3) a correctly formatted works cited (MLA) or references (APA) page listing all the sources you will be using. This draft assignment will be peer reviewed and then turned in for instructor comments concerning ways in which you might improve or further develop your research approach before final submission to CPR.

9. Research paper:                          (W) 145 points

You will research a classroom management philosophy and write a 1300 – 1500 word paper on the philosophy including your view of its appropriateness.

10. Mid point and Final PICA Evaluations: 2 X 10 pts. ea.                       20 points

These are two course evaluations done on-line at mid-point and at the end of the semester. You will receive an e-mail from PICA about these in late September and in November. They should take about 20 minutes to complete. I will receive a list of students who have completed the evaluations so I can award you points. I will not be able to view the final statistical evaluations until after grades have been posted at Texas A&M University for the semester.

Texas A&M University Rules and Regulations

Academic Integrity Statement and Policy (All syllabi should contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web:

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

“An Aggie does not lie, cheat or steal, or tolerate those who do.”
PLEASE NOTE: THIS IS TO BE TYPED AND ATTACHED TO ALL PAPERS, PROJECTS, AND EXAMS:

It is further recommended that instructors print the following on assignments and examinations:

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

[Signature of Student], University Identification Number, and Date.

Helpful links

Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx

Final Exam Schedule http://admissions.tamu.edu/registrar/general/finalschedule.aspx

On-Line Catalog http://www.tamu.edu/admissions/catalogs/

Student Rules http://student-rules.tamu.edu/

Religious Observances http://dof.tamu.edu/faculty/policies/religiousobservance.php

Center for Teaching Excellence http://cte.tamu.edu

Reviewed by University Curriculum Committee, April 2008

Reviewed by Graduate Council, May 2008

Recommended by Academic Affairs Committee, May 2008

Approved by Faculty Senate (FS.26.15), July 14, 2008

Approved by President, August 6, 2008

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

To review the Student Rules access http://student-rules.tamu.edu/ and click on Part 1: Academic Rules.

University Rules: Attendance

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.
7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1) Muster

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
b. Confirmation of visit to a health care professional affirming date and time of visit.
7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 If the student is found to be too ill to attend class by a Health Center physician, the director of the Health Center or his/her representative will, on request of the student, confirm this fact.

7.3 If an off-campus physician provides evidence of a student’s illness, the excuse documentation must contain the date and time of the illness and doctor’s opinion that the student was too ill to attend class. If a physician determines that the student is not ill, he or she will not receive an excuse. If no evidence is available, the instructor will decide whether makeup work will be allowed.

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**Expanded Schedule**

All electronically submitted assignments are due by Friday, 6:00 p.m.

**Week 1: Day 1** Syllabus and Introduction to e-learning / Participating in threaded discussions

**Week 1: Day 2** Analyzing case studies

Assignments: Read Chapter 1 of *Managing Classroom Behavior*; Participate in threaded discussion; Learning Style Inventories: For each of the different learning style instruments: Write a response (one paragraph) that outlines your reaction to the findings and an analysis on your part about how close the findings are to your interpretation of yourself. Electronically submit your responses and interpretation.

**Week 2: Day 1** Identifying behavior problems; presentation by representative of The University Writing Center concerning both basics of writing instruction and information about the resources available to students at the UWC.

**Week 2: Day 2** Defining a discipline problem; 20-40 minute workshop, “Correspondence Workshop” conducted by University Writing Center Assignments: Read I. Foundations of *What Every Teacher Should Know About Classroom Management*; Submit a 250 word welcome letter that
would be sent home to parents introducing yourself as their child’s teacher; Participate in threaded discussion

**Week 3: Day 1** Routines and procedures

**Week 3: Day 2** Identifying behavior problems; Return letters to parents with instructor comments and allow opportunity for students to revise their letters and resubmit for improved grade. Instructor will show students examples of exceptional student letters and discuss the components of a good letter, etc.; students will be encouraged to think about this strong examples when they revise their own letters.

Assignments: Read Chapter 2 of *Managing Classroom Behavior*; Participate in threaded discussion on a case study;

**Week 4: Day 1** Designing lessons for teaching classroom expectations and subject content; 20-40 minute workshop, “Editing: How to Catch Those Little Mistakes that Make a Big Difference” conducted by the University Writing Center.

**Week 4: Day 2** Prevention; last day to resubmit revised parent letters.

Assignments: Read Part II: Prevention of *What Every Teacher Should Know About Classroom Management*; Electronically submit your webography publishing it on e-learning so that it may be shared with your classmates; Participate in threaded discussion

**Week 5: Day 1** Analyzing behavior problems

**Week 5: Day 2** Identifying patterns and stages of misbehavior

Assignments: Read Chapter 3 of *Managing Classroom Behavior*; Participate in threaded discussion; Electronically submit 1st lesson plan;

**Week 6: Day 1** Mid-point exam

**Week 6: Day 2** Changing behavior

Assignments: Read Chapter 4 of *Managing Classroom Behavior*; Participate in threaded discussion
Please note: _______________________ is last day to Q-drop a class!

**Week 7: Day 1** Proactive and remedial intervention skills

**Week 7: Day 2** Managing common misbehavior problems

Assignments: **Submit classroom management plan; Read Part III: Managing Common Misbehavior Problems of What Every Teacher Should Know About Classroom Management; Participate in threaded discussion**

**Week 8: Day 1** Developing a classroom management plan and talking with students

**Week 8: Day 2** Discussion of Research Paper components and assignments; University Writing Center staff will present workshop, “Avoiding Plagiarism”

Assignments: **Read Chapter 5 of Managing Classroom Behavior; Participate in threaded discussion**

**Week 9: Day 1** Observational learning and vicarious consequences and using peer influence

**Week 9: Day 2** Bring Draft Research Assignment Components to class for peer review and submission to instructor

Assignments: **Electronically submit 2nd lesson plan; Read Chapter 6 of Managing Classroom Behavior; Participate in threaded discussion**

**Week 10: Day 1** Managing chronic misbehavior problems

**Week 10: Day 2** Ethics and professionalism in the field of education; return of Draft Research Assignment Components with comments.

Assignments: **Read Part IV: Managing Chronic Misbehavior Problems of What Every Teacher Should Know About Classroom Management; Participate in threaded discussion involving ethics and professionalism**
Week 11: Day 1 Working with other educators

Week 11: Day 2 A collaborative framework and short presentation by Fran Hunter or April Douglass on procedures for submission of research paper into CPR system; NOTE: paper must be submitted by 10:00 p.m. of Week 12: Day 2.

Assignments: Read Chapter 7 of Managing Classroom Behavior; Participate in threaded discussion; Submit classroom management plan

Week 12: Day 1 Working with parents and families

Week 12: Day 2 Economic stresses and understanding parents from different cultural backgrounds; research paper must be submitted to CPR by 10:00 p.m. After this time, students should begin the CPR process, which must be completed by Week 14: Day 1 at 10:00 p.m.

Assignments: Read Chapter 8 of Managing Classroom Behavior; Participate in threaded discussion

Week 13: Day 1 When to seek assistance from colleagues

Week 13: Day 2 Establishing reasonable goals

Assignments: Submit your research paper;

Week 14: Day 1 Becoming a reflective educator; CPR work on Research Paper due at 10:00 p.m.

Week 14: Day 2 Using technology as a tool of classroom management; discussion of CPR process and scheduling of appointments, if necessary, for students who wish to appeal their CPR grades.

Assignment: Final exam according to regularly scheduled university exam time.

Final Exam: Regularly Scheduled University Exam Time: ____________ (date and time)

PICA Course Evaluation

https://pica.tamu.edu
**American with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Statement on Plagiarism**

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**Teaching, Learning and Culture (TLAC) Statement**

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name________________________________ UIN: ______ - ______ - ______ Date __/__/__

Telephone: Home (______)_______-___________ Major________________________

Work (______)_______-___________ EMAIL ______________________

Class: ______________________________________________________________________

Circle   Freshman   Sophomore   Junior   Senior   Graduate

Projected Graduation Semester___________ Year __________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions

a.

b.

Professor/Advisor/Mentor/Administrator Recommendation

________________________________________Date: __/__/____

Advisor/Professor/Facilitator

Department Head Recommendation  (denniesmith@tamu.edu)

Department Head /Designee________________________________________Date: __/__/____

Dennie L. Smith, Department Head

Action/Follow-up:
### Disposition Checklist  11/15/03; Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. **Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet(s).**

<table>
<thead>
<tr>
<th>A. Attendance and punctuality</th>
<th>1. Unacceptable absenteeism</th>
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<tbody>
<tr>
<td>2. Frequently tardy or leaves early</td>
<td></td>
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<tr>
<td>3. Rarely absent or tardy</td>
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<td>4. Perfect attendance</td>
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<tr>
<th>B. Initiative</th>
<th>1. Passive, depends on others</th>
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<tr>
<td>2. Has good ideas, works with limited supervision</td>
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<tr>
<td>3. Creative and resourceful</td>
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<td>4. Demonstrates self-initiative and independence</td>
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<tr>
<th>C. Work habits</th>
<th>1. Usually fails to complete assigned tasks</th>
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<tr>
<td>2. Completed assignments turned in late</td>
<td></td>
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<tr>
<td>3. Sometimes needs to be reminded of assignments</td>
<td></td>
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<td>4. Responsible, attends to syllabus, makes no excuses except under dire distress</td>
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<tr>
<th>D. Oral communication skills</th>
<th>1. Makes frequent speaking errors</th>
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<tr>
<td>2. Inarticulate, hesitates to express self</td>
<td></td>
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<tr>
<td>3. Uses acceptable grammar</td>
<td></td>
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<tr>
<td>4. Articulate, uses standard English grammar</td>
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<tr>
<th>E. Written communication skills</th>
<th>1. Written work demonstrates frequent grammatical errors</th>
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<tbody>
<tr>
<td>2. Writing is often unclear and unorganized</td>
<td></td>
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<tr>
<td>3. Organizes and clearly expresses ideas</td>
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<tr>
<td>4. Frequently and effectively communicates with others</td>
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<tr>
<th>F. Critical thinking skills</th>
<th>1. Cannot analyze</th>
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<tr>
<td>2. Struggles with initial analysis</td>
<td></td>
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<tr>
<td>3. Poses thoughtful questions</td>
<td></td>
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<tr>
<td>4. Distinguishes between relevant and irrelevant material</td>
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<tr>
<th>G. Quality of work</th>
<th>1. Consistently hands in poor work</th>
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<tbody>
<tr>
<td>2. Asks for help, then does nothing</td>
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<tr>
<td>3. Completes the minimum required</td>
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<tr>
<td>4. Reaches beyond the minimum and turns in excellent work</td>
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<tr>
<th>H. Collegiality</th>
<th>1. Prefers to work alone</th>
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<tr>
<td>2. Reluctant to work with others</td>
<td></td>
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<tr>
<td>3. Works well on a team</td>
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<tr>
<td>4. Freely shares ideas and materials</td>
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<tr>
<th>I. Respect (in action and speech) in and out of the classroom</th>
<th>1. Creating classroom disruptions (such as cell phone ringing or rattling paper)</th>
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<tbody>
<tr>
<td>2. Discusses inappropriate or personal topics</td>
<td></td>
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<tr>
<td>3. Inappropriate remarks or actions</td>
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<tr>
<td>4. Diplomatic, sensitive to others’ needs</td>
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<tr>
<th>J. Interactions with professors, field work personnel, and children – if applicable</th>
<th>1. Apathetic during field placement</th>
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</thead>
<tbody>
<tr>
<td>2. Often distracted during field placement</td>
<td></td>
</tr>
<tr>
<td>3. Indifferent when talking with students or teachers</td>
<td></td>
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<tr>
<td>4. Collaborates willingly with cooperating teacher during field placement</td>
<td></td>
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</table>

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<tr>
<th>K. Professional dress during fieldwork – if applicable</th>
<th>1. Always dresses inappropriately</th>
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<tbody>
<tr>
<td>2. Sometimes dresses inappropriately</td>
<td></td>
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<tr>
<td>3. Usually dresses professionally</td>
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<tr>
<td>4. Always dresses professionally</td>
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<tr>
<th>L. Attitude toward learners – if applicable</th>
<th>1. Lacks interest in subject content and/or learners</th>
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<tbody>
<tr>
<td>2. Makes negative comments regarding subject content and/or some students</td>
<td></td>
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<tr>
<td>3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching</td>
<td></td>
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<tr>
<td>4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning</td>
<td></td>
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<tr>
<th>M. Commitment to excellence in teaching – if applicable</th>
<th>1. No attempt to implement suggestions for improvement, defensive</th>
</tr>
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<tbody>
<tr>
<td>2. Interested in teaching but displays little enthusiasm for improving ones own skills</td>
<td></td>
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<tr>
<td>3. Applies suggestions from supervisors immediately</td>
<td></td>
</tr>
<tr>
<td>4. Appears committed to teaching</td>
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<tr>
<th>N. Appropriate attributes for morals, ethics and values for teaching</th>
<th>1. Exhibits behavior contrary to attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Makes verbal comments contrary to professional attributes</td>
<td></td>
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<tr>
<td>3. Responds to improvement to use positive attributes</td>
<td></td>
</tr>
<tr>
<td>4. Exemplary evidence of attributes in behavior</td>
<td></td>
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</table>
Additional comments

The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

- Positive attributes the student possesses related to teaching
- Impediments to the student’s progress related to teaching:
- Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student’s coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:
- Follow-up Recommendations Attached.

_________________________ Date ______________________ Date

Individual completing this form. Student’s signature acknowledges and understands the comments.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Sara Busdiecker, Department of Anthropology
     Donny Hamilton, Head, Department of Anthropology
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: May 8, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANTH 415

We recommend that ANTH 415 Anthropological Writing 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: 90%
2. Course content appropriate to the major
3. Total number of words: 6250
4. Instructor to student ratio for one section: 1:15

ANTH 415 has changed in instructor and topics since it was first certified. The most significant change for the writing, however, has been a drop of 10% of the grade based on writing. Since this is a three-credit course, amount of the grade based on writing still far exceeds the required 33%. Students write five short essays and a long term paper. Because they write so many short essays, the feedback on early work can be used for improvement on later work and for the term paper (which is a similar kind of writing). In addition to this practice, students may re-write each of these essays within a week after receiving feedback. The final research paper is reviewed by peers twice; students receive handouts and a PowerPoint presentation to help guide their peer review. Further, students will be encouraged to meet with either the graduate assistant or the professor during office hours to discuss their writing.

For instruction, students read about writing in anthropology. Early in the semester students will write an “anatomy of a journal article,” dissecting its structure and style in order to critically think about professional writing. Students will be presented with handouts and shown PowerPoint presentations on how to identify, read, and critique scholarly articles. Multiple in-class workshops are scheduled over the course of the semester (see syllabus). Several non-punitive in-class writing assignments will happen over the course of the semester; some of which will call on students to read their writing out loud for the class.
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):

   ANTH 415 Anthropological Writing

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

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

Instructor / Coordinator: Sara Busdiecker ______________________________ (Date)

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

Approvals:

College Dean: ______________________________ (Date)

Department Head: ______________________________ (Date)
Anthropology 415 W
Anthropological Writing

Instructor: Professor Sara Busdiecker, Ph.D.  Texas A&M University
Office: 223 Anthropology Building  Spring Semester 2009
Hours: T 2:30-4:30 or by appointment  Anthropology 415 W
Phone: 862-4519  TR 11:10-12:25
E-mail: busdiecker@tamu.edu  ANTH 214

Graduate Teaching Assistant: Ashley Smallwood  University Writing Center
Office: 215D Anthropology Building  1.214 Evans Library
Hours: by appointment  http://writingcenter.tamu.edu
Phone: 845-5242  458-1455
E-mail: smallwood.ashley@gmail.com

But words are things, and a small drop of ink,
Falling, like dew, upon a thought, produces
That which makes thousands, perhaps millions, think.
~ Lord Byron

Course Description
This course focuses on practicing and improving critical reading and writing skills through study and discussion of various genres of anthropological literature and through guided writing assignments.

Course Objectives
(1) To hone students’ skills in the areas of engaged and critical reading, writing, and thinking, and in active listening and articulate speaking.
(2) To survey and evaluate the professional literature of the discipline of anthropology, including the sub-fields of archaeology, biological anthropology, and cultural anthropology.
(3) To survey and evaluate various approaches to anthropological writing, using selected examples and case studies.
(4) To prepare papers according to the highest standards of scholarship and academic protocol.
(5) To practice collegial and professional conduct in the seminar setting.
Course Requirements

Your final grade for this course will be determined in the following manner:

**Five essays (50%):** These will be 3-5 page essays. Written and verbal instructions will be provided for each individual essay.

**One term paper (40%):** This will be a 10-12 page research paper on a topic to be chosen by the individual student according to her or his interest. Detailed instructions will be provided by the instructor. It is expected that students will work on the research and writing of the paper on an ongoing basis over the course of the semester.

**Class participation (10%):** As this is a small seminar class, everyone’s attendance and participation is essential. This is not intended to be a lecture format course, but rather a course in which students actively and collectively participate in the thoughtful discussion of readings and films viewed as well as of the writing process more generally. As a class, we should strive to create a sense of community in which each and every one of us is recognized as a student, teacher, scholar-in-the-making, and writer with individual ideas, insights, and styles worth exploring. The assigned readings, writings, and other activities planned are intended to hone students’ skills in the areas of engaged and critical reading, writing, and thinking, and in active listening and articulate speaking – all skills that are important not only in anthropology, but also in the broader academic and professional worlds. What constitutes participation? While assessment of your participation will depend most heavily on your regular constructive and relevant verbal contributions to discussions, in recognition of the fact that grading participation is a subjective exercise and that individual students have different participation styles, the following will also be taken into account: completion of brief in-class writing exercises; occasional partner and small group conversations (depending on class size); and writing up and bringing in “jottings” based on assigned readings, if and when asked to do so. Obviously, you cannot participate if you do not attend! I would appreciate the courtesy of an explanation if you cannot attend for some reason. I will make note of all absences and excessive absences will result in the lowering of your final grade in the course.

Letter grades for the course will be assigned according to the following grade scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F.

Reading Assignments

There are 4 required books for this course:


Other assigned readings will be made available electronically. Reading assignments are listed under the date on which they will be discussed, so students are expected to read the assignments before arriving to class on that date.

Guidelines for Writing Assignments

All assignments should be turned in at the beginning of class on the day they are due, unless otherwise indicated. Late papers will not be accepted. You will receive written and verbal instructions for each assignment. All written assignments should meet the following formatting specifications:

- Student’s name should appear on front page
Assignment number should appear on front page
Pages should be numbered and stapled together
Text should be double spaced, typed in 12-point Times New Roman font, and have 1” margins all around

Additionally, everything you submit should be carefully proofread for critical and relevant content, organization and readability, and correct spelling and grammar. I strongly recommend reading your written assignments out loud before turning them in—you may be surprised at how many previously undetected run-on sentences, misplaced or misused words, garbled phrases, incoherent arguments, etc. jump off the page at you! Do not hesitate to avail yourself of the services provided by the University Writing Center, located in Evans Library 1.214 (see writingcenter.tamu.edu for more information).

Revisions:
Because this is a W course, you will have the opportunity to revise all of the assignments you submit.
- You will have 1 week from the time you receive your graded assignment back to submit a revision.
- Late revisions will not be accepted.
- You must turn in both the original assignment (complete with all the instructor’s mark-ups) and the revised version together or you will not be eligible for any potential grade change. Save all of your writing assignments until the semester is over!
- All revisions of your term paper must be done before you turn in your final version on the last day of class. That final version is the only one that will receive a grade.

Assistance:
The University Writing Center has many handouts, both at their office and online, that may be helpful to you when you are trying to decide on issues of grammar, formatting, and structure. The following links may prove helpful as well:
- The Elements of Style by Strunk and White: http://www.bartleby.com/141/

Americans with Disabilities (ADA) Policy Statement
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable 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
The Aggie Honor Code states: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Cheating and plagiarism in any form are against the University’s Honor Code and will not be tolerated. All students are responsible for familiarizing themselves with the Honor Code and following it (http://www.tamu.edu/aggiehonor/). Any suspected violation of the Code in this course will be handled according to University policy. The consequences of academic dishonesty range from receiving a zero on an offending assignment to receiving a failing grade for the entire course. While you are welcome to discuss course material with your fellow classmates outside of the classroom, all of your written and oral work should be a product of your own individual efforts unless the instructor states otherwise for a particular task. As a rule, always properly cite the sources of any ideas and/or quotes that are not your own.
Office Hours
Always feel free to drop by during my office hours, whether to simply say hello, or to ask questions related to class readings and discussions, or to discuss assignments or grades. If you cannot make my regular office hours, I would be happy to schedule an alternative time to meet with you. Also, feel free to communicate with me via e-mail or my office phone. The Graduate Teaching Assistant for this course, Ashley Smallwood, is also available to meet with you; simply e-mail her to set up an appointment.

Please Note
You should speak to me as soon as possible (say, within the first two weeks of class) about any individual concerns, issues, or problems that may affect your performance in this course this semester; this includes learning challenges, anticipated unavoidable absences, etc. If at any point during the semester you find yourself struggling with the course material or requirements, it will be your responsibility to seek out help in a timely and appropriate fashion (i.e., not just “after the fact,” at the very end of the semester when you’ve accumulated a bunch of grades you’re unhappy with).

Course Schedule
Please note that the professor reserves the right to alter the course schedule if and when necessary.

Week 1  Anthropological Writing
Jan 20  Tues  Welcome to the course...
  Why is it important to write well?
Jan 22  Thurs  The anthropologist as author
  Who’s behind the words?

Week 2  Scholarly Reading and Writing
Jan 27  Tues  Scholarly reading and writing
  How do you identify a scholarly article?
  How do you read a scholarly article?
  How do you write about a scholarly article?
  ✓ Handouts:
    How to Identify and Read a Scholarly Article or Book
    Analyzing Journal Articles and Essays
  ✕ Turn in homework: anatomy of a scholarly journal article
Jan 29 Thurs Narrative ethnography

*What is narrative ethnography?*


**Week 3** Narrative Ethnography

Feb 3 Tues Narrative ethnography (biocultural)


[in-class writing: culture shock]

Feb 5 Thurs Narrative ethnography (biocultural)


[in-class PowerPoint presentation on abstracts]

**Week 4** From Anthropological Novel to the Big Screen – Culture in the Movies

Feb 10 Tues Culture on the big screen

View *Whale Rider*

≈ Turn in Essay #1: Abstract

Feb 12 Thurs Culture on the big screen

View *Whale Rider*

**Week 5** Critical Review and the Art of Argument

Feb 17 Tues Critical review (physical anthropology)


≈ Turn in Essay #2: Ethnographic Account

[in-class writing: “being there”]

Feb 19 Thurs Critical review (nautical archaeology)

McGhee, Fred L. Towards a Postcolonial Nautical Archaeology. (skim)

Week 6  Research and Writing  
*Each student should decide on a topic for her or his term paper and begin identifying sources.*

Feb 24  Tues  Writing Center Workshop: Editing  
[in-class discussion and handouts on the difference between a topic and a thesis]

Feb 26  Thurs  Library Instructional Session (meet in library!)  
≠ Turn in Essay #3: Critical Review

Week 7  Writing Archaeology

Mar 3  Tues  Historical Archaeology  


Mar 5  Thurs  Historical Archaeology


Week 8  Writing Archaeology

Mar 10  Tues  Historical Archaeology

✔ Kintigh, Keith. Writing Archaeology: Analysis and Archaeological Argumentation. (skim)


Mar 12  Thurs  Writing Center Workshops: Avoiding Plagiarism & Improving Your Writing through Style  
No assigned reading. Work on Essay #4, due after the break! Work on your term paper research. Decide on a thesis statement if you have not already done so. Remember, a thesis is not the same as a topic!
Week 9 Term Paper Research and Writing
We will not meet as a class this week. Instead, all students should focus on significantly advancing the research and writing of the term paper. Consider meeting with the graduate teaching assistant to discuss your progress and any questions or concerns you may have concerning organization, formatting, etc. Also consider visiting the Writing Center either in person or online. They have many helpful handouts and they offer one-on-one appointments with a certified writing consultant. You should e-mail a draft of your term paper to a classmate (you will be paired up by the professor) by noon on Monday March 30, if not before. These exchanged drafts should be read before arriving to class on Tuesday April 1. The drafts will be discussed in class so come prepared with corrections, suggestions, reactions, etc.

Mar 24 Tues Independent research and writing
* Turn in* Essay #4: on *Uncommon Ground*
* Place your essay in Ashley Smallwood’s mailbox in the Anthropology Department by the time indicated on assignment instruction handout.

Mar 26 Thurs Independent research and writing

Week 10 Term Paper Business
Do not forget to e-mail a draft of your term paper to your assigned classmate by no later than noon on Monday March 30. Drafts should be read before arriving to class on Tuesday.

Mar 31 Tues Term paper peer review
[in-class PowerPoint presentation reviewing and expanding upon previously distributed handout on peer review guidelines] [professor circulates among pairs and participates in the review process]

Apr 2 Thurs Representing individual lives on the page and on screen
View *Ishi of Fire Mountain* (18 mins.)
& *Bear’s Hiding Place: Ishi’s Last Refuge* (18 mins.)

Week 11 Writing and Representing Individual Lives:
*Biography, Autobiography, Memoir, Life History*

Apr 7 Tues Representing individual lives on the page and on screen
View *Ishi: The Last Yahi*, 1994 (57 mins.)

**Week 12 Ethnographic Film**

**Apr 9 Thurs** Representing individual lives on the page and on screen

Roundtable discussion: Your reactions to *Ishi in Two Worlds: A Biography of the Last Wild Indian in North America* and the Ishi films


**Week 13 Auto-ethnography**

**Apr 14 Tues** Ethnographic film

*View Adio Kerido*, 2002 (82 mins.)


**Apr 16 Thurs** Ethnographic film; Auto-ethnography


[in-class paired interviewing: intellectual biography / autobiography]

**Week 14 Share Your Research**

**Apr 21 Tues** Auto-ethnography


Turn in Essay #5: Intellectual Autobiography

[in-class writing: intellectual biography / autobiography]

**Apr 23 Thurs** Term paper peer review

**Apr 28 Tues** Open discussion on students’ individual research projects and writing process
Apr 30  Thurs  Open discussion on students’ individual research projects and writing process

≈ Turn in term paper (time and place indicated on instructions)

A few words from fellow members of our discourse community (anthropology, that is)...

The purpose of anthropology is to make the world safe for human differences...
~ Ruth Benedict

Anthropology is the most humanistic of the sciences and the most scientific of the humanities.
~ Alfred L. Kroeber

If one cannot state a matter clearly enough so that even an intelligent twelve-year-old can understand it, one should remain within the cloistered walls of the university and laboratory until one gets a better grasp of one’s subject matter.
~ Margaret Mead
TO: Faculty Senate Executive Committee

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

CC: Ron Lacey, Dept. of Biological and Agricultural Engineering
    Gerald Riskowski, Head, Dept. of Biological and Agricultural Engineering
    Ann Kenimer, Associate Dean, COALS

DATE: May 8, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BAEN 480

We recommend that BAEN 480 Senior Design II be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (50%)
2. Course content appropriate to the major
3. Total number of words (9800)
4. Instructor to student ratio for one section: 1:25

BAEN 480 is a capstone course required of all majors. Each class member submits 6 bi-weekly status reports (total of 3,000 words minimum for all 6). They are graded and returned within a week, so that by the end of the semester, students have had enough feedback and practice to produce a good report. Students also complete writing exercises (minimum 1800 words total) and complete a collaborative report for which they must contribute 5,000 words each and an equal portion of the slides for the group’s oral presentation (usually 10-15 each). Draft versions of sections of the collaborative report are submitted through the semester for instructor comments and suggestions. Writing instruction, besides practice, includes frequent discussions of students’ designs and interactions with clients and writing issues such as style and documentation. Teams meet weekly with the instructor and have the opportunity to discuss their writing in progress. Students also read *The Craft of Scientific Writing*.

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

   BAEN 480 SENIOR DESIGN II

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

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

Instructor / Coordinator: Ronald Lacey

Printed name and signature

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Approval)

College Dean: Ann L. Kenimer

Printed name and signature

Department Head: Bill Richardson

Printed name and signature

Approved by: Gerald Riskowski

(April 1, 2009)

By:

RECEIVED

April 1, 2009

58 of 77 G
BAEN 480 - Senior Design II
Syllabus - Spring 2009

Instructor Information
Dr. Ronald E. Lacey, P.E.
ron-lacey@tamu.edu
302A Scoates Hall
Office hours: By appointment.
979-845-3967
baen.tamu.edu/users/rel/baen480

Course Information
Location: Scoates Hall, room 216

Meeting days and times: Teams will meet with the instructor at times arranged during the first class meeting. Times will be arranged as available but students are expected to be available MWF 3:00 pm to 3:50 pm.

Prerequisites
BAEN 479

Catalog Description
Continuation of engineering design experience through team solution of design problem developed in AGEN 479; preparation of design solution under supervision of biological and agricultural engineering staff and clients; critical evaluation of results by students; staff and industrial consultants.

Note: This is a writing intensive (W) course.

Course Description
This is the second course in a two course sequence for the capstone design experience in the engineering curriculum. When you complete the class you should be able to:

1. Complete a detailed design of a significant engineering problem including necessary drawings, prototypes, and plans.
2. Include considerations of product liability, social impact, environmental impact, and ethical issues in the design process.
3. Evaluate the financial and economic issues associated with the design project.
4. Completely document an engineering design project (e.g. design notebooks, interim reports, biweekly updates, and a final report).
5. Make a professional presentation.

Textbook

Grading
Grades will be based on biweekly reports, writing assignments, the final design presentation, and the final design report. Letter grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90 to 100</td>
<td>A</td>
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<tr>
<td>80 to 89</td>
<td>B</td>
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<tr>
<td>70 to 79</td>
<td>C</td>
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<tr>
<td>60 to 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</table>

Biweekly Reports & Team Meetings (40%):
Written biweekly update reports will be submitted by each student to the instructor and emailed to the client and faculty advisor.

Final Design Presentation (30%):
The oral presentation will be made to an engineering review panel comprised of BAEN faculty and industry engineers. Presentations will be scheduled during the final week of classes.

Final Design Report (30%):
The final design solution report will be due during the scheduled final exam period for this class. There will be portions of the final report due during the semester.

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. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, contact the Department of Student Life Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

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

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

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

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Section 20 of the Texas A&M University Student Rules covers scholastic dishonesty including cheating, aiding and abetting cheating, plagiarism, fabrication of information, and violations of departmental and college rules.

20.1.3 Plagiarism:

*Failing to credit sources used in a work product in an attempt to pass off the work as one's own.*
*Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.*
<table>
<thead>
<tr>
<th>Weeks Left</th>
<th>Date</th>
<th>Topics</th>
<th>Reading Assignment¹</th>
<th>Writing Assignment Due</th>
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<tbody>
<tr>
<td>14</td>
<td></td>
<td>Introduction to the Course</td>
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<tr>
<td>13</td>
<td>May</td>
<td>Scientific Writing</td>
<td>Chapter 1</td>
<td>Weekly Memo</td>
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<tr>
<td>11</td>
<td>May</td>
<td>Developing Good Writing Habits</td>
<td>Chapter 17</td>
<td>Weekly Memo</td>
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<tr>
<td>10</td>
<td>May</td>
<td>Language – Being Precise and Clear</td>
<td>Chapters 4 &amp; 5</td>
<td>Weekly Memo Draft of Introduction, Background, and Design Objectives</td>
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<td>9</td>
<td>May</td>
<td>Language – Being Forthright, Concise, and Familiar</td>
<td>Chapters 6, 7, &amp; 8</td>
<td>Weekly Memo Draft of Literature Review</td>
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<td>8</td>
<td>May</td>
<td>Language – Being Forthright, Concise, and Familiar</td>
<td>Chapters 6, 7, &amp; 8</td>
<td>Weekly Memo Draft of Literature Review</td>
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<td>7</td>
<td>May</td>
<td>SPRING BREAK, NO CLASS</td>
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<td>6</td>
<td></td>
<td>Editing</td>
<td>Chapter 10</td>
<td>Weekly Memo</td>
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<tr>
<td>5</td>
<td></td>
<td>Editing</td>
<td>Chapter 10</td>
<td>Weekly Memo</td>
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<tr>
<td>4</td>
<td></td>
<td>The Use of Illustrations – Tables and Figures</td>
<td>Chapters 10 &amp; 11</td>
<td>Weekly Memo Draft of Design Recommendations and Analyses</td>
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<tr>
<td>3</td>
<td></td>
<td>Formatting the Document</td>
<td>Chapter 16</td>
<td>Weekly Memo</td>
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<tr>
<td>2</td>
<td></td>
<td>Making Presentations</td>
<td>Chapter 15</td>
<td>Weekly Memo Draft of Executive Summary and Summary</td>
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<td>TBD</td>
<td></td>
<td>Weekly Memo Draft of Executive Summary and Summary</td>
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<td></td>
<td>TBD</td>
<td></td>
<td>Final Written Design Report</td>
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<td></td>
<td></td>
<td>Final Oral Reports</td>
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</tbody>
</table>

¹ All reading assignments are from *The Craft of Scientific Writing*, 3rd edition by Michael Alley.
TO: Faculty Senate Executive Committee

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

CC: Marvin Harris, Dept. of Entomology
    Kevin Heinz, Head, Dept. of Entomology
    Ann Kenimer, Associate Dean, COALS

DATE: May 8, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENTO 481

We recommend that ENTO 481 Seminar be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (100%)
2. Course content appropriate to the major
3. Total number of words (5000)
4. Instructor-to-student ratio: 1:20

ENTO 481, the Career and Professional Development in Entomology seminar, is conducted in conjunction with the weekly Entomology Department Seminar. The invited speakers present a synopsis of their work tailored to the entomological community. Students prepare by reading the speaker’s vita and selected papers and meet following each seminar. Each student prepares two questions they develop from their preparations. The class identifies four selected seminars for special emphasis. Each student prepares a Letter of Invitation to a prospective seminar speaker, which is reviewed and discussed by the class to identify strengths and weaknesses before being revised. A mini-paper of six pages is developed, rewritten, and improved during the semester, incorporating assigned research using the Scientific Method.

All writing assignments are reviewed by the writing assistant and the instructor, and the student is provided annotated/edited feedback on all major assignments. The seminar questions receive periodic review and comments early in the semester to encourage clear, critical thinking that is reflected in correctly written questions. Instruction includes lecture on scientific writing and reading/writing exercises intended to elicit critical thinking and reflect clear expressions of logical thought. Additional lectures review assignments and explore other forms of writing relevant to the discipline.

One significant change has been the addition of an Undergraduate Writing Assistant trained by the University Writing Center.
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):

_______ .--:ENT0481W

Seminar.

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

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

Instructor / Coordinator: Marvin Harris 26 Feb. 2009

Printed name and signature (Date)

Received: Valerie Balester 4/5/09

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College

Ann Kenney 4/3/09

Printed name and signature

Dean:

(Date)

Department

Kevin Heinz 3/2/09

Printed name and signature

Head:

(Date)
SYLLABUS FOR ENTO 481(W): Student Information

COURSE: ENTO 481(W) Spring Semester 2009
HOURS: Lecture Th (3:50-5:35)
LOCATION: HEEP, Room123, West Campus—didactics, HEEP, Room 101—Seminar
INSTRUCTOR: Marvin K. Harris, Entomology Research Lab., Room 106, TAMU
77843-2475 979 945 9757 m-harris@tamu.edu Usually present. Call to be sure.
Writing aide: Lauren Klaffke: Lauren leklaff@neo.tamu.edu

Prerequisite(s): NONE

COURSE MATERIALS: No book required. Hand-outs/ materials will be accessed as needed from the internet or other sources both by the student and the instructor. Student competency in computer word-sorting, communicating digitally and internet access/use is required.

PRESENTATION OF COURSE: Pedagogic approach: several lectures discussing science and scientific writing, reading/writing exercises intended to elicit critical thinking and reflect clear expressions of logical thought, and preparation for selected seminars from the weekly Entomology Department Seminar. A mini-paper (maximum expected 6 pages/submission) will be developed, rewritten, and improved during the semester, incorporating assigned research using the Scientific Method. The topic will involve sampling for phorid flies (you will be provided materials and protocols needed to do this) and we expect to do two complete iterations of this activity. The basic format for these assignments will consist of developing and then modifying the initial paper. Each iteration will review/edit each submission and the student will then rewrite them for a final grade.

Students will also prepare for selected seminars by reading materials (i.e. speaker’s vita and papers), attend and participate in all assigned seminars, and meet to discuss seminar, class activities and other relevant matters. Each student will provide to the instructor, two questions they develop from their preparations for each assigned seminar the day prior to when the seminar is actually presented.

Calendar/List of Assignments. Initial class meeting: Jan. 22, 2009. Room 123 HEEP; Convene for course orientation and introductory materials. Prepare and plan to submit a Reference Search Report (see separate instructions) by midnight Jan. 29. The mini-paper scheduling is weather dependent and will be discussed in class. The Entomology Department Seminar Calendar (see http://insects.tamu.edu/) is typically finalized near the beginning of the semester. Students should identify speakers/topics, prepare seminar questions (two questions reflecting critical thinking will be submitted via e-mail by midnight Wednesday on assigned seminars. Assignments will be electronically submitted (label e-mail AND the attached file with your last name 2) assignment (Q’s on xxx seminar, or paper 1 draft, etc, ENTO481) in MicrosoftWord.
Subsequent class meetings to be finalized after the ENTO seminar schedule is completed.

**GRADING.** Writing products will be graded taking form and content into consideration. Spelling, grammar and organization of information will be given equal weight with the substance and critical thought reflected in each assignment.

- Final writing products submitted from each student (70%): Scientific Report and 2 mini-papers (=55%). Seminar Questions (15%).
- Interim writing products prepared by students (20%): Class attendance & participation in discussions (10%):

  TOTAL = **100%**

TAMU is committed to comply with the **Americans with Disabilities Act**.

"An Aggie does not lie, cheat or steal, or tolerate those who do." The student is referred to the Honor Council Rules and Procedures: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Plagiarism is unacceptable. Anyone with questions should take this test: [Indiana University Plagiarism Test](http://education.indiana.edu/~frick/plagiarism). If questions remain, see Dr. Marvin Harris. Quotation with citation is not plagiarism; find, use and cite your sources.
TO: Faculty Senate Executive Committee

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

CC: Andrew Klein, Dept. of Geography
    Douglas Sherman, Head, Dept. of Geography
    Sarah Bednarz, Associate Dean, College of Geosciences

DATE: May 8, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOS 405

We recommend that GEOS 405 Environmental Geosciences be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (95%)
2. Course content appropriate to the major
3. Total number of words (10,000)
4. Instructor to student ratio for one section: 1:22

Students still write two book reviews and a journal individually (about 2500 words and 25% of the final grade) and do problem-based exercise and class consensuses document collaboratively (7500 words minimum and 50%). For feedback, students peer edit the book review assignments. They also submit work at multiple times during the problem-based learning exercise and receive feedback as they work to construct the final document. In addition, class discussion often relates to writing issues within groups. For all writing assignments, students have the option and are encouraged to resubmit their revised work. For instruction, students are provided examples of writing in the field, and they are expected to read peer-reviewed articles related to their research. In addition, one of the assigned texts is specifically aimed at communicating in the environmental sciences. Materials from the writing center and similar sites from other universities are used as appropriate.

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):

   GEO5 405  Environmental Geosciences

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:  Andrew Allen 4/2/2009
Printed name and signature

Received:  Valerie Balester 4/15/09
(W Course Coordinator, University Writing Center)

Approvals:

College Dean:  4/10/09  Bednarz
Printed name and signature
(Date)

Department Head:  4/10/2009
Printed name and signature
(Date)
Environmental Geosciences

GEOS 405

Dr. Andrew Klein
Office: O&M 707D
Tel: 845.5219
Email: klein@geog.tamu.edu
Office Hours: W & R 10:00-11:00
and by appointment

Dr. Andrew Millington
Office: CSA 201B
Tel: .845.6324
Email: millington@geog.tamu.edu
Office Hours: T 3-4 pm, R 9.30-10.30 am
and by appointment

Course Description
Dynamics and human interactions with near-surface environments including land, atmosphere and oceans through problem-based learning; interdisciplinary environmental problem topic, for example water quality, urbanization, coastal development, or environmental pollution; geoscience techniques used for monitoring human-geosphere interaction.

In this course, students will use a problem-based learning exercise to investigate local environmental change. Students will also gain exposure to environmental philosophy through readings and discussions of classic environmental writings.

Meeting Time and Locations
Full Group Sessions Thursdays 8:00-9:15 AM O&M 206
Dr. Klein’s Section (900) Tuesdays 09:35-11:35 AM Teague 002A
Dr. Millington’s Section (901) Tuesdays 3:55-5:55 PM Teague 002C

Class web site
There is a website associated with this class. Updates to the syllabus as well as other course materials will be made available on the course website. Students are strongly urged to use these resources.

http://geog.tamu.edu/klein/geos405/
Textbooks and Readings

Classic Environmental Texts

This semester students will read several environmental texts – Students will select one book, or offer their own suggestions, from each of the following groups to read and analyze.

Environmental Philosophy and Thinking

Thoreau, Henry David. *Walden* (1854) and *Civil Disobedience* (1849)
Leopold, Aldo. 1949. *A Sand County Almanac*
Dillard, Annie. 1974. *Pilgrim at Tinker Creek*

Edward Abbey

Abbey, Edward. 1968. *Desert Solitaire*

Writing Guides

The *elements of Style* by William Strunk, Jr. with revisions, an introduction, and a chapter on writing by E. B. White.


Plus other readings…

Students will also be expected to do considerable self-directed readings as part of the problem-based learning exercise.

Class Attendance

The university views class attendance as the responsibility of the individual student. However, in this course individual participation is important and will account for a significant portion of the course grade. For information, please view Section 7 of the student rules: [http://student-rules.tamu.edu](http://student-rules.tamu.edu)

Cellular Telephones

As a courtesy to the instructor and other students please turn off all cellular telephones and two-way pagers before the class begins. It extremely impolite to be interrupted by a cellular telephone when a professor is lecturing.
Email
All Texas A&M students should use their neo email accounts when emailing the instructor and teaching assistants. We may also send out class announcements via the neo email system as well. It is your responsibility to check your neo email account regularly.

Grading
Student’s course grades will be based on a small group problem-based learning exercise, a whole class project, individual writing assignments and participation in class discussions. This course is the intellectual capstone experience of the Environmental Geosciences and Environmental Studies Degrees. The required work and grading standards will reflect the course’s standing in these degree programs.

Grading breakdown

**Problem-based learning exercise** 50%

The details of the problem-based learning exercise are discussed below

**Class report on Environmental Geosciences/Studies programs** 10%

**Individual assignments** 35%

a. Book reviews 20%
b. Editing of other students book reviews 10%
c. Journal from problem-based learning exercise 5%

**Class participation** 5%

Grading Scheme

It the past the grading scheme has followed these cutoffs.

≥90% A, 80-89% B, 70-79% C, 60-69% D, <60% F

An average performance in the class will earn a satisfactory grade
The Problem Based Learning Exercises

The cornerstone learning experience of the course is a problem-based learning (PBL) exercise that will be undertaken in small groups. In problem-based learning, students are presented with a real-world situation in which they must collaborate with each other to provide a real-world solution. This process develops content knowledge, as students must seek out information to arrive at a solution. Problem-solving skills will be acquired as students work through the process. The role of the instructor in problem-based learning is one of a facilitator providing resources, guidance and occasionally, instruction. As such, large amounts of the class time are unstructured, but students are expected to be prepared to usefully utilize this time through discussions with their peers and the instructor.

Information on problem-based learning is available in several places on the web. Good introductions to the basics and educational rational behind PBL included:


Spring 2009 PBL Exercises

Students in Dr. Klein’s section (501) will tackle the following problem:

McMurdo Station is the largest United States base on the Antarctica continent and is the logistical hub of United States Antarctic Program (USAP) operations across the continent. To meet requirements of the International Antarctic Treaty System, the Office of Polar Programs at the National Science Foundation (NSF) is attempting to ascertain:

1. whether or not the levels of pollution in the marine ecosystems around McMurdo Station are elevated enough to require remediation, and
2. whether or not the levels of contaminants have changed significantly over the past decade, and
3. what specific geographic areas of the marine environment immediately adjacent to the station pose the most concern.
4. NSF is also interested in what the possible sources of the contaminants could be. In particular, there is some interest in whether there is a single or multiple sources for polychlorinated Biphenyls (PCBs) found near the station and what the possible source of the identified contamination may be.

Researchers at the Geochemical and Environmental Research Group (GERG) at Texas A&M University have already collected a large number of samples at McMurdo Station, beginning in 1999. These samples and other GIS-based information will serve as the foundation for this study.

Each group will be responsible for developing appropriate methods for analyzing the information and will arrive independently at conclusions they will provide to the National Science Foundation.
Students in Dr. Millington’s section (502) will tackle the following problem:

Land use and land cover is changing the world over. Major contemporary land transformation range from forest being converted to pasture and cropland in the Amazon Basin to the loss of farmland as China’s cities expand their area. Land transformations are not new, and neither are they restricted to the developing world. In the lower 48 states major land transformations date back to European settlement, and moved in a temporal wave across the nation. They still take place. In Texas the first major land use changes occurred as Europeans settled in the 1800s, but we still see changes as agrirubusiness changes and as cities expand. Researchers in the land use change group in the College of Geosciences have acquired data on land use change in Brazos County dating back to the 1800s. These data include land records, old maps, aerial photographs and satellite images, and ‘street’ photographs: these sources will serve as the foundation for the studies on land use in Brazos County.

The 901 section will be divided into groups each of which will study a particular aspect of past and contemporary land transformation in Brazos County, before synthesizing the data.

Questions we may tackle could be:

- How have Bryan and/or College Station expanded?
- What land use types (cropland, forest etc) have been lost to urban expansion?
- What are the likely environmental impacts of urban expansion? – e.g. has tree cover (and therefore carbon sequestration potential) decreased or increased with urbanization.

Evaluation

Over the course of the semester each group, facilitated by the instructor, will develop and implement a strategy to answer the question. Each group will prepare a written report and present their findings in an illustrated paper session held during the final class session.

To ease production of the written report, throughout the semester each group will produce and present a portion of the report which will then be commented on by the instructor. Feedback from the instructor, as well as class and group discussions, will serve to guide the teams and improve the quality of the final report.

The written reports are to follow the submission guidelines to the Annals of the Association of American Geographers (AAG), with the exception that authorship of the reports must be identified. These guidelines can be found at http://www.aag.org/Publications/Annals/annalsweb3.html. Manuscripts failing to meet the guidelines will be returned unread.
Grading of the problem-based learning exercise

A breakdown of the grading of the problem-based learning exercise is as follows. Detail grading rubrics for each graded component of the PBL will be provided by the instructor. In addition, all oral presentations receive both instructor and peer evaluation. All written assignments will be extensive edited for content and proofread for grammar by the instructor. Students will be allowed to resubmit all written work for regarding based on the provided comments.

1. **Research Proposal**  
   Each group’s will prepare a 5-page document and 5-10 minute oral presentation which will detail how they intend to approach answering the PBL Question.  
   **Due Date** Week of February 2nd

2. **Background and Methodology**  
   In order to understand and constrain the problem and help ascertain how each group will endeavor to answer the PBL question, each group will develop a report and present a 5-10 minute oral presentation detailing the background to the problem and begin developing a workable methodology to arrive at a solution.  
   **Due Date** Week of March 2nd

3. **Preliminary Results**  
   Each group will prepare a written preliminary results section of the report and present these results to the class in a 10-15 minute oral presentation. It is not expected that these results will be conclusive, however, feedback provided by the instructor and peers will help guide the team’s research during the final month of work.  
   **Due Date:** Report is due the week of March 30th and presentations will be given the week of April 7th

4. **Final Written Report**  
   Each group will produce a final report detailing their answer to the problem-based learning exercise.  
   **Due Date:** Week of April 20th. Final revised reports are due May 11th

5. **Illustrated Paper Presentation**  
   Each group will present their work to their peers and to environmental studies faculty through an illustrated paper presentation. An illustrated paper is a short (3-5 minute) oral summary of problem, data, method, and findings presented in poster format. Each group will prepare a 36” x 48” poster following the guidelines used by the Association of American Geographers.  
   **Poster Presentations:** May 11th from 1-3 pm
Book Reviews
Throughout the semester, each student will be required to read classic books that have helped shape the American environmental movement. For each book, students will be required to write a 1,500 word book review.

This review should include a succinct summary of the book and a well-constructed criticism about the strengths/weaknesses of the author’s main argument. If you are unfamiliar with how good book reviews are constructed, you are strongly encouraged to read a few New York Times book reviews (http://www.nytimes.com/pages/books/index.html).

Detailed instructions for the format of the Book Reviews will be provided by the instructor. Students are expected to follow the format to facilitate editing by their peers and the instructor. Manuscripts failing to meet the specified format will be returned unedited and unread.

Peer Review of Book Reviews
Each book review will then be edited for grammar and intellectual merit by one of your peers. Likewise, you will similarly edit your peer’s work. Both the book review and the subsequent editing will be graded. Based on your peer’s and instructor’s comments you will have the opportunity to rewrite your essays for additional credit.

In editing for grammar, students will be expected to make correct use of standard editing and proofreading marks. A comprehensive style guide is available online for the University of Colorado http://www.colorado.edu/Publications/styleguide/index.html and additional resources are available from the Texas A&M Library website at http://library.tamu.edu/help/resource-format-guides/scientific-writing

Class discussions of Books
Over one to two class periods, the class will discuss each of these classic environmental books. The discussions will be student facilitated.

Class report on Environmental Geosciences/Studies programs
The goal of this assignment is to provide the entire class with the experience of producing a consensus document. That attempts to provide the consensus view of experts in a particular field. Arguably, the most important consensus document in the environmental field today is the Intergovernmental Panel on Climate Change (IPCC) report on global warming. The National Research Council (NRC) produces documents on a number of scientific topics of interest for political and other reasons.

Student Journal
Each student is expected to keep a journal detailing their work on the PBL problem and any reflections students have about the class. The main purpose of the journal is to encourage students to learn to track of their research activities through journaling.
Communication Skills Development

Developing good communication skills are an important part of becoming a professional in the Environmental Field and improving student communication skills are a major aim of the course.

Written

Written communication skills will be improved through three avenues. Individual writing skills will be developed through writing and peer review of three book reviews each of approximately 1500 words. Each book review will be extensively proofread and edited by the instructor for content and grammar. In addition, students will complete a graded peer review of each other works.

The needed skill of collaborative writing will be developed through the group writing associated with the problem-based learn exercise detailed extensively above. In addition, all students will participate in developing a consensus document. This semester, the group will produce a consensus report on the state of the Environmental Geoscience/Studies programs and develop a persuasive written argument proposing changes to the programs.

For both individual and group assignments, students will be given the opportunity to revise and resubmit all professional development exercises for regarding based upon the written comments.

Oral

The course will develop oral presentation skills through short oral presentation and through an illustrated poster session for geosciences faculty at the end of the course.
Student Support

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

For more information please contact:

Services for Students with Disabilities
Room B118 of Cain Hall, 845-1637 or on the web at http://disability.tamu.edu/

There are numerous other student support organizations on campus including

Center for Academic Excellence and Academic Assistance Clearinghouse
525 Blocker, 845-2724, http://www.tamu.edu/cae

Student Counseling Service
Cain Hall, 845-4427, http://scs.tamu.edu
Student Counseling Helpline 5:00pm-8:00am: 845-2700

University Writing Center

Please do not hesitate to ask me if you have any problems or if you are having any trouble in the class, see a faculty member or advisor before it becomes a problem.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPICS</th>
<th>READINGS AND ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 20 &amp; 22</td>
<td>Introduction to Course and to Problem-Based Learning</td>
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<td>Hay, Chapter 1</td>
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<td>Problem-Based Learning: an Introduction</td>
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<td>Week 2</td>
<td>Jan 27 &amp; 29</td>
<td>What is a literature review? How to identify and utilize relevant data sources</td>
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<td><a href="http://www.unc.edu/depts/wcweb/handouts/literature_review.html">http://www.unc.edu/depts/wcweb/handouts/literature_review.html</a></td>
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<tr>
<td>Week 3</td>
<td>Feb 3 &amp; 5</td>
<td>What Library resources available at Texas A&amp;M? conducted by University library staff</td>
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<td>PBL - Research Proposal Due</td>
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<td>Week 4</td>
<td>Feb 10 &amp; 12</td>
<td>An introduction to writing a professional paper</td>
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<td>Hay, Chapter 2</td>
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<td>Week 5</td>
<td>Feb 17 &amp; 19</td>
<td>Class discussion of Environmental Book 1</td>
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<td>Review of Environmental Book 1 due</td>
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<td>Week 6</td>
<td>Feb 24 &amp; 26</td>
<td>Continuation of how to write a professional paper</td>
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<td>Hay, Chapter 3</td>
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<td>Critique of Environmental Book 1 due</td>
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<td>Week 7</td>
<td>Mar 3 &amp; 5</td>
<td>Consensus Report on Environmental Programs</td>
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<td>PBL - Background and methodology report due</td>
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<td>Week 8</td>
<td>Mar 10 &amp; 12</td>
<td>Class Discussion of Environmental Book 2</td>
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<td>Review of Environmental Book 2 due</td>
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<td>Mar 17 &amp; 19</td>
<td>☺ Spring Break ☺</td>
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<td>Week 9</td>
<td>Mar 24 &amp; 26</td>
<td>Consensus Report on Environmental Programs</td>
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<td>Critique of Environmental Book 2 due</td>
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<td>Census Report due</td>
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<td>Week 10</td>
<td>Mar 31 &amp; Apr 2</td>
<td>How to prepare and present a professional paper</td>
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<td>Hay, Chapter 8</td>
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<td><a href="http://www.cs.wisc.edu/~markhill/conference-talk.html#badtalk">David A. Patterson, David A. circa 1983. How to Give a Bad Talk.</a></td>
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<td>Week 11</td>
<td>Apr 7 &amp; 9</td>
<td>Group Presentations of Preliminary Results</td>
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<td>Week 12</td>
<td>Apr 14 &amp; 16</td>
<td>A picture is worth a thousand words How to prepare high quality graphics and posters</td>
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<td>Week 13</td>
<td>Apr 21 &amp; 23</td>
<td>Poster Preparation Time</td>
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<td>Week 14</td>
<td>Apr 28 &amp; 30</td>
<td>Class Wrap Up</td>
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<td>Final</td>
<td>May 11</td>
<td>Poster Presentations from 1-3 pm and Final revised reports due</td>
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<td>We reserve the right to make changes to the course schedule due to unforeseen circumstances</td>
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