Memorandum

June 10, 2009

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
       W Course Advisory Committee

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

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

Courses submitted for W certification:

- ANTH 305 Introduction to Anthropological Writing
- BIOL 423 Cell Biology for the Laboratory
- MATH 467 Modern Geometry
- SOCI/WMST 489 Ecofeminism
- SOCI/WMST 489 Race, Gender, Science and Technology

Courses submitted for C certification:

- MATH 289 Communications in Mathematics
- NUTR 481 Seminar

Courses submitted for W recertification:

- CHEN 414 Chemical Engineering Laboratory
- ENGL 346 Writers’ Studies: Poetry
- GEOG 476 GIS Practicum
- POSC/FSTC 406 Poultry Processing and Products
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Thomas Green, Department of Anthropology
     Donny Hamilton, Head, Department of Anthropology
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: June 13, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: ANTH 305

We recommend that ANTH 305 Introduction to Anthropological Writing, pending approval as a new course by the Faculty Senate, be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 3900
4. Instructor to student ratio for one section: 1:20

ANTH 305 is a one-credit course that focuses primarily on writing; it is taken in conjunction with an upper-division anthropology course which requires a major writing assignment at the end of the semester. The first three writing assignments (an email to the instructor about the companion course and writing assignment; a resume; and a cover letter) are meant to provide some practice and help diagnosing common writing problems; the last three assignments will help students with their writing in the companion class, including an abstract of an article they are reading for research; an annotated bibliography; and an article related to their research for the companion class. A graduate assistant will help with reviewing and commenting on drafts. Students will receive comments on drafts and some of the writing will be peer-reviewed in class. Writing instruction will consist of discussion of readings representing assigned genres in anthropology, in-class writing workshops, and modeling. Reading is assigned in A Short Guide to Writing about Social Science.
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 305-980, Introduction to 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: Tom Green

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

Approvals:

College Dean: Pamela R. Matthews

Department Head: Donny L. Hamilton

Attachment C
INTRODUCTION TO ANTHROPOLOGICAL WRITING

Course Description and Pre-requisites

"Introduction to Anthropological Writing" provides a general introduction to basic types of writing expected of anthropology students with emphasis on the subject matter of an upper-division anthropology course in which the student is currently enrolled. Prerequisites for the course are Junior or Senior standing and enrollment in another upper-division anthropology course (the "companion course")

Your last three writing assignments are based on the subject matter of the companion course.

Learning Outcomes and Course Objectives

This course is designed to help you

- become more familiar with types of writing you are likely to do as an anthropology student;
- increase your ability to do these types of writing;
- strengthen your general writing skills; and
- establish a foundation for continuing to develop your writing skills.

These goals will be pursued through classroom activities and writing assignments. A draft and a final version of each writing assignment are required; the draft will be pass-fail, and the final version will be graded. Because much of the learning in this course is to occur in class, regular attendance is expected; only in case of university-excused absence should any session of the course be missed.

TEXT:


GRADING:

Content, organization, and mechanics all will be considered in grading final versions of writing assignments. Grading will be as follows:

- 95 A (excellent work—essentially of professional quality)
- 90 borderline A/B
- 85 B (very good work)
- 80 borderline B/C
- 75 C (average work)
- 70 borderline C/D
- 65 D (poor work; barely acceptable)
- 60 borderline D/F
- ≤55 F (unacceptable work)
Ten points will be subtracted for each day or partial day a final version is late, except in the case of a university-excused absence.

In this course, 80% of the grade will be based on the written assignments. The other 20% will be based on class participation. The graded assignments, their lengths (number of words), and the percentages of your grade they will constitute, are the following:

- e-mail letter of introduction: 250 words, P/F
- curriculum vitae/resumé: 500 words, 15%
- letter of application: 600 words, 15%
- abstract: 200 words, 10%
- annotated bibliography: 600 words, 15%
- article for the non-specialist: 2000 words, 25%

These assignments are described below, and further guidance will be provided in class. Unless the instructor requests otherwise, please submit hard copies, not electronic versions. Each assignment, including each draft, is due at the beginning of the session for which it is listed.

**WRITING ASSIGNMENTS**

**E-mail Introduction:** In many cases the first contact made with an instructor, graduate program, or potential employer comes in the form of an e-mail. The letter of introduction should be addressed to your instructor. You should utilize a proper salutation and closing and should briefly introduce both yourself (especially your background and interests as an anthropology student) and the course you are taking in tandem with ANTH 305. Your introduction to the "companion course" should demonstrate an understanding of the sub-discipline of anthropology into which the course fits and the course's relevance to your major. 250 words

**Resumé or Curriculum Vitae:** This type of writing should not be treated as "one size fits all." Instead, it should be an opportunity to present a persona. Compose a resumé or CV that reflects your "anthropological persona." 500 words

**Letter of Application:** The letter of application is a two-part assignment.

Part I: Describe the job, internship, program in the discipline of anthropology to which the letter will be directed. You should conduct some informal research into types of jobs available, graduate programs, and internships before attempting this assignment. (100 words)

Part II: Write a letter of application to the job, etc. described in Part I. In the course of your application letter, you should refer to the experience, training, and qualifications listed on your resumé or cv. Your draft should be e-mailed to the instructor and teaching assistant at least 3 days before the class in which the hard copies are due for peer review. 500 words
Abstract: Write an abstract of an article relevant to your companion course. The article may be taken from a journal or anthology, but it must be approved by the instructor of your companion course. 200 words

Annotated Bibliography: The annotated bibliography will provide the references for the next writing assignment. The bibliography should contain at least six annotated sources. At least two must be books, and no more than two internet sources may be used. 600 words.

Article: This article must explain a concept drawn from the companion course to a reading audience composed of anthropology students who are unfamiliar with the sub-discipline from which your topic is drawn. For example, if your companion course is classified as biological anthropology, the audience would be composed of cultural or archaeology students. 2000 words.

As noted above, grading of drafts will be pass/fail. For a draft to receive a passing grade, it must contain essentially all the required types of information, and it must be suitably organized overall. It may be somewhat unpolished, however. Failure to submit an acceptable draft will result in loss of 20 points (2 letter grades) on the final grade for the assignment. Drafts submitted late will be considered unacceptable. To permit classroom discussion and peer evaluation, each student should bring to class 5 copies of each draft.

Students will receive feedback on drafts from classmates and the instructor. Small groups of students will discuss group members' drafts in class, noting strengths and making suggestions. In addition, the instructor will write comments and suggestions on the drafts. Feedback from both classmates and the instructor should be used in preparing the version to be graded.

Content, organization, and mechanics all will be considered in grading final versions of writing assignments. Ten points will be subtracted for each day or partial day a final version is late, except in the case of university-excused absence.

The success of a course such as this one depends on contributions from the students as well as from the instructor. Please be in class and prepared to participate.

SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Main Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion: The Scope and Principles of Anthropological Writing Presenting Yourself in Writing: Letters of Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Discussion of the writing process with reference to anthropology Reading: Cuba, Chapter I &quot;The Practice of Writing&quot; Podcast: Episode 6 - &quot;Email Etiquette&quot; <a href="http://writingcenter.tamu.edu/content/view/672/228/">http://writingcenter.tamu.edu/content/view/672/228/</a></td>
</tr>
</tbody>
</table>
Workshop: Peer review of students' letters of introduction  
Writing Due: E-mail letter of introduction

3 Discussion: Resumés and Curricula Vitae  
Reading: Examples of Anthropological Resumés/CVs  
Cuba, Chapter 2, "Using the Library and the Internet"

4 Workshop: Peer reviews of students’ drafts of their resumés or CVs  
Writing Due: Draft of Resumé or CV

5 Discussion: Letters of Application (jobs, internships, scholarships, and academic programs in anthropology)  
Reading: Examples of Application Letters  
Writing Due: Final Version of Resumé or CV incorporating peer reviews

6 Workshop: Peer reviews of letters of application  
Writing Due: Draft of letter of application

7 Discussion: Academic articles and abstracts  
Reading: Cuba, Chapter 3, "Summaries and Reviews of Social Science Literature"  
Writing Due: Final version of letter of application incorporating instructor and peer comments.

8 Workshop: Discussion/Peer Review of Abstract  
Writing Due: Draft of abstract of article relevant to "companion course"

9 Annotated Bibliography  
Reading: Cuba, Chapter 3 (continued)  
Selected examples of anthropological annotated bibliographies  
Writing Due: Abstract

10 Workshop: Discussion/Peer Review of Annotated Bibliography  
Reading: Cuba Chapter 5 "Library Research Papers"  
Writing Due: Draft of Annotated Bibliography

11 Discussion: Outlining and the Rough Draft  
Reading: Cuba, Chapter 7 "Form"  
Writing Due: Final version of Annotated Bibliography

12 Workshop: Rough Draft Peer Review  
Writing Due: Outline and First Draft of article explaining anthropological concept to the non-specialist

13 Discussion: Revision
Reading: Cuba, Chapter 8 "Revising"
Rough Draft with instructor comments returned

14 Discussion: Summary  
Writing Due: Final Draft (incorporating instructor and peer comments)

Americans with Disabilities Act (ADA)

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

Academic Integrity

As the Aggie Honor Code states, “An Aggie does not lie, cheat, or steal or tolerate those who do.” It is expected that you will neither give nor receive unauthorized aid on work in this course. All writing for this course must be your original work. For Texas A&M Honor Council Rules and Procedures, please see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Gus Menger, Department of Biology
    U.J. McMahan, Head, Department of Biology
    Tim Scott, AOC Dean, College of Science

DATE: June 13, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: BIOL 423

We recommend that BIOL 423 Cell Biology for the Laboratory be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 7500
4. Instructor to student ratio for one section: 1:15

BIOL 423 is a one-credit course in which students complete five assignments that require writing: a laboratory notebook, 6 lab reports, 2 manuscripts, and take-home essay portions of the midterm and final exams. The word count above does not include the essay exams; with those, the minimum word count is 9,100. Likewise, if the essay exams are counted, 85-90% of the grade is based on finished writing.

Students are encouraged to read articles from biological journals for the purpose of learning how to outline and develop manuscript sections. This knowledge is applied during the generation of 6 lab reports and 2 manuscripts. The instructor reviews and comments on drafts of these assignments. The students use this new experiential knowledge in the process of writing subsequent Lab Reports and the second manuscript. Written and oral comments on drafts and the encouragement of peer review, idea exchange, and re-evaluation are also employed as feedback/improvement techniques. Writing instruction includes writing workshops that teach students how to avoid plagiarism, how to use scientific writing style, and how to format and incorporate figures and tables into manuscripts and the use of models from biological journals. Analysis of journals is explained in class through the use of good examples and examples demonstrating the need for specific improvements. After grading the first manuscript, one-on-one instruction is provided to the student so the student can incorporate this knowledge into the creative process of writing the second manuscript. Maintenance of a well-written lab notebook provides practice.
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):
   Biol 423 Cell Biology For the Laboratory

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: Gus J. Menger
Printed name and signature
March 2, 2009
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
March 25, 2009
(Date)

Approvals:

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

Department Head:
Printed name and signature
3/11/09
(Date)
BIOL 423 Cell Biology for the Laboratory
Wed., 9:10-12:00, HLB 104.

This is a TAMU elearning-intensive, writing-intensive course. The instructor can be reached by mail using the class’ elearning website.

Caution, assignments and exercises are subject to change or modification at any time. Check the TAMU elearning website frequently for updates.

Always bring a blank CD or flash memory device to the lab.

Objectives
This course is intended to help the student understand the nature of the cell and current modern systems through practical experience in modern microscopic imaging techniques, protein chemistry, cell culturing, and scientific writing. The course allows students flexibility and responsibility in coordinating their team activities to understand and perform in a guided research context.

Instructor
Gus Menger, Ph.D.
HLB 118
862-1619
gmenger@mail.bio.tamu.edu
Office hours: Generally Thursday and Friday afternoons or by appointment

Course Prerequisites
BIOL 413 and BICH 412, or concurrent registration in these courses, are required. The instructor has and might consider laboratory or research experience, or other relevant course work, in lieu of BIOL 413 and BICH 412.

Lab Manual and Lab Notebook
The Manual for the Course, “Doing Cell Science,” will be available as PDF files on the course WebCT/elearning site (see below). Each student will be required to provide and maintain a lab notebook, “Student Lab Notebook.” The notebook will be used to record observations and data during class. A properly maintained, well-written, and organized lab notebook accounts for 5% of the final grade and is necessary for completion of written laboratory reports.

Laboratory Reports
Six laboratory reports written in the format of short scientific letters, e.g., Neuroscience Letters, will account for 30% of the student’s final grade. In these reports, the student’s writing should address specific questions posed by the instructor, the lab manual, and/or relevant research literature. The student has one week to prepare each report and is encouraged to network with other students while maintaining academic integrity. Plagiarism has been and will be dealt with according to TAMU student rules.
Developed Manuscripts
The production of two well-organized, well-formatted, and well-written manuscripts will account for 40% of the student’s grade. Manuscript style should follow the “Instructions for Authors” or “Submission Instructions” from a major Cell Biology journal, e.g., Neuron, Cell, Journal of Biological Chemistry, or FASEB. While an example journal article and organizational instruction are provided to the student in class and on the WebCT, the student is advised to confirm the appropriateness of the template article with the instructor. Students are encouraged to utilize other students, the instructor, and the University Writing Center for assistance in drafting and revising. In the past, students have submitted manuscripts describing Biochemical Analysis of the Red Blood Cell Membrane and Analysis of the Mammalian Nucleus using Subcellular Fractionation.

Examinations
There will be one midterm exam and one final exam. These exams require essays and calculations, and both exams collectively make up 20% of the student’s grade. Exams will be issued on the WebCT 1 week prior to their due dates. Electronic submission is mandatory. Writing-intensive portions of the exams account for 10-15% of the final grade.

Laboratory Performance Evaluation
Throughout the semester, I will evaluate your performance, attention to safety, area cleanup, attitude, behavior, and overall contribution to the lab. You are expected to network extensively but you are also expected to become semi-autonomous in planning and performing experiments, especially during the second half of the semester. Of course, I will be open for any advising as needed. Laboratory Performance Evaluation accounts for 5% of your final grade.

Attendance
You are required to attend lab and participate. Only university-excused absences will be considered valid reasons for requests to make up labs. If you must miss a lab, it is your responsibility to contact the instructor regarding your absence as soon as possible after the absence, but no later than the end of the second working day after the last date of absence in order to schedule a make up. If the absence occurs the same day as a scheduled exam, the student must notify the instructor by the end of the next working day after the absence in order to ensure full rights. The student is responsible for providing satisfactory evidence to the instructor within one week of his or her absence return to substantiate the reason for the absence.

Personal Safety Equipment
Some of the procedures in the course will require wearing safety glasses, gloves, and protective clothing (aprons are provided by the course). Safety inspections are performed in this laboratory.

Course Website
Check the course website frequently for announcements and updates. The course website can be accessed via: https://tamu.webct.edu/ or the TAMU elearning site. You must activate your TAMU Neo account in order to use WebCT/elearning site.
** The labs for this course are constantly being reviewed and revised/updated. You should therefore be aware that lab topics, dates, and assignments are subject to change. Check the WebCT/elearning site everyday for any announcements, changes, or handouts before preparing for and attending each lab.**

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 numbers are 845-1637 and 845-0390.
# EXPERIMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>JAN. 21- Introduction to course, laboratory safety procedures, and equipment use (Chapters 1 &amp; 2 on WebCT/e-learning site).</td>
</tr>
<tr>
<td>II</td>
<td>JAN. 28- Phase Contrast and Fluorescence Microscopy – <em>Lab report A</em>.</td>
</tr>
<tr>
<td>III</td>
<td>FEB. 4- Permeability of the Red Blood Cell (Chapter 4 on WebCT/e-learning site) – <em>Lab report B</em>.</td>
</tr>
<tr>
<td>IV</td>
<td>FEB. 11- Part 1 of Biochemical Analysis of the Red Blood Cell Membrane (Chapter 3 on WebCT/e-learning) – <em>Manuscript I material</em>.</td>
</tr>
<tr>
<td>V</td>
<td>FEB. 18- Part 2 of Chap 3. Protein determinations, SDS-PAGE, and Western Blot analysis – <em>Manuscript I material</em>.</td>
</tr>
<tr>
<td>VII</td>
<td>MAR. 4- <strong>Midterm Due (electronic submission)</strong>. Flagellar Regeneration in <em>Chlamydomonas reinhardii</em> (“Chlamy lab” on WebCT/elearning) - <em>Lab Report C</em>.</td>
</tr>
<tr>
<td>VIII</td>
<td>MAR. 18- <strong>Spring Break</strong>.</td>
</tr>
<tr>
<td>IX</td>
<td>MAR. 25- <strong>Turn in Manuscript I</strong>. Affinity Chromatography and the Effects of Denaturation: Immunoprecipitation of Canonical Clock Protein in Mammalian Fibroblasts – <em>Lab Report D</em>.</td>
</tr>
<tr>
<td>X</td>
<td>APR. 1- Signaling of Internal Transport Events via G-protein-linked Cell Surface Receptors in Zebrafish Melanophores (Chapter 10 on WebCT/elearning) – <em>Lab Report E</em>.</td>
</tr>
<tr>
<td>XI</td>
<td>APR. 8- Part 1 of Analysis of the Mammalian Nucleus using Subcellular Fractionation (Chapter 12 on WebCT/elearning) – Manuscript II material.</td>
</tr>
<tr>
<td>XII</td>
<td>APR. 15- Part 2 of Analysis of the Mammalian Nucleus using Subcellular Fractionation – Manuscript II material.</td>
</tr>
<tr>
<td>XIII</td>
<td>APR. 22- Part 3 of Complete Biochemical Analysis of the Mammalian Nucleus Lab – Manuscript II material.</td>
</tr>
<tr>
<td>XIV</td>
<td>APR. 29- <strong>Turn in Manuscript II</strong>. Cell Cycle Analysis of Budding Yeast <em>cdc</em> Mutants (Chapter 11 on WebCT/elearning) – <em>Lab Report F</em>. Final Exam released – submit by 5pm May 6th.</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: June 13, 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: 35%
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 three papers are spaced throughout the term and require that students turn in a rough draft for instructor feedback. Students will also receive instructor feedback on the quality of their writing for the essay examinations.

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 the 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 (Date)

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

Approvals:

College Dean: Timothy P. Scott
Printed name and signature (Date)

Department Head: Al Beyer
Printed name and signature (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.
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: June 13, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 489/WMST 489

We recommend that two titles in SOCI 489/WMST 489, (a) Ecofeminism and (b) Race, Gender, Science, and Technology be certified as writing (W) courses for the next four academic years (1/09 to 1/13). We have reviewed representative syllabi and have determined that the courses meet or exceed the following criteria:

1. Percentage of final grade based on writing quality: 85%
2. Course content appropriate to the major
3. Total number of words: 5000+
4. Instructor to student ratio for one section: 1:20

The assignments are different for each title. Ecofeminism (at least 6250 words total) requires an “eco-biography,” a book review, a journal, a long research paper, and a team report. Journal entries are turned in every two weeks and receive comments from the instructor. At the end of the term entries must incorporate feedback and be revised and turned in for a grade. A draft of the research paper is required and commented on by the instructor; in addition, students receive written comments on the bibliography and an outline. Students have the opportunity to get comments on the book review and eco-biography before the final versions are due. The team project is monitored to ensure individual participation and requires the writing of a script.

Science, Technology, Race and Gender (total of at least 5375 words) requires that students write five journal entries, two book reviews, and a long research paper. Journal entries are turned in every two weeks and receive comments from the instructor. At the end of the term entries must incorporate feedback and be revised and turned in for a grade. A draft of the research paper is required and commented on by the instructor; in addition, students get written comments on the bibliography and an outline. Students have the opportunity to get comments on the book reviews before the final versions are due. A library specialist is invited to talk to the class on research.

Instruction in both courses includes class discussion of common errors and writing issues as well as readings and models.
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 489 - WHST 489: Ecofeminism

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

   Approvals:
   College Dean: Matthew 4/28/09
   Department Head: Mark Fossett 4/28/09
   Claudia Nelson 4/29/09
Ecofeminism and Global Citizenship – Writing and Research Intensive

This class is an introduction to the developing field of Ecofeminism, which is both a multi-discipline academic subfield related to environmental ethics and a type of activism. We will read some of the most influential writers in the field -- theorists, historians, activists, and spiritual revisionists -- and consider the implications of their ideas for environmental thought and analysis. Ecofeminism is concerned with Women’s relationships with the earth, non-human nature, and other humans. The course explores the connections between the mastery of women and the mastery of nature; origins of ecofeminism and its relation to the science of ecology and sociology of the environment.

Students will examine definitions of ecofeminism, explore various branches within ecofeminist thought, and learn how ecological feminism differs from other feminist and non-feminist approaches to nature and the environment. They will acquire an understanding of ecology and ethics needed for an ecofeminist praxis. Students will explore issues such as biological and cultural diversity, industrial and animal agriculture, biotechnology, international development, war and violence, globalism, history, spirituality, power and politics along with feminist critiques of science, technology, religion, and political systems along with proposed solutions to past oppression.

Religious ideas have been invoked to give men dominion over nature and over women so Ecofeminism uses a critical analytical method to explore the interconnections between the domination of nature and the domination of women, including social class, examining how traditional religious dichotomies have expressed and reinforced these dominations. The sections on spirituality will address: How does an ecofeminist critique promote a new cosmology of justice and earth healing? Does ecofeminism continue the stereotyping of women and lower classes and races as “closer to nature” than dominant men? Can it overcome these stereotypes? How has nature been shaped by an anti-ecological view of the God-human-nature relation but also retain resources for ecological sustainability? Attention to the concrete issues of these crises will include attention to cases such as air, water and soil pollution, climate change, agriculture, energy, resource wars over water and petroleum, and the systems of corporate globalization.

Since Ecofeminism is a pragmatic activism as well as an academic perspective we will also participate in group hands-on direct action projects reflecting ecofeminist principles, about which students will write. This will include projects of an ecological activist nature such as eco-education, organic gardening, or sharing in local ecological concerns, practices, and programs.

Additionally field trips to local organic, sustainable, and green models and other relevant sites will provide hands-on research data for students to test ecofeminist theories and philosophy in praxis.

Course Goals:
1) to bring an ecofeminist analysis and perspective to environmental issues;
2) to study ecofeminist scholars for their intellectual contributions to the field;
3) to articulate personal views of women & nature and patterns of environmental domination;
4) to appreciate the role of women and ecofeminist activists of all backgrounds in global environmental change;
5) to consider the role of ecofeminist revisions of and alternatives to major world religious traditions in addressing the pollution of the earth;
6) to engage in hands-on research to test out ideas in practice and to write critically and analytically about the experience.
Required Texts:

READER
Xerox reader at Copy Center

Writing Handouts
AND from TAMU University Writing Center

Weekly Discussion Topics:

**What is Ecofeminism?**

**WEEK 1: Roots and Forms of Ecofeminism**
READ: Warren, Chs 1, 2, 3,
   READER: Spretnak, Gaard and Gruen, Merchant, King

*Written exercise #1: Write your ethno-biography due in 1 week*

**WEEK 2: Woman and Nature Connections and Problematics**
READ: Warren, Chs 4, 5, 6
   READER: Rocheleau et al, Ruether, excerpts *Gaia & God* chapters 2, 3, 5 & 7

*Written exercise #1: Ethno-biography due*

**WEEK 3: Mechanism, Organicism, and the Management of Nature**
READ: Mies & Shiva: Ch 1
   READER: Griffin excerpts, Merchant excerpts, Ozeki excerpts

**Film: The World According to Monsanto**

*Eco-Journal entry #1 due*

**WEEK 4: Ecofeminist Activism**
READ: Eaton & Lorentzen, Part 3, Ecofeminist responses
   Mies & Shiva, Part 3; The search for roots
   READER: Gaard & Gruen, Bellows, Salleh, Russell, LaDuke, Seager, Nelson, Kelly,

*Due: Team activism topic choice*
Ecofeminist Theory
WEEK 5: The Logic of Domination & Critiquing the Master Model
READ: Mies & Shiva chs. Part 3: search for roots
READER: Warren excerpts, Plumwood ch1, Plumwood ch2

WEEK 6: Multiple Ways of Knowing: Science in Cultural Perspective
READ: Mies & Shiva chs. 2 & 3 & part 4
READER: Martin, Langston, Cohn, Seager,
New approaches to nature & the body Keller p30, Adams p295

Eco-Journal entry #2 due

WEEK 7: Interdisciplinary Perspectives 1
READ: Warren: chs. 9, 10, 11, 12, 13, 14

WEEK 8: Interdisciplinary Perspectives 2
READ: Warren: chs. 15-19

Global Management of Nature
WEEK 9: Global mis-management of Nature
READ: Reuther: Chapter 1
Mies & Chiva chs. 4, 5, 6
Salleah & Vandana, chapter 1 in Eaton & Lois Lorentzen
Concrete Cases: in Eaton & Lois Lorentzen
READER: Adams, excerpts: The Sexual Politics of MEAT

Eco-Journal entry #3 due

Film: Fed up! Genetic Engineering, Industrial Agriculture and Sustainable Alternatives

WEEK 10: Development, Poverty, and Environmental Racism
READ: READER: Shiva, excerpts from Stolen Harvest and Globalization’s New Wars: Seed, Water and Life Forms
Sturgeon; Onimsimova, Gaard&Gruen, Kettle, Hussein; Khanna

Book Review Due

WEEK 11: Water Wars; Privatization, Pollution, and Profit
READ: Shiva: Water Wars; Privatization, Pollution, and Profit all

Film: One Water
Ecofeminism & Spirituality
WEEK 12: The Divine Feminine: Immanence vs. Transcendence
READ: Reuther Ch 3 Ecofeminist Thea/ologies and Ethics
READER: Starhawk, Barnes & Cushford, Christ, Adams, ed Ecofeminism and the Sacred: Allen; Williams & Johnson; Sanchez; Smith

Eco-Journal entry # 4 due
Film: Signs Out of Time: Archaeologist Mirija Gimbutas

WEEK 13 The Greening of World Religions & New Models of God
READ: Reuther ch 2
READER: Adams, ed Ecofeminism and the Sacred: McFague; Plaskow; Ress; Williams; Riley; Kaza, Gupta

Oral Group Reports on Activism Projects begin, continue thru WK 14

WEEK 14 Integrating Ecofeminism, Globalization and World Religions
READ: Mies & Verdanda part 5 especially chapter 16 and conclusion
Reuther Ch 4 and conclusion
Warren, ch 25

Last day of class: research paper draft due in hard copy and electronically. Electronic comments will be returned so you may rewrite to hand in your paper on date of assigned final

Due Date of assigned final:
- Final version of research paper – hard copy
- Eco-journal/sketch book – hard copy
- Group report on activism project – any format

Assignments:
Eco-biography – A 3-4 page account of what specific natural places or interaction with nature have meant to you from childhood to the present and what they mean to you now or how you may have felt hurt on revisiting places special to you that have now undergone pollution or development.

Team Environmental Activism Project – (Topic must have approval of the professor) A group project in which you engage in direct action to protect the environment, based on ecofeminist concepts. For instance, this could take the form of: 1) educating and informing about ecofeminist / ecological concerns face-to-face or through a website, video, music, or radio, 2) organizing or participating in political action, 3) organizing or participating in an existing sustainability project such as an organic garden, xeriscaping, green building, among others. Your group will present a summary of your activities and how they relate to ecofeminist thought to the class during the final weeks of class and turn in a report, which may take the form of a web page, video, or other media, as appropriate. Dr. Henderson will be glad to review drafts in whatever from before due date.

Book Review: Ecofeminist Literary Criticism on work of Fiction (Book must be approved by professor, list will be provided) Evaluate an ecofeminist oriented work of fiction using Gretchen Legler’s 7 “emancipatory strategies” (p230) delineated in “Ecofeminist Literary Criticism” in Warren’s Ecofeminism: Women, Culture and Nature as a point of departure. Do these ideas sufficiently serve to evaluate the work?
Are there other important aspects of the book you choose that address ecofeminist concerns or that make ecofeminist ideas accessible to the general public that this list does not address?

3-5 pages.

**Eco-Journal and Sketch book: (Obtain a journal made of recycled paper)** Keep field notes and sketches/photographs from field trips and your activism project. Use it as a thinking tool both to record on-site experiences and to make note of how successfully (or not) ecofeminist ideas from the course are put into practice. Will be handed in every three weeks for feedback and returned for use in your final paper. Final grade will be given when handed in at end of term.

**Research Paper** which addresses a key topic of ecofeminism whether ethics, criticism, or activism as it applies to an aspect of real practice, based on our field experiences of organic farms, green building, sustainable horticulture/agriculture, etc. The papers can focus on any of the variety of topics covered in the course. For example: 1) the topic of animal rights, comparing Christian and Buddhist views of animals and the practices of a no-kill shelter or vegan restaurant; 2) the topic of how domination of nature is interconnected with the domination of women and/or with racism in Christianity and Western Culture by examining views of evil and ecological sustainability in various world religions, including Goddess spirituality, through both library research and interviews with practitioners. 3) One might compare the ecological views of various world religions in the literature and interview practitioners about how salvation is related to ecological sustainability or the role of the Church or the religious community as change agents for ecological sustainability. Final papers should be 10-12 pages, double spaced. First draft due last day of class, returned electronically with comments. Final draft is due date of assigned final. Dr. Henderson will be available to review rough drafts in office hours.

**Grade will be based on:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation &amp; Eco-biography</td>
<td>10%</td>
</tr>
<tr>
<td>Ecofeminist Book Review on work of eco-fiction</td>
<td>15%</td>
</tr>
<tr>
<td>Eco-Journal and Sketch book (due every 3 weeks)</td>
<td>20%</td>
</tr>
<tr>
<td>Team Environmental Activism Project presentation &amp; report</td>
<td>15%</td>
</tr>
<tr>
<td>Research paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; below</td>
</tr>
</tbody>
</table>

**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.**
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 489
Race, Gender, Science & Technology

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: Kathyn Nadeau 4/29/09
Printed name and signature Kathyn Nadeau (Date)

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

Approvals:

Matthews

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

Department Head: Mark Fossett 4/26/2009
Printed name and signature
(Date)
Science, Technology, Race & Gender Syllabus

WRITING INTENSIVE

COURSE DESCRIPTION:
Women and minorities are still underrepresented in science and engineering. To better understand this phenomenon this course sets up a dialogue among practicing women scientists, engineers, and social scientists from multiple perspectives who have been examining the ways social assumptions about gender and race can be constructed into scientific practice and outcomes. Goals of the course include understanding how constructions of difference are created in scientific, biomedical, and technological practice in order to contribute to the creation of gender and race neutral knowledge production and work environments.

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.

Writing Intensive Aspects: Since this is a W class, you will have the opportunity to re-write each of the writing assignments. Additionally, you will need to meet with me to discuss your written work in terms of content and writing style. The goal is for you to understand the intersection of race and gender in the shaping of scientific and technological endeavors and outcomes while honing your writing and analytical skills. There are three types of written assignments in this course. 1) 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; 2) 2 book reviews using professional journal guidelines, one of which will be presented orally; 3) A final research paper on a topic relevant to the course. Your paper grades will reflect how thoroughly you apply theories and concepts from the course and support your conclusions with detailed data along with 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.

Required Texts.


**Xerox Packet (XP):** available for purchase at the copy center

**Writing Handouts**


**AND from TAMU University Writing Center**

**RELEVANT WEBSITES:**


4000 years of women in science: [www.astr.ua.edu/4000WS/4000WS.html](http://www.astr.ua.edu/4000WS/4000WS.html)

Resource Center for Cyberculture Studies: [http://otal.umd.edu/~rccs](http://otal.umd.edu/~rccs)

**LISTSERVS:**  Feminism in/and Science and Technology: [FIST@DAWN.HAMPSHIRE.EDU](mailto:FIST@DAWN.HAMPSHIRE.EDU)

**Reading Assignments**

**WEEK 1: INTRODUCTION**

**In-class reading handouts:**

Subramanian: "Snow Brown and the Seven Detergents." 2001. from Wyer et al text, above


**WEEK 2: Women in Science and Technology I: Is there a problem?**


*Preface* (xiii-xv), Introduction: Science and Feminism (xvii-xxvii), Intro to Sect 1

Fox Keller: "The Anomaly of a Woman in Physics" (9-16)

Horn: "The Shoulders of Giants" (42-45)

Rose: "9 Decades, 9 Women, 10 Nobel Prizes: Gender Politics at the Apex of Science" (53-68)

Zukerman: "The Careers of Men and Women Scientists; Gender Differences in Career Attainments" (69-78)

Lederman & Bartsch: *The Gender and Science Reader*

Eisenhart and Finkel : "Women (Still) Need Not Apply" (13-21)

Silverman:"NSF Employment Study Confirms issues Facing Women, Minorities" (38-41)

Wenners and Wold: "Nepositiom and Sexism in Peer-Review (also Wyer et al) (42-55)


**WK2 Additional for Graduate Students:**

Etzkowitz, Kemelgor, Uzzi. 2000. *Athena Unbound*: chapters 4-10
WEEK 3: Women in Science and Technology II: Reasons for looking deeper --- science & culture
*clip journal #1 due
Section 2 intro (79-87)
Trecker: "Sex, Science, and Education" (88-98)
Cohn: "Sex and Death in the Rational world of Defense Intellectuals" (99-116)
Sands: "Never Meant to Survive: A Black Woman's Journey: Evelynn Hammonds"

Xerox Packet:
Hofmann: Writers, Texts and Writing Acts:Gendered Word Processing
Cowan: The industrial revolution in the home
McIlwee & Robinson. Women in engineering: gender, power, and workplace culture (excerpt)

WK 3 Additional for Graduate Students:
Etzkowitz, Kemelgor, Uzzi. 2000. Athena Unbound: chapters 11-16

WEEK 4: What is feminist analysis and how can it help us understand how science and technology are gendered and raced?
Lederman & Bartsch: The Gender and Science Reader
Spanier: "How I Came to this Study" (52-56 read footnote #2)
Fox-Keller: "Gender and Science: An Update" (132-142)
Introduction to Section 3 (143-152)
Hubbard: "Science, Facts, and Feminism" (153-160)

Xerox Packet

WK 4 Additional for Graduate Students:
Fox-Keller: Reflections on Gender and Science
Graduate Xerox Packet

CONSTRUCTING DIFFERENCES I: HISTORICAL AND CONTEMPORARY PERSPECTIVES ON SEX/GENDER/RACE
WEEK 5: History matters: Gender
Core arguments regarding the construction of sex/gender differences--and their historical variations--in modern Western sciences, especially the life sciences and medicine. "Sex" hormones have been one primary site for sustained construction of sex/gender/sexuality difference.
*clip journal #2 due
Lederman & Bartsch: Gender and Science Reader
Intro to section 4 (231-234)
Fausto-Sterling: "Life in the XY Corral" (234-251)
Birke: In Pursuit of Difference
Kaplan & Rogers: Race and Gender Fallacies
Fausto-Sterling: Gender, Race, and Nation: The Comparative Anatomy of "Hottentot Women in Europe 1815-1817
Spanier: From Molecules to Brains, Normal Science Supports Sexist Beliefs

**Xerox Packet**

Oudshoorn, Nelly. 1996. The Decline of the One-Size-Fits-All Paradigm, or, How Reproductive Scientists Try to Cope with Postmodernity.

**WK 5 Additional for Graduate Students:**

**Oudshoorn: Beyond the Natural Body: An Anthropology of Sex Hormones**

**Graduate Xerox Packet**


**WEEK 6: History matters: Race**

1st book review due
Core arguments regarding the construction of race and race difference as a concept in modern Western sciences, especially the life sciences and medicine:

Harding, “Racial” Economy of Science:
"Introduction: Eurocentric Scientific Illiteracy" (1-22)
Bernal: "Black Athena: Hostilities to Egypt in the Eighteenth Century." (47-63)

**Xerox Packet.**


**WK 6 Additional for Graduate Students:**

**Fox Keller, Century of the Gene 2000 Harvard U. Press or Troy Duster Backdoor to Eugenics 2003 Routledge**

**Graduate Xerox Packet**


**DEVELOPING THEORY**

**WEEK 7: Feminist analysis of Science: How do we know what we know (epistemology)?**
Overview of the field(s), canonical writings, epistemological shifts

*clip journal #3 due*

Lederman & Bartsch: *Gender and Science Reader*

Merchant: Dominion Over Nature
Bordo: Selections from *The Flight to Objectivity*
Keller: Secrets of God, Nature and Life
WK 7 Additional for Graduate Students:
Graduate Xerox Packet
Collins: The Social Construction of Black Feminist Thought from Laslett, Kohlsted, Longino & Hammonds *Gender and Scientific Authority*
Hawkesworth: Knowers, Knowing, Known: Feminist Theory and Claims of Truth from Laslett, Kohlsted, Longino & Hammonds *Gender and Scientific Authority*

WEEK 8: Feminist analysis of Science: Epistemologies and Practices
Harding "Racial Economy of Science"
Washburn S.L. 1993 The Study of Race." (128-131)
Livingstone, Frank 1993 On the Nonexistence of Human Races (170-200).

Haraway, Donna 1993 The Bio-Politic of a Multicultural Field in Laslett, Kohlsted, Longino & Hammonds *Gender and Scientific Authority*


TECHNOSCIENCE, GENDER AND RACE IN THE NEW WORLD ORDER
WEEK 9: POST-POST MOVEMENT: HARAWAY DAY
Donna Haraway is among the leading theorists of feminist technoscience studies. Today's readings include excerpts from her classic works and focus on her most recent work. We will focus, as she does, on race and gender and their intersections/interplay in science/technology/medicine.

*clip journal #4 due*
Chapter 1, Introduction: The Persistence of Vision, pp. 1-15
Ch. 2 Primate Colonies & the Extraction of Value pp. 19-25;
Ch. 6 "Reinstituting Primatology After World War II; Women's Place is in the Jungle pp. 279-93;
Ch. 16, Reprise: Science, Fictions of Science, and Primatology, pp. 368-382.


**WK 9 Additional for Graduates**

Whole of any of Haraway’s books above as well as *How Like a Leaf, Haraway Reader*

**Graduate Xerox Packet**


**WEEK 10**

**CONSTRUCTION OF DIFFERENCES II: BODIES, SEX/GENDER, SEXUALITIES**

What are now biology and biomedicine, what historically was anatomy, have been fundamental sites of the construction of sex and sex differences, gender and gender differences, sexualities and sexuality differences. The recent social science distinction between sex and gender provided a key tool (NOT from the master's house) with which to analyze this history and to deconstruct the proffered constructions of sex (as well as gender).

**2nd book review due**


**WK 10 Additional for Graduates**

All of Fausto-Sterling, *Sexing the Body or Terry, An American Obsession or Steven Epstein, Impure science : AIDS, activism, and the politics of knowledge.*

**Graduate Xerox Packet**


**WEEK 11 TECHNOLOGIES IN/AND/OF RACE, SEX AND GENDER**

People's relations with technologies have been varied but are often understood to have been quite gendered and raced: few women or men of color are engineers, inventors, etc.; and "female / feminine" technologies concern household, appearance and reproduction.

*clip journal #5 due*

Wyer et al *Women Science and Technology*

Maines, Rachel. Socially Camouflaged Technologies: The Case of the Electromechanical Vibrator

Wajcman, Judy. The Built Environment: Women's Place Gendered
Xerox Packet
McGaw, Judith. 2003. “Why Feminine Technologies Matter” from *Gender and Technology*
eds Lerman, Oldenziel, Mohun.
Oldenziel 2003. “Why Masculine Technologies Matter” from *Gender and Technology*

WK 11 Additional for Graduates
Graduate Xerox Packet

WEEK 12: INFORMATICS IN/AND/OF RACE, SEX AND GENDER
Wyer et al *Women Science and Technology*
Adam, Alison 2001 Feminist AI Projects and Cyberfutures pp.332-354

Xerox Packet
Perry and Greber 1996 Women and Computers from Laslett et al *Gender and Scientific Authority*
Star, Susan Leigh. 1996. From Hestia to Home Page: Feminism and the Concept of Home in Cyberspace. from *Between Monsters, Goddesses and Cyborgs: Feminist Confrontations with Science, Medicine and Cyberspace*

WK 12 Additional for Graduates
Graduate Xerox Packet
Balsamo, Anne. 1996. Introduction and Chapter 1, Reading Cyborgs, Writing Feminism: Reading the Body in Contemporary Culture. Pp. 1-16 and 17-40 and "Feminism for the Incurably Informed." in *Technologies of the Gendered Body*

DIFFERENT WAYS OF KNOWING & GENDER, RACE, GENETICS, AND THE NEW WORLD ORDER
WEEK 13: New Frontiers
Thanks to the Human Genome Project and an array of private biotechnology initiatives, a HIGHLY consequential new venue for the intersection of gender, sex, race, science and technology is "the new genetics." Women's traditionally more extensive responsibility for reproductive processes including
child-rearing in most human societies implicate women especially deeply and in complicated ways in the future of such technical interventions as gene therapy. The new genetics has also promulgated a new eugenics which intersects with race in potentially problematic ways as well. At the same time we have much to learn from non-western ways of knowing.

Harding, *'Racial' Economy of Science. Toward a Democratic Future*  
"Modern Science in Crisis: A Third World Response," (484-518)

Wyer, Barbercheck, et al **Women, Science, and Technology**  
Daniels: Between Fathers and Fetuses: The Social Construction of Male Reproduction and the Politics of Fetal Harm ((312-331)

**Xerox Packet**


**WK 13 Additional for Graduates**

**Graduate Xerox Packet**


**WEEK 14: PLEASURES & DANGERS FOR PEOPLE OF COLOR & WHITE WOMEN IN SCIENCE:**

*final clip journal due*

People of color and white women in the West have by and large played minor roles in the natural sciences and engineering with, of course, outstanding exceptions who are routinely displayed and deployed. Reviews patterns of exclusion and marginalization of work of interest to (many) people of color and white women and looks at hopes for change. There are currently major initiatives in the US and elsewhere to encourage enhanced participation by American minorities women in the sciences and technological domains (engineering, biotechnologies, etc.).

Wyer, Barbercheck, et al **Women, Science, and Technology**  
Section 5 Intro (275-284)

Perry: "Engendering Environmental Thinking: A Feminist Analysis of the Present Crisis"

**WEEK 14: Continued**

Lederman & Bartsch.**The Gender and Science Reader**

Kerr: "Toward a Feminist Natural Science: Linking Theory and Practice (386-406)

Shulman: "Implications of Feminist Critiques of Science for Teaching of Mathmatics & Science" (407-422)

Weasel: "The Cell in Relation: An Ecofeminist Revision of Cell and Molecular Biology" (423-436)

Lederman: "Structuring Feminist Science" ( 437-446)

Shiva: "Democratizing Biology: Reinventing Biology from a Feminist, Ecological, and Third World Perspective" (447-465)

Schiebinger: "Creating Sustainable Science" (466-482)
Research papers due on last day of class: 1 electronic copy and 1 hard copy. Comments will be sent to you electronically so you may rewrite. Final copy due on date of assigned final.

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.

Book Reviews: Book choice must be approved by the professor. You will be given a book list to choose from. Models of professional book reviews will be provided. I will be available to look at 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. You will present one of your book reviews to the class in a 5-10 minute presentation and be prepared to answer questions from the class about the book.

Paper: Your paper may be a review of the literature on a certain sub-set of topics in the course. It may also be a discussion from various points of view about a topic relevant to the course. A list will be provided to help you generate ideas. All topics must have the professor’s approval. The paper length should be 10-15 pages. A workshop with a librarian will provide additional support in using new research data bases.

*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.

Grading:
Participation in discussion & presentation of readings 10%
Book Review 15%
Book Review + presented orally 20%
Research Paper 35%
Clip Journal (due bi-weekly) 20%

100%

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.
The university has suggested the inclusion of this statement: 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: Sue Geller, Department of Mathematics
    Al Boggess, Head, Department of Mathematics
    Tim Scott, AOC Dean, College of Science

DATE: June 13, 2009

SUBJECT: REPORT ON PROPOSED C COURSE: MATH 289

We recommend that MATH 289 Communications in Mathematics be certified as a communications (C) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral performance: 15 minutes
5. Instructor to student ratio for one section: 1:25

MATH 289 is a new course in the department of Mathematics. Students write two short papers, one to a non-expert audience, and a term paper; in addition, they do an oral presentation of their term paper and participate in an interview. Both the term paper and the paper for the non-expert audiences will require rough and final drafts. Before the term paper presentations, students will write a set of talking points or slides which will be reviewed by the instructor or peers.

For instruction, a discussion of what worked and what did not will occur after each interview and term paper presentation. In addition, there will be lectures on mathematical document production, resume writing, and interview techniques, as well as modeling by distributing and discussing examples of good writing.
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 289 Communications in Mathematics

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: Sue Geller
Printed name and signature 1 May 2009
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 6/16/09
(Date)

Approvals:
College Dean: Joe Newton
Printed name and signature (Date)

Department Head: Al Boguess
Printed name and signature 5/4/09
(Date)
Communications in Mathematics

About the course

- **Catalog description:** “Written and oral communication in mathematics.”
  Prerequisite: Math 171 or 151. 1 credit hour

- **Textbook:** TBA - A manual for the mathematics documentation preparation.

About the instructor

Sue Geller  
Milner 128  
geller@math.tamu.edu  
(979) 845–7531 Office hours: Tuesday 2:00-3:30 pm, Wednesdays 1:00-2:30 pm, and by appointment.

About course policies

Term Paper

Since this is a communications class, there will be a term paper in lieu of a final. You will be required to turn in a draft, worth 10 points, as well as a final paper worth 20 points. The paper should be 5-8 pages long. The deadlines are:

1. Have your topic approved by the professor by the end of class 26 January.

2. First draft is due 16 February.

3. Your final draft is due on 9 March.

Homework

The homework will be due the week after it appears in the assignment list. Some weeks nothing will be due so that you can work on the longer projects. You are to do your own work, consulting with the professor only. Remember not to plagiarize.
Grading

The grades will be based on

- Mathematics document preparation exercise I 5 points
- Mathematics document preparation exercise II 5 points
- resume 10 points
- rough draft of term paper 10 points
- interview 10 points
- final draft of term paper 20 points
- talking points or slides for the term paper presentation 5 points
- presentation of term paper 10 points
- rough draft of 1-2 page paper to lay audience 10 points
- final draft of 1-2 page paper to lay audience 15 points

The grades will be determined by your total out of 100 points as follows:

- $90 \leq \text{total} \leq 100 = A$
- $80 \leq \text{total} \leq 89 = B$
- $70 \leq \text{total} \leq 79 = C$
- $60 \leq \text{total} \leq 69 = D$
- $0 \leq \text{total} \leq 59 = F$

Absences and late work

I expect all students to come to all classes, to turn in all assignments on time, and to meet the deadlines for the term paper. If extraordinary circumstances arise that preempt your work on this course, please make arrangements with me ahead of time or as soon as you realize that you will have to miss class, a deadline, or a presentation. I reserve the right to ask for evidence of an excuse.
SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED!

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room B116 of Cain Hall or call 845-4570.

Academic Integrity Statement
“An Aggie does not lie, cheat, or steal or tolerate those who do.” See the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor for more information.”

Copyright
All handouts for this course are copyrighted by me or others, so selling them, duplicating more than one copy for personal use, giving them to others for them to use, is illegal.
# SYLLABUS

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematical document preparation</td>
<td>Write a 1-2 page paper on why math is useful or important. Use an audience of readers of Newsweek. Pick a term paper topic.</td>
</tr>
<tr>
<td>2</td>
<td>Mathematical document preparation</td>
<td>Word process a sample math paper. Include how to document a talk so that the talk is enhanced.</td>
</tr>
<tr>
<td>3</td>
<td>Resume writing</td>
<td>Write your resume.</td>
</tr>
<tr>
<td>4</td>
<td>Interview techniques</td>
<td>Look up a company and prepare for an interview. Rough draft of term paper.</td>
</tr>
<tr>
<td>5</td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Interviews</td>
<td>Final draft of term paper</td>
</tr>
<tr>
<td>8</td>
<td>Why and how the audience matters</td>
<td>Prepare talking points or slides for your presentation</td>
</tr>
<tr>
<td>9</td>
<td>How to and not to do presentations</td>
<td>Presentation of term paper</td>
</tr>
<tr>
<td>10</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Presentations</td>
<td>Rough draft of paper for lay audience</td>
</tr>
<tr>
<td>12</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Presentations</td>
<td>Final draft of paper for lay audiences</td>
</tr>
<tr>
<td>14</td>
<td>Presentations</td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Nancy Turner, Dept. of Nutrition and Food Science
     Jimmy Keeton, Head, Dept. of Nutrition and Food Science
     Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: June 13, 2009
SUBJECT: REPORT ON PROPOSED C COURSE: NUTR 481

We recommend that NUTR 481 Seminar be certified as a communications (C) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing or speaking quality: 95%
2. Course content appropriate to the major
3. Total number of words: 2300
4. Total minutes of speaking: 15 minutes
5. Instructor to student ratio for one section: 1:14

NUTR 481 is communications intensive and offers students many opportunities to practice both writing and speaking. Students write a research paper and an abstract, and they give an oral presentation of 15 minutes. Formative feedback on the review paper will be provided through comments on drafts and through out-of-class discussions with the professor. Before starting the project, students will be provided with examples of papers that contain desirable aspects as well as aspects that could be improved upon. Components of the writing assignments will be described, and feedback on drafts of the final paper will also be used as an instructional tool. Handouts describing appropriate formatting, citations, and desirable presentation styles will be provided to the students.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

NUTR 481 Seminar

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

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

Instructor/Coordinator: Nancy D. Turner

Printed name and signature _____________________________ 3/3/09 (Date)

Received: _____________________________ 3/23/09 (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Mark A. Hussey

Printed name and signature _____________________________ (Date)

Department Head: Jimmy T. Keeton

Printed name and signature _____________________________ 3/14/2009 (Date)

Received _____________________________ MAR 11 2009
Instructor: Nancy D. Turner, Ph.D.  
Associate Professor

Office: 212 C Kleberg Center

Office Phone: 845-1816

E-mail: n-turner@tamu.edu

Office Hours: By appointment – just e-mail me for one

Prerequisite: Senior classification in Nutritional Sciences

Course description: Review and critique of current research literature in the nutritional sciences. Culminates in oral presentations, a research paper and critical discussions.

Text: No required text.

Evaluation:  
Student presentation 100 points  
Abstract 10 points  
Final paper 80 points  
Participation 10 points  
TOTAL 200 points

Final grade: Based on following scale:  
A 180 – 200  
B 160 – 179  
C 140 – 159  
D 120 – 139  
F < 120

Class policies: No late assignments will be accepted

Cell phones: Cell phones and PDA’s must be turned off or to vibrate. If it is an emergency and you must take a call, please leave the classroom.

Attendance: Attendance is mandatory. University rules apply governing what constitutes an excused absence. The following link lists what Texas A&M considers excusable absences: http://student-rules.tamu.edu/rule7.htm. Absences caused by illness or injury will need to be accompanied by a physicians note. Please be aware that the validity of notes will be confirmed through the physician’s office. Each un-excused absence will result in 4 points being subtracted from your final grade.
Plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Use “Turnitin” software to check your own papers for cases of plagiarism so that you can identify where you have made this mistake in the writing assignments. It will then be up to you to avoid this mistake in the final paper.

Academic Integrity: As stated in Texas A&M’s Student Rules (www.tamu.edu/aggiehonor):

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

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

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

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

To ensure your understanding of academic integrity, plagiarism, and the importance of citation, you are required to complete two online tutorials through the TAMU Libraries web page for this course. To complete each tutorial and its accompanying proficiencies:

✓ Go to TAMU Libraries http://library.tamu.edu.
✓ You must login to be able to email me the results of the proficiencies. Once you have logged in, choose Tutorials under Class Resources.
✓ Complete the Citing Your Resources and the Academic Integrity & Plagiarism tutorial (both under heading of Academic Integrity). Once you have completed the tutorial, choose the “Email results” button and email me (n-turner@tamu.edu) your results by the specified date (see class schedule for due dates).
✓ Failure to complete these tutorials (with a passing grade) and send the results of the proficiencies to me will result in a deduction of 5 points from your final grade.

Plagiarism on any assignment will not be tolerated, and it will be recommended that you receive an “F” in this course if evidence of plagiarism is found.


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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.
NUTR 481 – Tentative Class Schedule

8/28  Introduction

9/4  How to Search Literature Databases

9/11  How to Evaluate a Research Publication

Homework: read articles provided in class for discussion next week
Distribute and discuss examples of written assignments for class.
Deadline to submit paper topic

9/18  Class discussion of research articles using criteria for critical evaluation
Online Student Resources on Academic Integrity proficiency results due by 8:00 a.m.
Identify aspects of papers that contribute to their written quality.

9/25  Example seminar presentation & How to Prepare & Deliver a Presentation
Online Citation Tutorial proficiency results due by 8:00 a.m. Deadline for submitting abstracts of references you anticipate citing in your paper (e-mail).
Discussion of questions concerning style for written assignments.

10/2  Student seminars

10/9  Student seminars (paper draft due)

10/16  Student seminars

10/23  Student seminars

10/30  Student seminars

11/6  Student seminars (final paper due)

11/13  Student seminars

11/20  Thanksgiving

11/27  Student seminars (abstract due)

12/2  Course evaluations and graduating class exit survey
ATTENDANCE

- Students are expected to attend each class session and to be in class on time.
  - 2 points will be deducted for each class missed.
  - The Texas A&M policy on excused absences will be followed. See Texas A&M web page at http://student-rules.tamu.edu/ under Part I: Academic Rules for a list of University excused absences.
  - You may only attend the section of seminar that you are registered in.
  - If an absence cannot be avoided, please notify me prior to class.

PARTICIPATION (10 points)

- Discussion questions: Once student presentations begin, students will receive the abstracts of the papers for each persons presentations the week prior to the class when the presentation will be given. Students are expected to become familiar with the topic by reviewing the abstracts prior to class so that you are better able to ask appropriate questions after the respective seminar.
  - Questions should be thoughtful. Simply asking a question does not fulfill your participation requirement.
  - Students must ask at least one thoughtful question each week. Two points will be subtracted from the final score for each week a question is not asked.

WRITING ASSIGNMENTS (90 Points)

Select a nutrition-related topic of interest and come up with a thesis or question to answer. The papers do not necessarily have to agree with each other. The topic selected should be focused enough to allow you the opportunity to develop a good conclusion.

- Do NOT select something as broad as diet and breast cancer.
- A reasonably focused topic would be dietary phytoestrogens and estrogen-receptor positive breast cancer.

Good writing skills are necessary for the accurate dissemination of any kind of information. Therefore, points will be deducted for spelling, punctuation, and grammar errors on all writing assignments. All documents should be double-spaced, with 1-inch margins and be in a 12-point font.

The assignments described are all designed to help you develop the final paper. Therefore, you will receive feedback on each of them that should be used in preparing the next document.

Plagiarism is unacceptable and will result in a zero on the assignment.
PAPER DRAFT

The draft version of your paper gives us a chance to provide you with feedback on the document prior to submitting the final version. The draft is due the 7th week of class.

- The paper text should be 8-10 pages long (double-spaced, 1 inch margins, 12 point font).
- You need to use at least 10 references to support your hypothesis/thesis. You are allowed to use review articles, but the majority of your paper must be supported by information from at least 5 original research articles.
- Your paper should be written like a mini-review article. Include data in tables and figures to support your statements. Do not simply copy and paste these from the references you are using – you need to create your own using only relevant information from the papers.
- The paper must show critical thinking. This becomes evident because you will:
  - Critique the studies and the information contained in them. This is especially important in areas where conclusions derived by the various papers are not consistent and this is due to a study not being performed well or having limitations.
  - You will have synthesized your own conclusion based on the information discussed in the references you use as opposed to simply presenting an idea discussed in another course or a pre-existing belief you held prior to reading the papers. (The conclusion cannot be simply that more research must be performed to derive a conclusion.)

FINAL PAPER (80 Points)

The final version of your paper must be submitted electronically by the 11th week of class.
- Content and presentation of the information will be worth 75 points.
- Grammar and style will be worth 5 points.

ABSTRACT (10 Points)

The abstract should provide a concise overview of the paper and presentation. The final abstract must be submitted electronically by the 13th week of class.
- Should be written as a single paragraph containing between 300 and 400 words.
PRESENTATION (100 Points)

- The presentation should be an overview of the topic selected for your paper.

- Do not simply go through each of the papers used for your paper. To provide an overview you must be very selective in the information presented. The presentation needs to contain:
  - Introduction
  - Body of the talk including figures/tables
  - Conclusion

- Practicing for your presentation is required. You can sign-up for practice times in Kleberg 218. Practice times are limited to 15 minutes. **Students are responsible for locking the computer room and the main door to the practice room when you leave.**

- The presentation is required to be **15 minutes** in length. A +/- 2 minute window is allowed before point deductions occur.

- Grading of the presentation component is shown on the evaluation sheet.

- An outline of the presentation along with some example slides must be turned in for evaluation **3 weeks before** the scheduled presentation date. This draft will be reviewed and returned with recommendations 2 weeks before the presentation date.
Seminar Evaluation Form

1. Knowledge of topic and evidence of research for presentation  _____/20
2. Organization of presentation  _____/20
3. Personal confidence, voice, eye contact and absence of distracting mannerisms.  _____/12
4. Use of visuals to support presentation and quality of visuals.  _____/12
5. Awareness of time and length of seminar (15 ± 2 minutes).  _____/12
6. Scientific merit of information presented.  _____/12
7. Response to questions  _____/12
   
   Total  _____/100 points

Strengths of presentation:

Items to modify if you were to do it again:
# CLASSROOM INVOLVEMENT EVALUATION CONTINUUM

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>A consistent leader in the discussion/learning of the class. Is always prepared. Has read the assigned material for the class meeting and contributes to the understanding of the text and/or the analysis of the case or problem under consideration. Listens holistically and responds meaningfully to the comments of other students. An initiator of activity in the class.</td>
</tr>
<tr>
<td></td>
<td>Reasonably frequent participator in class. Responds to other students as well as instructor. Occasionally takes the lead in introducing a new relevant subject. Volunteers illustrations from his or her own experience or knowledge about the subjects under discussion.</td>
</tr>
<tr>
<td></td>
<td>Occasional contributions to the class. Occasional responses to the remarks of other students. Rarely initiates a discussion.</td>
</tr>
<tr>
<td></td>
<td>Answers questions from the instructor. Seldom, if ever, takes part in class activities.</td>
</tr>
<tr>
<td>Inferior</td>
<td>Takes no part in class room discussion or activities.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Victor M. Ugaz, Dept. of Chemical Engineering
     Michael Pishko, Head, Dept. of Chemical Engineering
     Jo Howze, Associate Dean, College of Engineering
DATE: June 13, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CHEN 414

We recommend that CHEN 414 Chemical Engineering Laboratory I be certified as a writing (W) course for the next three academic years (1/09 to 1/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (75%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:8

This is a one-credit course in which students work in teams but with clearly defined individual contributions. A team of three, including the instructor, a graduate assistant, and a writing consultant, coordinates the 6-10 yearly sections of about 16 students each. Although reports are collaborative efforts, individuals from each team write a section and get feedback on their contribution. Every student is responsible for writing a section. Students receive written feedback from English and technical content graders, as well as more detailed comments from the course instructor with specific suggestions for improvement. Students are then asked to prepare revised reports incorporating this feedback. To assure that the student’s corrections are adequate, the course instructor then checks these reports. All students are provided with a detailed manual containing guidelines for writing technical reports. These guidelines are discussed further in class throughout the semester, along with presentation of illustrative examples and real-world insights from the course instructor. Students also use a CHEN 414 Report Preparations Guide to help them write their reports.

No significant changes have been made since original certification was granted although the percentage of the grade based on writing has increased from 70% to 84%.
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):
   CHEN 414 - Chemical Engineering Laboratory I

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

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

Instructor / Coordinator: Victor M. Ugaz

Received: Valerie Balester

Approvals:

College Dean:  

Department Head:  

Attachment C
CHEN 414
Unit Operations Laboratory I
COURSE SYLLABUS

Instructors: Mr. Jerry L. Bradshaw
36B Zachry
(979) 845-0610
j-bradshaw@tamu.edu

Prerequisites: CHEN 304 and 323; ENGL 210 or 301

Textbook Required: Chemical Engineering Unit Operations Laboratory I. This laboratory manual is written by the laboratory instructor and is sold to the students at the TEES Copy Center. The manual includes laboratory safety rules, course syllabus, and a discussion of each experiment including some theory. Units Operations Laboratory Report Preparation Guidelines. This manual includes information on communication (oral and written), suggested report format and a sample report. The Guidelines have evolved over a number of years with input from CHEN Faculty, Tech Writing Faculty and Graduate Students. Other references are standard textbooks on grammar, technical writing, unit operations and Perry’s Handbook.

Attendance Policy: Attendance is mandatory and is included in the class grade.

Course Description: In CHEN 414, engineering problem solving is taught through hands on experience with pilot-plant scale equipment in the atmosphere of a technical task group. In the course, skills for accurate data collection, analysis and communication are developed. Students learn to operate equipment and modern instrumentation with precision. They thoroughly analyze their data and present a formal written report on each of the four experiments. Laboratory safety rules are strictly enforced, and a review of a current safety article (from trade literature) is required in each report. Grammar and technical writing are considered to be as important as technical content, and the report grading and rewriting plus oral presentations over the first three reports emphasize the importance of communication.

Learning Objectives: At the end of this course, students will be able to:

1. Apply fluid flow and heat transfer principles in the operation and design of process equipment.
2. Apply classroom learned principles related to orifice and venturi coefficients, Fanning friction factors, pipe roughness, relative roughness, and Reynolds numbers in a laboratory.
3. Determine experimentally overall and film heat transfer coefficients in both laminar and turbulent flow regions, and compare the results with empirically calculated coefficients.
4. Determine experimentally simultaneous heat and mass transfer coefficients in the drying of a solid.
5. Determine experimentally the compressibility factors, 2nd virial coefficients, and bubble point/dew point of gases, and compare the results to literature values.
6. Analyze experimental data and present formal written reports on each of the experiments.
7. Develop and give formal oral presentations over the experiments and results using PowerPoint or its equivalent.
### Topics and Hours

<table>
<thead>
<tr>
<th>Topics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction, Laboratory Safety Rules, Report Writing</td>
<td>1.5</td>
</tr>
<tr>
<td>2. Familiarization with Experiments</td>
<td>1.5</td>
</tr>
<tr>
<td>3. Compressibility Factors of Carbon Dioxide and Helium</td>
<td>6</td>
</tr>
<tr>
<td>4. Studies in Fluid Flow</td>
<td>6</td>
</tr>
<tr>
<td>5. Drying</td>
<td>6</td>
</tr>
<tr>
<td>6. The Study of Heat Exchanges</td>
<td>6</td>
</tr>
<tr>
<td>7. Student PowerPoint Presentations on Experiments</td>
<td>9</td>
</tr>
<tr>
<td>8. Exam on Report Writing</td>
<td>2</td>
</tr>
<tr>
<td>9. Last day lecture</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total:** 40 hours

---

### Class Policies and Procedures

- Each group conducts four experiments. Each study requires a single written report. The **COURSE SCHEDULE** gives details.

- Obtain the following supplies:
  - For each student:
    - Eye protection
  - For each group:
    - Four folders with transparent covers
    - Four report cover sheets - provided by the Instructor

- Check out at the end of each day of the experiment by having the laboratory instructor sign the data sheet.

- Submit the reports in the folders, with cover sheet visible, bound with ACCO type fasteners.

- Turn in reports at the beginning of the appropriate laboratory session! **There is penalty for late reports.**

- Rotate responsibility for the final form of the various sections of the report among the group members. Although the writer is graded on the quality of expression, the entire group is graded on the content of every section. **Remember:** Every member of the group is responsible for the accuracy of the calculations.

- Put your initials on the pages you write.

- Each report receives a letter grade based on the following criteria:
  - The accuracy of the data and results.
  - The understanding and thought shown in analyzing the experiment.
  - The effectiveness of communication.

- A report may be returned for complete rewriting and/or reworking if the laboratory instructor determines it is inadequate. All reports must be submitted in satisfactory form to receive a passing grade in the course.

- One week after the reports are returned to the students, recommendations from the graders are to be incorporated in a revised version of the report. **Revised pages are to be inserted in front of the original pages and returned with the original pages.** The revised version will be inspected to determine if the revisions were incorporated.
The assignment of group leader rotates. The duties include the following:
1. Notifying the laboratory instructor that he/she is the group leader.
2. Organizing and directing the preparation and execution of the experiment.
3. Ensuring that all equipment is in place before the group leaves the laboratory.
4. Coordinating the preparation of the report and checking for overall unity and coherence.
5. Preparing and submitting the Confidential Group Leader's Report in a sealed envelope attached to the report.

The Confidential Group Leader's Report must include letter grades for the other team members and a brief statement evaluating the performance of each. The evaluation should be over the total job (the work in the laboratory and the preparation of the report). Include in the Group Leader's Report, the following statement: "On my honor as an Aggie, this group has neither given nor received unauthorized aid on this academic work." The group leader should sign the report.

After group members examine the comments and correct the reports, they should return them to the Laboratory Instructor within one week.

The distribution used to determine the final grades will be as follows:
1. Laboratory Performance 10%
2. Group Leaders’ Evaluations 5%
3. Oral Presentations 15%
4. Written Reports 65%
5. Exam- Report Writing 5%

"Laboratory Performance" includes
1. Preparation before class
2. Prompt attendance
3. Effectiveness as a group leader
4. Contribution as a team member
5. Neatness (in the laboratory and on the data sheets)
6. Care and accuracy in operating the equipment and gathering data
7. Proper use of safety equipment
8. Strict adherence to safety guidelines
9. Effort and Effectiveness in correcting the reports

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

Academic Integrity

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**Copyrights**

The handouts used in this course are copyrighted. By “handouts” we mean all materials generated for this class, which include but are not limited to syllabi, 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 the author expressly grants permission.

### Relationship to Program Outcomes:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Method</th>
<th>ChE Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply fluid flow and heat transfer principles in the operation and design of process equipment</td>
<td>Laboratory Work, Report Writing, Oral Presentation, Final Exam</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Apply classroom learned principles related to orifice and Venturi coefficients, Fanning friction factors, pipe roughness, relative roughness, and Reynolds numbers in a laboratory.</td>
<td>Laboratory Work, Report Writing, Oral Presentation, Final Exam</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Determine experimentally overall and film heat transfer coefficients in both laminar and turbulent flow regions, and compare the results with empirically calculated coefficients.</td>
<td>Laboratory Work, Report Writing, Oral Presentation, Final Exam</td>
<td>1, 2, 4, 5, 6, 11,</td>
</tr>
<tr>
<td>Determine experimentally simultaneous heat and mass transfer coefficients in the drying of a solid.</td>
<td>Laboratory Work, Report Writing, Oral Presentation, Final Exam</td>
<td>1, 2, 4, 5, 6, 11,</td>
</tr>
<tr>
<td>Determine experimentally the compressibility factors, 2nd virial coefficients, and bubble point/dew point of gases, and compare the results to literature values</td>
<td>Laboratory Work, Report Writing, Oral Presentation, Final Exam</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Analyze experimental data and present formal written reports on each of the experiments.</td>
<td>Laboratory Work, Report Writing, Oral Presentation, Final Exam</td>
<td>4, 7, 11</td>
</tr>
<tr>
<td>Produce an oral presentation for the reports emphasizing the importance of communication.</td>
<td>Laboratory Work, Report Writing, Oral Presentation, Final Exam</td>
<td>4, 7, 11</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Janet McCann, Dept. of English
Claude Gibson, Dept. of English
M. Jimmie Killingsworth, Head, Dept. of English
Don Curtis, Associate Dean, College of Liberal Arts

DATE: June 13, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 346

We recommend that ENGL 346 Writer’s Studies: Poetry be certified as a writing (W) course for the next four academic years (1/10 to 1/14). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (75%)
2. Course content appropriate to the major
3. Total number of words (4500)
4. Instructor to student ratio for one section: 1:22

ENGL 346 requires that students write original poetry, complete writing exercises, and write a long paper on poetic theory; in addition, their peer feedback is in written form. The course places a high premium on peer review and instructor feedback, and students spend a large part of the course in learning how to give and take criticism of writing. In addition, the instructor provides feedback through written comments. Some lecture and discussion is about writing as a craft, and students also analyze published work and successful student work.

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):

   English 346: Writers' Studies - Poetry

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

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

Instructor/Coordinator: Janet McCann  Jones M. Conn  5/20/2009
Printed name and signature  (Date)

Received: Valerie Balester  6/16/09
(W Course Coordinator, University Writing Center)  (Date)

Approvals:

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

M. Jimmie Killingsworth
Department Head:  Printed name and signature  5/20/09  (Date)
ENGLISH 346

WRITERS’ STUDIES: POETRY

Catalog description: “A different topic for poets each term; may include historical development of genres; connection between biography and artistic production; study of writers’ theories of the art of poetry. Prerequisite: ENGL 236.”

Description: This course will focus upon modernist and contemporary poetics. We will analyze the major schools of contemporary poetry and see how they are grounded in modernist and postmodernist theory. Students will create their own poetics and will write a long poem or a series of short poems which demonstrates their perspective. The prerequisite is English 236; we will be working with some of the poetry written for the prerequisite course.

At the end of this course, students will be able to:
1.) Analyze differences in style and content employed by various poets.
2.) Demonstrate an understanding of current poetic schools and their theories.
3.) Analyze student works for style and content.
4.) Write their own poems with an understanding of poetic theory.
5.) Develop and articulate their own poetic theory.
6.) Articulate an appreciation of contemporary poetry.
7.) Understand and appreciate the poetry of a wide variety of cultures.

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

Texts: THE PRACTICE OF POETRY, edited by Robin Behn and Chase Twichell; packet of readings; online readings.

We will read modernist poetics and long poems by T.S. Eliot, Wallace Stevens, Ezra Pound, Marianne Moore, and others. Contemporary poetics readings from the anthology will show the emergence of current modes of thinking about poetry. We will do in-class poetry writing and explication exercises which are based on the perspectives on poetry in the readings. We will also workshop poems in groups and one-on-one.
Poetry workshop involves two activities: Students write poems in class in response to prompts, and students peer-review one another’s poetry or essays. Most of these poetry workshop sessions are of the second type. Students read others’ poems and critique them according to agreed-upon criteria, which include excellence of image, metaphor, and music, subtlety of language, and other facets of poetry. They are also critiqued on their suitability for the specific assignment.

Note: The ten-percent of the grade allotted for revision is an assessment made of the revisions students make after poems and essays have been critiqued by the instructor and others. Students turn in work over the semester and turn it in again at the end, revised. Revision is graded on thoroughness, sophistication, and purposefulness. Fruitful use of student and instructor comments in making revisions is also a factor.

Grades:
25% Major project, which includes 2000+ word essay defining the writer's poetic theory (with reference to theory studied) and 3-5 poems (4-7 pages of poetry) which show the application of this poetics.
5% Explication of a poem; 500+ words
20% Class participation including workshopping. 6 written workshop responses, 250 words each.
20% Individual poems and exercises.
10% Revision
10% Exam
10% Quizzes. Quizzes will be announced one class meeting before they are given.

Tentative schedule of weekly discussions and readings follows. This will be supplemented by monthly calendars which will provide more specific information, including workshop dates.

Week 1--Introduction to the course. Read Dana Gioia’s “Can Poetry Matter?” for Wednesday. Do the Automatic Writing exercise (P of P, 5) for seven days, and turn in the result next Wednesday. Read the Workshop Instructions and discuss workshop practice.

Week 2-- Some characteristics of postmodernism. We will discuss introduction to The Norton Anthology of Postmodern American Poetry. Bring in 3 postmodern poems that you like. Also, read the John Cage essay on the net and respond to it either in an essay or in poetry. Do: Word Problems and Science Tests, p. 191 in P of P.

Week 3-- Further discussion of postmodern poetry and of examples brought in. Definition of postmodern poetry. Read Marjorie Perloff’s essay on postmodernism. Do the exercise “Make Your Own System” in P of P, 131.
Week 4-- Discuss the long poem and the postmodernist epic. In lab, generate basic definition of postmodern poetry, considering both the techniques and the underlying assumptions. Discuss postmodernist poetry and explication. A poem will be offered for individual and group explication. Read Christensen's comments on poetry. Write a postmodern poem. Revise a poem you wrote earlier, considering postmodern principles.

Week 5  New Formalism. Discussion of New Formalism; definitions and examples. For the class, write a sonnet, a villanelle, or a sestina. For next class, read Timothy Steele's essay "Tradition and Revolution," and bring copies to class of two recent New Formalist poems that you like. Revise a formal poem you have written.

Week 6  New Formalism discussion continued; explication and New Formalism. For next class, please read Marilyn Waniek and Rita Dove, "A Black Rainbow: Modern Afro-American Poetry." Also, please find a poem of ethnic emphasis you particularly like, and bring it to class. Write a poem based on cultural issues or on your own sense of ethnicity, using some pattern other than free verse.

Week 7 The long poem. Read essays on long poem distributed in class. Write a long poem. We will define long poem as a poem of over 100 lines. Also, do the exercise “Index Poem” in P of P, p 129.


Week 9 Modernism: Some basic characteristics. T. S. Eliot. For next time: read the Stevens selections.


Please find a statement on contemporary poetics you find to be valuable, and copy it for the class.  
Do “Photography and Revision,” p.231.

Week 13 Some contemporary poetics statements: Poetics statements brought in by class members. Discussion of writing your own poetics statements. Discussion of writing full-length essays. Do any exercise from P of P you have not done so far.

Week 14 Readings

The poetics papers and accompanying poems must be turned in by first day of exam week, accompanied by copies of all exercises and papers done during the semester.

Exam as scheduled.

NOTE: No work will be accepted more than a week after the due date. Attendance and participation are expected and participation is graded. There will be a ten point penalty on any work turned in after the due date but before a week has passed. University-authorized absences must be documented. (See http://student-rules.tamu.edu). No makeups will be given except in cases of university-authorized absence. Student must provide documentary evidence of absence authorization within a week after any missed quiz or paper.

Academic Dishonesty:

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

Students are expected to be the sole source for any work submitted in their name. The utilization or submission of work of others is a violation of Texas A&M University scholastic dishonesty policies and disciplinary steps will be taken. Only authorized electronic or printed materials or equipment may be used in or near the classroom. 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 and knowledge cannot be safely communicated.

If you have questions regarding plagiarism, please consult http://www.tamu.edu/aggiehonor for definition and examples.

Any plagiarism or other academic dishonesty will be dealt with according to the guidelines of the Honor Code.

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

Texas A&M Services for Students with Disabilities: (845-1637):
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, either temporary (e.g. broken arm) or permanent (including a learning disability), please contact the Department of Student Life, Services for Students with disabilities in Rm 118B of Cain Hall. If you have any questions, see me.
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: June 13, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOG 476

We recommend that GEOG 476 GIS Practicum 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 (75%)
2. Course content appropriate to the major
3. Total number of words (9250)
4. Instructor to student ratio for one section: 1:12

The writing assignments in GEOS 476 include short assignments relevant to the major (discussion of a GIS professional organization; research topic idea; description of GIS and a law case; a map critique) and a long research paper of 7500 words. The description of GIS assignment is peer reviewed in week four, and a draft of the research paper is reviewed and commented on by the instructor. Students are encouraged to revise and resubmit. 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 University 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):

   GEO6476 615 Practicum

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

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

Instructor / Coordinator: [Signature]
Printed name and signature (Date)

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

Approvals:

College Dean: [Signature] 4/10/09
Printed name and signature (Date)

Department Head: [Signature] 04/02/09
Printed name and signature (Date)
GIS Practicum

GEOG 476

Instructor

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

Catalog Course Description
Introduction to current topics in Geographic Information Science including ethical and legal issues surrounding spatial technologies, proper GIS management practices and professional certification. Development of professional research, technical and communication skills through participation in a coordinated internship or independent research project.

General Course Description
This course is the capstone learning experience of the Department of Geography’s Geographic Information Science (GISci) option. Through seminar style discussions, course participants are introduced to current topics in the spatial sciences profession. Through an accompanying independent research project or internship students will build professional research skills. The course introduces students to the ethical issues surrounding spatial technologies and information. The basics of project management and professional presentation of scientific and technical results will be taught and practiced. The course will also introduce students to GISci certification activities and help them to construct a professional GISci portfolio.

Course Meeting Times
Tuesday 3:55-5:10
Thursday 3:55-5:10
CSA 302
Teague 002C

Textbook and Required Readings

In addition to the textbook, the lecture portion of the class will incorporate extensive readings on topics of current interest in Geographic Information Science.
Class web site
There is an website associated with this class. Updates to the syllabus as well as other laboratory and course materials will be made available on the course website.

http://geog.tamu.edu/klein/geog476

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. I find it extremely impolite to be interrupted by a cellular telephone when I am lecturing.

Email
All Texas A&M students should use their neo email accounts when emailing the instructor and teaching assistants. I may also send out class announcements via the neo email system as well. It is your responsibility to check your neo email account regularly.

Class Attendance
The university views class attendance as the responsibility of the individual student. Information on University attendance rules can be found at http://student-rules.tamu.edu/search/rule7.htm. However, a major goal of this course is to develop professionalism in its participants and class attendance and participation should be viewed in this light.

Internship/Independent Research Project
A key component of the course is undertaking an internship with a company/organization outside the university or pursing an independent research project under the tutelage of an A&M faculty member.
Grading

Your grade in this class will be based on the following:

A. Written Report on Research Project  50%
B. Presentation of Research Project  15%
C. Professional Development Projects  25%
C. Participation in Class Discussions  10%

In the past my grading scheme has approximately 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

A major portion of the course grade will be a final written and oral report describing your internship or independent project. The written paper should be presented in an appropriate journal style and of a length typical of papers in that journal.

Learning Objectives

The intent of this class is to provide students with a professionalizing academic experience. This will be accomplished in two ways. First a set of structured discussions and projects will introduce students to topics that will affect them in their professional careers as well as to develop their oral, written and cartographic communication skills. Secondly, an independent research project or internship will provide students an opportunity to apply the geospatial skills they have learned in previous classes to an individual project. The progress on the project will be articulated in writing, through oral presentations and by the creation of maps and other graphics.

In general, it is my expectation that at the end of the class each student will be able to:

1) Explain current ethical and legal issues surrounding Geospatial technologies; and
2) Articulate the current state of professional certification in the Geospatial arena and how obtaining professional certification may affect career opportunities; and
3) Define and describe current national and international standards applicable to spatial data; and
4) Apply appropriate GIS analytical techniques to successfully solve a research problem; and
5) Communicate the methods used and results achieved in an independent research project via written, oral and cartographic methods.
Communication Skills Development

Developing good communication skills is an important part of becoming a GISsci professional. Improving student communication skills is a major aim of the course. In addition to good oral and written communication skills, GISsci professionals need to be able to convey information through maps and good cartographic skills will be stressed as well.

Writing

Written communication skills will be developed through a series of short professional development exercises. All completed exercises will be graded both for GISci content as well as for writing skill. Each graded exercise will receive extensive comments and will be edited using standard proofreading marks. Students will be given the opportunity to revise and resubmit all professional development exercises based upon the written comments.

A major part of the course is for students to prepare a written report detailing the work undertaken during the student’s internship or research experience. Students will prepare a rough draft that will be extensive reviewed and edited to help them prepare their final draft.

Oral

During the last two weeks of the course each student will prepare and present a portfolio of materials they have produced during the course of their studies, and in particular, during their internship or independent research project.

Cartography

While students taking this course will have already had opportunities to improve their cartography skills in producing standalone maps, this course will emphasize how to best utilize maps in improving reports and other documents.
Research Report

Production of a quality research paper detailing research done during the student’s independent research project or internship is a major component of the course. The report writing process is designed to teach students to effectively communicate within the multiple fields comprising GISci.

The final report will be produced in the style and format required for submission to a major journal within the field of GISci. The exact journal format selected will depend on the interests of the students enrolled in the course.

The research report has several components, all which will lead to submission of the final report during the final week of class. Materials submitted at each stage will be extensively reviewed and edited. The timetable for project related assignments is as follows:

Week 3 (February 3rd) – A 2-page memo detailing your internship or research project
Week 5 (February 17th) – An outline for the final project paper
Week 8 (March 10th) – A 300 word abstract describing your final project
Week 12 (April 15th) – A rough draft of the final project
Week 14 (April 28th) – Oral presentations of your independent research
Final Exam Week – Final reports due at 5pm on Tuesday May 12th

Scholastic Dishonesty

It is my hope that academic dishonesty will not be a problem in this class. Texas A&M does, however, have a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University’s Scholastic Dishonesty policy please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. The Honor’s program website is at http://www.tamu.edu/aggiehonor.

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which includes 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 ideas, words, writings, etc. those 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 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”

“Aggies don’t lie, cheat, or steal, nor tolerate those that do”

5
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 me before it becomes a problem.
Course Schedule

Part I – Current Issues in Geographic Information Science

Week 1 – Introduction to the Course and Effective Communication in GISci
January 20 & 22
A structured discussion on what it means to be a professional Geographer and what some of the expectations are. The major national and international professional GISci organizations and conferences will be introduced.

Communication Skills
The week will also begin ongoing class dialog on how students can improve their communication skills in GISci through improved writing, presentation and cartography skills.

Assignment
From organization websites, read about the major GISci professional organizations. Write a 2-page memo summarizing the society’s stated mission; identify its primary constituents, and describe how it serves the needs of the GISci community.

Readings

Week 2 – Professional Ethics and GISci
January 27 & 29
A structured discussion of the ethical behavior of GIS professionals assessing the ethical dilemmas and correct ethical conduct from current case studies discussed in class.

Communication Skills
An introduction to the preparation of written reports in GISci including a discussion of writing styles and achieving balance between verbal and map components in reports and articles.

Assignment
Prepare a 2-page memo detailing your internship or research project. The memo should include a statement about the objectives of your work. If applicable, provide a timeline or list of milestones for its successful completion.

Readings


---

**Week 3 – Spatial Technologies, Information and the Law**

February 3 & 5

A structured discussion concerning ethical and legal issues surrounding the use of spatial technologies and information. As in the previous week, current case studies will be discussed.

**Communication Skills**

A discussion of practice and importance of peer review in GISsci

**Assignment**

Write a 2-page summary describing one of the articles or cases found on the GIS and the Law that are highlighted in http://www.spatial.maine.edu/~onsrud/GISlaw.htm

**Readings**


**Other Useful Resources on GIS and the Law**

http://www.geog.ubc.ca/courses/klink/gis.notes/ncgia/u70.html

---

**Week 4 – Certification Issues in GISci**

February 10 and 12

A structured discussion of the rationale behind and needs for certifying GISci professionals. The certification criteria for GISci professionals developed by the Urban and Regional Information Systems Association (URISA) will be a major focus of the discussion, but certification of remote sensing and mapping specialists by the American Society for Photogrammetry and Remote Sensing (ASPRS) as well as specific state and international certification programs will also be addressed.
Communication Skills
An introduction to the practice and art of editing.

Assignment
Edit and critique another student’s 2-page summary on GIS and the Law

Readings
URISA’s GIS certification requirements. http://www.gisci.org/certificationprogramdescription.htm
Information on other certification programs worldwide. http://institute.redlands.edu/users/kemp/certification/

Week 5 – Management Issues in GISci
February 17 & 19
A structured discussion of assessing the needs of a GIS project or program and how to successful implement such a program.

Communication Skills
An introduction to the art of creating an outline for a research paper.

Assignments
1) Prepare a draft resume or curriculum vitae based on our discussions of GIS certification. Also prepare a 1-page summary identifying areas or competencies that you may need to address if you wish to become a certified GIS professional by the Urban and Regional Information Systems Association.
2) Prepare an preliminary outline for your final paper

Readings

Week 6 - Spatial Data Standards
February 24 & 26
A structured discussion on the rationale behind and need for standards in spatial data. Specifics about some of the spatial data standards currently in use for both vector and raster data will be discussed. The metadata standards developed by the Federal Geographic Data Committee (FGDC) will also be described.
Assignment

Working in teams, students will create the appropriate metadata that adheres to the FGDC’s standards to accommodate a GIS spatial data product.

Readings

FGDC Standards Reference Model: http://www fgdc gov/standards/standards_publications/
Please examine the Part 0. The Base Document (FGDC-STD-014.0-2008)

Geospatial Metadata Standards including the Content Standard for Digital Geospatial Metadata.
http://www fgdc gov/metadata/geospatial-metadata-standards. Please examine the current
standard (http://www fgdc gov/standards/projects/FGDC-standards-
projects/metadata/base-metadata/index_html) as well as how the standard is required to be
modified to meet ISO (International Standard Organizations) requirements.

Week 7 – Research Progress Report

March 3 & 5

A roundtable discussion in which each student describes their progress and any hurdles they have
faced with their internship or independent research project at the midway point in the semester.
Each student will be expected to give a concise 10-minute synopsis of their research. Other
members of the group will be expected to provide feedback.

Assignment

Prepare a rough draft of your final research paper focusing on the introduction and problem
statement.
Part II – How to Present Your Results in a Professional Manner

Week 8 – A Brief Introduction to Writing a Professional Paper
March 10 & 12
A lecture and discussion about how to write a professional paper for a Geographic literate audience. The lecture will focus on correct structuring of a professional paper depending on the venue and audience as well as how to select a proper publication outlet. Different types of professional literature will be discussed including referred journals, conference proceedings and other gray literature as well as the role of an abstract. The academic peer-review process will also be discussed. The material presented here should aid students in writing their final class report.

Communication Skills
The importance and practice of writing an abstract.

Assignment
Write a 300 word abstract describing the results of your research project or internship

Readings
Hay, Chapters 1 & 2

Week 9 – Professional Presentations: a how-to guide
March 24 & 26
This class will give students an introduction to presenting research to a professional audience as a poster or oral presentation. Recent talks and posters by faculty and graduate students will serve as examples.

Communication Skills
How to create an effective oral presentation

Assignment
Prepare a computer-aided brief 5 minute presentation describing the underlying question of interest in your research project or internship following the guidelines presented in class. This presentation will be given in class the following week and provide an outline for your final project paper.

Readings
Hay, Chapters 5 & 8
Week 10 – A Brief Introduction to Producing Professional Quality Graphics
    March 31 & April 2
This lecture and discussion will address the production of publication and commercial quality graphics focusing on issues associated with the creation and production of large format maps and posters as well as production of graphics to accompany manuscripts and your final project.

Assignment
Write a 2-3 page critique of a map from a recent ESRI® Map Book

Readings
Hay, Chapters 6 & 7

Week 11 – Preparation of a Professional GISci Portfolio
    April 7 & 9
This seminar discussion will discuss how to prepare a professional GISci portfolio. Examples of professional materials produced by current faculty and graduate students will serve as examples.

Assignment
Prepare your GISci portfolio

Readings
Hay, Chapter 10

Week 12 – Presentation of a Professional GISci Portfolio
    April 14 & 16
Following the previous week’s discussion, this week’s seminar will consist of an open presentation of each student’s professional GISci portfolio. Each student will present a collection of GISci materials that demonstrates their technical proficiency to potential employers. Each student’s portfolio will be critiqued by his or her peers.
Week 13 – Research Preparation Time  
April 21 & 23  
This week will be used to provide students a chance to complete work on their independent projects.

Week 14 – Presentations of Student Research  
April 24th and 26th  
Each student will give an oral presentation of their project to the class using the professional presentation skills learned in class. The amount of time allocated to each student will determined by class size.

I reserve the right to make changes to the course schedule
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Michael Davis, Dept. of Poultry Science
John B. Carey, Head, Dept. of Poultry Science
Ann Kenimer, Associate Dean, COALS

DATE: June 13, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POSC/FSTC 406

We recommend that POSC/FSTC 406 Poultry Processing and Products 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 (25%)
2. Course content appropriate to the major
3. Total number of words (7500)
4. Instructor to student ratio for one section: 1:18

The course has changed instructors since original certification. It is a four-credit course in which students write eight laboratory reports and a group project. The individual writing consists of 74% of the total writing, and the group report is 26% of the total writing. Besides having written comments on the lab reports repeated over eight assignments, students receive feedback in class on common problems each time a report is submitted. Students also discuss professional articles and will have the opportunity to review a rejected journal manuscript. Collaborative papers are peer-reviewed and an instructor also comments on an outline and a 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):

   POSC 406 W Poultry Processing and Products
   FSTC 406 W Poultry Processing and Products

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

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

Instructor / Coordinator: Michael A. Davis
Printed name and signature
(Date)

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

Approvals:

College Dean: Ann L. Kramer
Printed name and signature
(Date)

Department Head: John B. Cossey
Printed name and signature
(Date)
POULTRY PROCESSING AND PRODUCTS

Course title and number
POSC 406W
FSTC 406W

Term
2009 Fall Semester

Meeting times and location
Lecture:
Tuesdays and Thursdays: 9:35 am – 10:50 am
Kleberg 121

Laboratory Sections:
Section 901: Tuesdays 3:00pm to 4:50pm
Section 902: Wednesdays 3:00pm to 4:50pm
Section 903: Thursdays 3:00pm to 4:50pm
Kleberg 025 and Poultry Science Center (“Farm”)

Course Description and Prerequisites

Course Description: The science and practice of processing and products of poultry and eggs; physical, chemical, microbiological and functional characteristics of value-added poultry products as they affect consumer acceptance, efficiency of production, and regulatory approval.

Prerequisites: POSC 209; CHEM 222; FSTC 326. Field trips may be required.

Course Objectives

Course Objectives: The objective of this course is to provide the student with a working knowledge of the processing and products of poultry meat and eggs and to discuss current events influencing the poultry industry. This information should prepare the student for a position in the processing field of the poultry industry or for graduate/professional study.

Learning Objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Instructional Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the different operations and parameters needed to convert poultry from live animals into meat</td>
<td>Lectures 0 to 6, Laboratory exercises 1, 2, Virtual plant tours</td>
<td>Section exam 1, Memorandum exercise, Laboratory reports 1, 2, Final paper assignment</td>
</tr>
<tr>
<td>Recognize the composition of poultry meats, and parameters used to estimate meat quality</td>
<td>Lectures 7 to 8, Laboratory exercise 3</td>
<td>Section exam 2, Laboratory report 3, Final paper assignment</td>
</tr>
<tr>
<td>Distinguish the different alternatives available to develop further processed poultry products</td>
<td>Lectures 9 to 13, Laboratory exercises 4, 5</td>
<td>Section exam 2, Laboratory reports 4, 5, Final paper assignment</td>
</tr>
<tr>
<td>List the different food safety programs and microorganisms associated with poultry meat products</td>
<td>Lectures 14 to 18</td>
<td>Section exam 3, Final paper assignment</td>
</tr>
<tr>
<td>Recall quality parameters, and further processing alternatives for shell eggs</td>
<td>Lectures 19 to 22, Laboratory exercises 6, 7, 8</td>
<td>Section exam 4, Laboratory reports 6, 7, 8, Final paper assignment</td>
</tr>
</tbody>
</table>
Instructor Information

Name: Dr. Michael A. Davis
Telephone number: (979) 845-4319
Email address: mdavis@poultry.tamu.edu
Office hours: By appointment
Office location: 107B Kleberg Center

Textbook and/or Resource Material

Texts: The following texts are NOT required, but suggested for those who plan a poultry-, egg-related career.

- Poultry Meat Processing (Sams, 2001)
- Egg Science and Technology (Stadelman, 1995)

The following reading materials are suggested sources of information during the semester and can be found at the West Campus Library and its website, by subscription or online.

- Poultry Meat Science, (Richardson and Mead, 1999)
- Poultry Products Technology, (Mountney, 1989)
- Meat Science, (Lawrie); (Aberle, Forrest, Gerrand and Mills)
- Food Microbiology, (Jay); (Doyle); (Frazier)
- Microbiology of Poultry Meat Products, (Cunningham and Cox)


*Most of these journals could be accessed online through the TAMU library system.


Grading Policies

<table>
<thead>
<tr>
<th>Course Points</th>
<th>Class Points</th>
<th>“W” Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1. Poultry processing</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>Exam 2. Meat Quality and Further processing</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>Exam 3. Safety Regulations and HACCP</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>Exam 4. Egg processing and products</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Laboratory*</td>
<td>150</td>
<td>10</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Total possible points</td>
<td>775</td>
<td>585</td>
</tr>
<tr>
<td>Percentage of Grade</td>
<td>100%</td>
<td>75%</td>
</tr>
</tbody>
</table>

“W” Points: percentage of grading based on writing instruction and work

*Laboratory grades:

| Total possible points | 800 |
| (8 Reports x 100 each) | |

*For Grading purposes, the lab is worth a total of 700 points, meaning that you can MISS ONE lab report during the semester. It also means that you can replace a bad grade if desired. Once a request to change a grade has been placed; the new grade on the extra report will be used for the final grade and the old grade will not be considered. The percentage obtained from these 700 points will be used in calculating your Laboratory grade component (150). The lab is worth approximately 1.2 exam grades.
Online materials: Accessible at the TAMU e LEARNING platform at: http://elearning.tamu.edu/

1. Syllabus for Lecture and Laboratory information
2. Lectures in pdf format
3. Lectures in power point (html) format
4. Video streaming of each lecture (meat section)
5. Reading articles in pdf format

Writing Assistance:

The University Writing Center (UWC) provides links to assist you in preparing your written assignments at the following website: http://uwc.tamu.edu/faculty/webliography/

Exams:

The class has been divided into FOUR main sections. At the end of each section there will be an exam covering all the topics of the finished section. There is no cumulative Final Exam, unless you miss one of the previous exams in the class. Each exam will have different question formats including multiple choice and short answer type questions. Since this is a “W” course, there will be discussion questions on each exam. The W portion of each exam will be graded on content and writing quality criteria. Most responses will require you to prepare an opening statement, the body of your response and a concluding/summarizing sentence. Examples will be provided at the Introductory class.

Writing Assignment

Final paper (Group Project)

Groups of four to five members based on the laboratory section will be assigned at the beginning of the semester to prepare a final paper. Topics could be proposed by group members, but it must be approved by the instructor. Final topics and a draft outline of the final paper must be submitted by October 16th for final approval of this assignment. Submission of the outline will be part of the final grade (10 points).

The final paper must include a cover page with the class number, student names, paper title and date. The body of the paper must be completed in at least 15 double spaced pages not including references describing a literature review on a poultry related subject. Numbered references should be included on a separate sheet at the end of the document in alphabetical order. This assignment must be written using a word processor software package on “Letter” size paper, with 1 inch margin. The font must be Times New Roman and the font size 12. Papers must contain the following sections: Abstract, Introduction, Literature Review, Discussion, and References.

Groups are responsible for assigning duties between members to finish the assignment. Remember that a peer evaluation of group participation will be part of the grade (10 points) and will be anonymously provided on December 4th. Grading will be based on paper quality, references, style, grammar and format.

A final draft of the paper must be submitted for preliminary review by other groups on November 20th. Draft papers will be evaluated on spelling and grammar (20 points) and structure and components (20 points). The paper will be reviewed by peers in different laboratory sections and will be returned with suggestions and recommended changes. The laboratory period from November 30th to December 4th will be used for peer evaluation of final paper drafts.

A revised final version of the paper must be submitted for final evaluation on December 8th. The final document will be reviewed by the instructor and a final grade will be assigned (40 points).

The revised papers will be available to all students in the class as a resource for comprehensive literature reviews in poultry processing and products. The purpose of these reviews is to provide students in the class with up-to-date information related to hot topics in the field of poultry processing.
Final Paper Grading:

October 16th: Outline: 10 points
November 20th: Final paper for peer review: 40 points
November 30th – Dec. 4th: Participation peer review: 10 points
December 8th: Final paper for instructor: 40 points

TOTAL: 100 points

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

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
### Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>Poultry Processing</td>
<td>Sams: 1, 2</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Introduction to poultry processing and products II</td>
<td>Sams: 1, 2</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Pre-slaughtering factors. Farm management practices</td>
<td>Sams: 2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>First processing. Stunning, killing and defeathering</td>
<td>Sams: 3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>First processing. Evisceration</td>
<td>Sams: 3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>First processing. Chilling</td>
<td>Sams: 3</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Second processing. Aging, deboning and packaging</td>
<td>Sams: 4, 6</td>
</tr>
</tbody>
</table>

**EXAM 1**

Take Home 1 (TH1)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>Meat composition and quality. Muscle as Meat</td>
<td>Sams: 5, 7</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Meat composition and quality. Sensory evaluation</td>
<td>Sams: 5, 7</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Further processing. Protein functionality</td>
<td>Sams 11</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Further processing. Ingredients</td>
<td>Sams: 15</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Further processing. Formed and whole muscle products</td>
<td>Sams: 12, 13</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Further processing. Emulsions and mechanical separation</td>
<td>Sams: 12, 14</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Further processing. Cooking, curing and smoking</td>
<td><strong>Paper Outline due</strong></td>
</tr>
</tbody>
</table>

**EXAM 2**

Take Home 2 (TH2)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td>Introduction to Food Safety and HACCP</td>
<td>Sams: 8, 9, 10</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Microbiology of poultry meats. Organisms I</td>
<td>Sams: 8, 9, 10</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Microbiology of poultry meats. Organisms II</td>
<td>Sams: 8, 9, 10</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>HACCP Pre-requisites: GMPs, SOPs and SSOPs</td>
<td>Sams: 18</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>HACCP Plans and Regulations</td>
<td>Sams: 18</td>
</tr>
</tbody>
</table>

**EXAM 3**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td></td>
<td>Introduction to egg processing and products</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Shell egg processing and composition</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Shell egg quality. Deterioration and preservation</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>Further processed egg products</td>
<td><strong>Final Paper Draft</strong></td>
</tr>
</tbody>
</table>

**EXAM 4**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peer review of Final Papers Course and peer evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**REVISED FINAL PAPER DUE**