Memorandum

July 20, 2009

To: Faculty Senate Executive Committee

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:

- BIMS 481 Seminar in Biomedical Science: Biomedical Explorations through Narrative
- ENDS 112 Environmental Responsibilities and Design
- ISEN 416 Facility Location, Layout, and Material Handling Systems
- PETE 335 Technical Presentations
- SOCI/WMST 315 The Marriage Institution

Courses submitted for C certification:

- URSC 330 Land Development I

Courses submitted for W recertification:

- UGR 491 Office of Undergraduate Research Seminar
- BESC 320 Water and Bioenvironmental Sciences
- MARA 424 Economics of Transportation
- MARA 466 Management Policy
- MARB 482 Seminar
- MASE 407 Capstone Design
- NUEN 303 Nuclear Detection and Isotope Technology Laboratory
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Michelle M. Taylor-Robinson, Department of Biomedical Science/Integrative Bioscience
     Evelyn Tiffany-Castiglioni, Head, Department of Biomedical Science/Integrative Bioscience
     Skip Landis, AOC Dean, College of Veterinary Medicine & Biomedical Sciences
DATE: July 13, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: BIMS 481

We recommend that BIMS 481 Seminar in Biomedical Science: Biomedical Explorations through Narrative 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: 90%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:25

The department is requesting approval for this particular title for BIMS 481. Students complete four writing assignments, all with an emphasis on narrative. The assignments are relatively brief to reflect the value placed on concision in the biomedical fields, but a great deal of attention is paid to editing, and students receive feedback on drafts for each assignment from the instructor or graduate students. In draft workshops, students practice editing skills by giving feedback to each other in small groups. Also, the week after the draft is submitted, the instructor will provide general feedback in class. At the following session, students will submit the version to be graded. Students read and analyze examples of outstanding writing in their field. In introducing each writing assignment, part of a class session is spent discussing aspects of writing that are especially relevant to the assignment. After drafts are submitted, some class time will be devoted to addressing common problems found in the drafts. In addition, key points from BIMS 481, Seminar in Biomedical Science: Seminar in Writing (a W course that is a prerequisite for this one) will be reinforced in class.
Texas A&M University W Course Advisory Committee
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

BIMS 481 Seminar in Writing II: Biomedical Explorations through Narrative

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: Barbara Costel
Printed name and signature

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

Approvals:

College Dean: Evelyn Tiffany-Castiglioni
Printed name and signature

Department Head: Evelyn Tiffany-Castiglioni
Printed name and signature

7/1/09
This course—which consists mainly of reading, discussing, writing about, and composing brief nonfiction on biomedical topics—is designed mainly to help you to
  • explore human and veterinary medicine and the science underlying it and
  • continue to strengthen your writing skills.
This course is designated as writing-intensive and therefore emphasizes writing and revising. Because conciseness is valued in biomedical fields, emphasis will be on quality rather than quantity of writing.

The goals of this course will be pursued largely through reading, classroom activities, and writing. Many of the readings will be available online; others will be obtainable in a course pack or will be distributed. 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 occurs in class, regular attendance is required. Only in case of university-excused absence should more than one session be missed.

Graded work in this course consists of one 500-word writing assignment (worth 15% of your final grade), two 750-word writing assignments (each worth 20% of your final grade), one 1000-to-1500-word writing assignment (worth 35% of your final grade), and multiple brief quizzes (in total worth 10% of your final grade; the lowest quiz grade can be dropped).

The grading scale will be as follows:

A   90-100   excellent work; professional quality or nearly so
B   80-89    good work; exceeds minimum requirements
C   70-79    acceptable work; meets minimum requirements
D   60-69    poor work; falls below the minimum requirements
F   < 60     dreadful work; not at all worthy of a BIMS major

Ten points will be subtracted for each day or partial day that an assignment is late. Both content and crafting will be considered in grading each writing assignment. Grading criteria will be presented in more detail in class.
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, however, be somewhat unpolished. Failure to submit an acceptable draft will result in loss of 20 points from the final grade for the assignment. Drafts submitted late will be considered unacceptable. To pass the course, a draft and final version must be submitted for each writing assignment.

Students will receive feedback on drafts from classmates, the teaching assistant, and the professor. More specifically: Small groups of students will discuss group members’ drafts in class, noting strengths and making suggestions. In addition, the teaching assistant will write comments and suggestions on the drafts, and the professor will provide overall comments on the drafts in class. Feedback from classmates, the teaching assistant, and the professor should be used in preparing the version to be graded. When the final version is submitted, it should be accompanied by the commented-on draft from the teaching assistant.

Final grading in this course will be Satisfactory/Unsatisfactory. To receive a grade of Satisfactory, you will need an average of at least C (70) and also a grade of at least 70 on each writing assignment. Students with final averages of at least 90 will be designated as having earned Honors and are welcome to receive letters attesting to that fact.

The success of a course such as this one depends on contributions from the students as well as from the instructors. Suggestions for making the course more educational and more enjoyable are appreciated at any time.

**TENTATIVE SCHEDULE**

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<th>Session/Date</th>
<th>Main Activities and Assignments</th>
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<td><strong>Unit I: Medical Mystery Tales</strong></td>
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<td>1 Aug 31</td>
<td>Introduction: The Course, the Participants, and the Unit</td>
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<td>Basics of Effective Writing: A Recap from BIMS 481, Seminar in Writing</td>
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<td>In-Class Reading and Discussion: A Medical Mystery Tale</td>
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<td>Introduction: Reading for Next Week</td>
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<td>Quiz: Reading for Today</td>
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<td>Discussion: Reading for Today</td>
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<td>Presentation: Problem-Based Learning—Medical Mystery Tales in Professional Education</td>
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<td>Introduction: First Writing Assignment</td>
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<td>Discussion: Selected Aspects of Writing</td>
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<td>• organizing an essay</td>
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<td>• supporting points with evidence</td>
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<td>• searching PubMed</td>
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</table>
• preparing bibliographic citations
• other

Introduction: Next Unit/Reading for Next Week

**Reading Due:** one tale each from
- *The Medical Detectives* by Berton Roueché
- *In the Country of Hearts* by John Stone
- the “Vital Signs” department of *Discover* magazine

Unit II: Tales of Basic Medical Science

3  Quiz: Reading for Today

Sep 14  Discussion: Reading for Today

Introduction: Reading for Next Week

Workshop: Draft of First Writing Assignment

**Reading Due:**
- excerpt from *The Microbe Hunters* by Paul de Kruif
- selected essays by Lewis Thomas

**Writing Due: Draft of Writing Assignment #1 (about 500 words)**
Read “The Secret in the Marrow” by Daniel C. Weaver (*Discover*, January 1994). Then (1) In about 400 words, identify techniques the author uses to make the article clear and interesting. Support your points with examples. (2) Do a PubMed search for the disease that the patient in the story has. Provide a bibliographic listing, in the format specified in class, for one of the articles that you found; the article should have been published in the last 5 years. In non-technical terms, present the main point of the article in no more than 100 words.

4  Quiz: Reading for Today

Sep 21  Discussion: Reading for Today

Feedback: Draft of Writing Assignment #1

Introduction: Next Unit/Reading for Next Week

**Reading Due:** one essay or article each
- by Richard Selzer
- by Harold Morowitz
- from the recent popular media

Unit III: The Experience of Health-Professional Education

5  Quiz: Reading for Today

Sep 28  Discussion: Reading for Today

Introduction of Writing Assignment #2

Discussion: Selected Aspects of Writing
- Gearing Writing to the Audience
- Choosing and Maintaining a Focus
- Writing in the First Person
• Other

Introduction: Reading for Next Week

**Reading Due:** items on the pre-clinical phase of education
- a chapter by Perri Klass
- a chapter by Ellen Lerner Rothman
- some poetry from the anatomy lab

**Writing Assignment Due: Assignment #1**

### Quiz: Reading for Today
Oct 5
Discussion: Reading for Today

Introduction: Reading for Next Week

Workshop: Draft of Assignment #2

**Reading Due:** items on the clinical phase of medical education
- “First Day” by Robert E. Murphy
- an essay by Danielle Ofri
- an essay by Rachel Naomi Remen

**Writing Due: Draft of Assignment #2 (about 750 words)**
Write an essay describing and commenting on your experience in one of your basic medical science courses. The audience may be any of the following:
- friends or family members in fields other than biomedical science
- BIIMs majors who have not yet taken the course you are discussing
- a college student overseas who has a major similar to yours but whose native language is not English
- another audience approved by the instructor

Please specify the audience. The essay should be geared to the stated audience, and it should include some basic medical science content and some narrative.

### Quiz: Reading for Today
Oct 12
Discussion: Reading for Today

Feedback: Draft of Writing Assignment #2

Brief Introduction: Assignment #3
(Nota ve: Please start identifying someone to interview.)

**Reading Due:** items on learning during residency and beyond
- selected items from “A Piece of My Mind” in *JAMA: The Journal of the American Medical Association*

Unit IV: Tales from Clinical Practice

### Quiz: Reading for Today
Oct 19
Discussion: Reading for Today

Introduction: Reading for Next Week
Introduction: Assignment #3

Discussion: Selected Aspects of Writing
- Interviewing as a Skill for Writers, Researchers, and Clinicians
- Use of Anecdotes
- Use of Quotations
- Other

Reading Due: selected readings from neurology and neurosurgery, including tales by
- Oliver Sacks
- Frank Vertosick, Jr.
- Katrina Firlik

Writing Due: Assignment #3

Quiz: Reading for Today
Oct 26 Discussion: Reading for Today
Workshop: Draft of Assignment #3
Introduction: Reading for Next Week
Reading Due: selected readings from infectious disease, including tales by
- Abraham Verghese
- Atul Gawande

Writing Due: Draft of Assignment #3 (about 750 words)
Interview a health professional or biomedical scientist about his or her professional or graduate education, and present the highlights of the interview. Specify the readership for which the writing is intended. Incorporate at least one anecdote, at least two direct quotes, and at least one piece of advice from the person.

Quiz: Reading for Today
Nov 2 Discussion: Reading for Today
Introduction of Final Writing Assignment
Discussion of Aspects of Writing
- Issues in Writing about One’s Own and Others’ Health Conditions
- Issues Faced by the Health Professional or Health-Professional Student Writing about Clinical Experiences
- Basics of Book Reviewing

Introduction of Reading for Next Week
Reading Due: selected readings from veterinary medicine, dentistry, and other clinical fields, including tales by
- James Herriot (veterinarian)
- Eric Curtis (dentist)
- authors from one or more other health professions

Writing Due: Assignment #3

Quiz: Reading for Today
Nov 9 Discussion: Reading for Today
Progress Reports: Assignment #4

Reading Due:
- examples of book reviews
- tales from other medical specialties, such as cardiology, dermatology, and orthopedics

12 Workshop: Draft of Assignment #4
Nov 16 Writing Due: Draft of Assignment #4 (1000 to 1500 words)
Please do one of the following:
- Write a medical narrative based on your own experience or someone else’s. The narrative should incorporate medical information from authoritative sources, and it should draw on items learned in this course. At the end of the narrative, list sources of information used; guidance regarding bibliographic format will be provided in class.
- Write a review of a book-length work of medical nonfiction. The review should summarize and characterize the book, present content that you found of particular interest, and evaluate the book as a piece of writing.
Examples of books suitable for this assignment include
  - All Creatures Great and Small by James Herriot
  - Another Day in the Frontal Lobe by Katrina Firlik
  - Complications by Atul Gawande
  - Hot Lights, Cold Steel by Michael J. Collins
  - In the Country of Hearts by John Stone
  - The Lives of a Cell by Lewis Thomas
  - The Man Who Mistook His Wife for a Hat by Oliver Sacks
  - The Measure of Our Days by Jerome Groopman
  - The Medical Detectives by Berton Roueché
  - My Own Country by Abraham Verghese
  - Narrative Matters, edited by Fitzhugh Mullan, Ellen Ficklen, and Kyna Rubin
  - A Piece of My Mind: A New Collection of Essays from JAMA, edited by Roxanne K. Young
  - Singular Intimacies: Becoming a Doctor at Bellevue by Danielle Ofri
  - White Coat: Becoming a Doctor at Harvard Medical School by Ellen Lerner Rothman
If you would like to review a book other than one listed above, please have the professor approve your choice.

13 Feedback: Draft of Assignment #4
Nov 23 Introduction: Next Unit/Reading for Next Week
Viewing/Discussion: Biomedical Narrative on Television
(excerpts from NOVA episodes)
Unit V: Patients’ Perspectives

14 Quiz: Viewing from Last Week and Reading for Today
Nov 30 Discussion: Reading for Today
Discussion: Final Writing Assignment
Wrap-Up

**Reading Due:**
essays (mainly from “A Piece of My Mind” in *JAMA*) expressing patients’ perspectives

**Writing Due:** Final Writing Assignment

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, 845-1637, disability@tamu.edu.

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 www.tamu.edu/aggiehonor.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Michael O’Brien, Department of Architecture
    Glen Mills, Head, Department of Architecture
    Leslie Feigenbaum, AOC Dean, College of Architecture

DATE: July 13, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: ENDS 112

We recommend that ENDS 112 Environmental Responsibility and Design be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 85%
2. Course content appropriate to the major
3. Total number of words: 3750
4. Instructor to student ratio for one section: 1:20

ENDS 112 is a one-credit course. Students complete three writing projects regarding ethics and professional responsibility in design. The first draft of Project Two is peer reviewed using Calibrated Peer Review and comments are returned to each student for incorporation into their final drafts. The first draft of Project Three is reviewed by the grading team (instructor working with Graduate Assistants) and returned to each student with comments on form, grammar, and punctuation. Students are given time for revision after feedback. Instructional methods include lecture, discussion of readings in the assigned texts and in The Graphic Designer’s Guide to Better Business Writing, and discussion of the project after submittal.
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):
   ENDS 112 – Environmental Responsibilities and Design

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 Obrien

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

Approvals:

College Dean: Jorge Vanegas

Department Head: Glen Mills

Attachment H
Course title and number  ENDS 112 Environmental Responsibilities and Design  
Term (e.g., Fall 200X)  Fall 2009  
Meeting times and location  112-501, M 6:10-8:10 ARCA 323, 112-502, W 6:10-8:10 ARCA 323, 112-503, F 6:10-8:10 ARCA 323,  

Course Description and Prerequisites  
ENDS 112 Environmental Responsibilities and Design. (0-2). Credit 1. An introduction to ethical issues related to the design professions.  
Prerequisite(s): Lower division classification (ENDS, ENDL) in the BED Architectural Studies Option.  

Learning Outcomes or Course Objectives  
Upon completing this course the student will be able to:  
• Unbundle the ethical questions related to the environment from a complex problem context.  
• Research and summarize key factors supporting ethical approaches to multiple dimensions of the projects environmental context.  
• Communicate the challenges and potential strategies towards addressing ethical challenges in the project’s environmental context.  
• Evaluate, and improve written communications authored by the students and others.  

Instructor Information  
Name  Department of Architecture Staff  
Telephone number  TBA  
Email address  TBA  
Office hours  TBA  
Office location  TBA  

Textbook and/or Resource Material  
Required Texts:  
Cradle to Cradle, William McDonough and Michael Braungart, North Point Press, 2002.  

Grading Policies  
Late work: Late work accepted with a reduction of one letter grade per week late  
Grade Assignment: Per below. Since this is a writing intensive course, assignments submitted (including drafts) with spelling or grammar errors will receive automatic 20 point deduction.  
A = 100 – 90
B = 89 – 80  
C = 79 – 70  
D = 69 – 60  
F = <60

**Weighting:**
- Project 1 15%  
- Project 2 First draft accuracy, clarity, citations, and completeness 15%  
  Your peer review comments 15%  
  Final draft 15%  
- Project 3 First draft accuracy, clarity, citations, and completeness 20%  
  Final draft 20%

**Attendance:**
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

**Excused Absences**

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

1. Muster

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities http://studentactivities.tamu.edu/online/sponsauth/)

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

7.1.3 Illness of a dependent family member.

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

7.1.5 Religious holy day. (See Appendix IV. http://studentrules.tamu.edu/append4.htm)

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

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

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty
member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:
Confirmation of visit to a health care professional affirming date and time of visit.
7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.
7.1.7 Required participation in military duties.

Course Topics, Calendar of Activities, Major Assignment Dates

Project 1.
Discovering dimensions of environmental responsibility and design.

Issued: Week one
Due: Week three
Choose an ordinary kitchen tool.
a. Describe its materials, and components,
b. Describe its use, packaging, cleaning and maintenance requirements,
c. Speculate on how long it might last as a useable tool.
d. Present the ethical issues involved in the design, production, purchase, maintenance and disposal/recycling of the tool.
e. Produce a paper and a presentation for in-class discussion.

Your paper should be three-to-four-pages long when double-spaced using 1” margins and 12 point font. Your presentation should be no more than four Powerpoint slides and key points to be presented in a five-minute time frame.

Project 2.
Key aspects of environmental responsibility in a design project context.

Issued: Week three
First draft due: Week four
Peer review comments due: week 6
Final draft due: week 7

a. Choose one of the following design project contexts.
   - Design of a single family home
   - Design of a messenger bag for bicycle couriers
   - Design of a children’s bicycle helmet
   - Design of a wooden deck chair
   - Design of a mall shoe store (interior fit out only)

b. Conduct research to find 6-10 sources for information about these products. Assemble these in a one-page bibliography.

c. Write a introductory section to describe the performance expectations, typical materials used, materials origins, production processes, places of production and potential for recyclability.

d. Write recommendation section to guide designers in
   - Identifying the ethical questions related to the design, materials sourcing, production processes, human and environmental concerns
   - Developing best practices and strategies to address the ethical questions through design, materials and production processes selection
• Documenting the performance of materials suppliers, production processes and the design for purposes of certification.

Your paper should be five-to-seven-pages long when double-spaced using 1” margins and 12 point font. Footnote key assertions, key ideas, and support for your conclusions.

Project 3.
Design practices and environmental responsibility
Issued: Week 7
First draft due: Week 9
Draft comments Week 11
Final draft due: 13

Compare and contrast the following areas of ethical concern. Identify possible conflicts between these areas and your thoughts on ways to approach these conflicts through your design actions.

• Sustainable practices as articulated in the Hannover Principles
• Human Rights as articulated in the United Nations Declaration of Human Rights
• Honesty in Material and Form as articulated by Michael Benedikt in “For an Architecture of Reality”

Your paper should be four-to-six-pages long when double-spaced using 1” margins and 12 point font.

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<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tr>
<td>1</td>
<td>Environmental Responsibilities and Design, Writing and the Design Disciplines.</td>
<td>From Design and Ethics, Fisher From Graphic Designer’s Guide, Janoff</td>
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<tr>
<td>3</td>
<td>Class presentations of project 1, Research, beyond Wikipedia</td>
<td>Cradle to Cradle, McDonough Google Scholar, various references in Evans library.</td>
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<tr>
<td>4</td>
<td>Global commerce and Environment for Designers, Calibrated Peer Review Process</td>
<td>Cradle to Cradle, McDonough “W” center guide to CPR</td>
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<td>5</td>
<td>LEED and Environmental Responsibility</td>
<td>USGBC.org</td>
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<td>6</td>
<td>Global thinking and Environmental Responsibilities for Design, Comparative Analysis using the lens approach</td>
<td>Hannover Principles for Sustainability</td>
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<td>7</td>
<td>Hannover and your role as a designer</td>
<td>U.N. Declaration of Human Rights</td>
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<td>8</td>
<td>When do we not specify a product?</td>
<td>For an Architecture of Reality, Benedikt</td>
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<td>Discussion of proposed comparative analysis lenses</td>
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<td>Zero Carbon, Cap and Trade</td>
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<td>Beyond Sustainability</td>
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<td>14</td>
<td>Beyond Sustainability</td>
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Other Pertinent Course Information

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.”
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Halit Uster, Department of Industrial and Systems Engineering
    Brett Peters, Head, Department of Industrial and Systems Engineering
    Jo Howze, AOC Dean, Dwight Look College of Engineering

DATE: July 13, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: ISEN 416

We recommend that ISEN 416 Facility Location, Layout, and Material Handling Systems 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: 25%
2. Course content appropriate to the major
3. Total number of words: 8700
4. Instructor to student ratio for one section: 3:20

Students in ISEN 416, a four-credit course, complete three case assignments that require a formal report. They write each report in stages, starting with an introduction and problem statement, then an executive summary, and finally the complete report. Students receive extensive written feedback on the first two sections of each case and have the opportunity to revise these before they submit them in the final report. In addition, the cases become more complex with each iteration. To provide more assistance, a writing advisor is available in person and by email to comment on drafts and give writing advice. Instruction includes covering writing issues in class; examples of good writing in industrial engineering are examined and discussed; and in-class writing exercises are completed to give students extra 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):

ISEN 416 Facility Location, Layout, and Material Handling Systems

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

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

Instructor / Coordinator: Halit Uster H. Uster April 28, 2009

Printed name and signature (Date)

Received: Valerie Balester 4/10/09

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

Approvals:

College Dean: J. W. Howze

Printed name and signature (Date)

Department Head: Brett A. Peters

Printed name and signature (Date)
ISEN 416
FACILITIES LOCATION, LAYOUT, AND MATERIAL HANDLING SYSTEMS
SPRING 2009

Instructor
Dr. Halit Uster
Zachry 235 C
845-9573
uster@tamu.edu

Lab Instructors
Mr. Jason Clepper
jclepper@tamu.edu
and
Mr. Diego Alvarado Palma
diegoap@tamu.edu

Student Enhancement Advisor (Writing)
Mrs. Mary Ann Dickson
Zachry 236C
madickson@tamu.edu

Office Hours: MW 10:00 - 11:30
or by appointment

Office Hours: MW12:45-1:45
or by appointment

Schedule:

Lectures: MW 1:50PM -3:05PM ZACH 301
Labs: Section 501  T 3:55pm-6:45pm ZACH 340
   Section 502  R 3:55pm-6:45pm ZACH 340

Course on WEBCT, please check regularly

Course Objective:
Develop an understanding of the principles of facilities location, layout, and material handling systems and to practice designing facilities. The course will emphasize modeling, design, and analysis techniques. It will try to provide a balance of exposure to available methodologies in facilities location, layout, and material handling with a practical emphasis on issues that are difficult to capture in quantitative models but are important to consider. The course has the following educational objectives for students:

• Learn formulations, models, and analytical procedures for the study of facilities layout planning
• Learn fundamental principles of material handling
• Be able to design layouts incorporating product, process, and personnel requirements
• Improve writing, presentation and team work skills

ABET Outcomes:
As a design course that encompasses skills from many of your prior courses, this course addresses many of the ABET student outcomes defined for our program. In particular, INEN 416 specially addresses outcomes A, C, D, E, G, I, and K as defined in the INEN ABET materials (http://ie.tamu.edu/general/Outcomes_Summary.htm).
Required Text:

References:

Pre-requisites and Co-requisites:
INEN 315 (Pre), INEN 316 (Co) 

1.13 Prerequisites: It is the responsibility of the student to be sure that course prerequisites are met. All prerequisites must be listed in the appropriate catalog or schedule of classes. A student may register for a course for which he or she has not met the prerequisites only with the consent of the head of the department in which the course is offered. Failure to meet course prerequisites could result in a student’s being dropped from the class.”
{Excerpt from TAMU Student Rules}

Grading:

Homework (class and writing) 10%
Case Study 1 - individual 10%
Case Study 2 - teams of two 15%
Case Study 3 - teams of four (with presentation) 20%
Exam 1 (February 25, Wednesday) 15%
Exam 2 (April 1, Wednesday) 15%
Exam 3 (May 12, Tuesday, 3:30-5:30) 15%

− Case reports will be graded based on quality of organization, technical content, and writing proficiency.
− If the average grade for the semester writing assignments is less than 60%, the final grade for the course will be an F even with a 100% for everything else.
− Homework and other assignments will be collected at the beginning of the class period in which they are due.
− No late assignments will be accepted.

Notes:
Attendance at the lab sessions is required. During lab sessions, you will be working individually and also as part of a team on case studies. Attendance will be checked and included as part of your project grade. Please refer to latest Texas A&M University Student Rules for information on university excused absences.

Although I have official office hours, you can stop by anytime when I am in the office. Alternatively, if you want to make sure that I am in the office, you can make an appointment by phone or e-mail. I encourage each one of you to ask any questions you might have on the material during the lecture or right after the class. It is very much to your benefit to get these points cleared as soon as they occur. You are also strongly encouraged to come and see me in the office whenever you have problems.
**Scholastic Dishonesty:**
The Texas A&M University Regulations define several categories of Scholastic Dishonesty: (1) Acquiring or attempting to acquire information; (2) Providing information on homework, quizzes or exams; (3) Plagiarism; (4) Conspiracy to commit any of the above; (5) Fabrication of Information; and (6) Violation of Departmental or College policies. The University definition of Scholastic Dishonesty will be strictly adhered to. Please see <http://www.tamu.edu/aggiehonor> for further information.

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

**Tentative Course Outline:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Facilities Planning</td>
<td>1, 11, 12</td>
</tr>
<tr>
<td>Fundamental Concepts of Manufacturing</td>
<td>8</td>
</tr>
<tr>
<td><strong>Facilities Layout</strong></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td></td>
</tr>
<tr>
<td>Basic Layout Types</td>
<td>6</td>
</tr>
<tr>
<td>Information Gathering</td>
<td>2</td>
</tr>
<tr>
<td>Flow and Activity Relationships</td>
<td>3</td>
</tr>
<tr>
<td>Relationship Diagramming</td>
<td>6</td>
</tr>
<tr>
<td>Layout Procedures</td>
<td>6, 10</td>
</tr>
<tr>
<td>Space Requirements</td>
<td>3, 9</td>
</tr>
<tr>
<td>Schedule Design</td>
<td>2</td>
</tr>
<tr>
<td>Personnel Requirements</td>
<td>4</td>
</tr>
<tr>
<td>Office Planning</td>
<td>4, 6, 10</td>
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<tr>
<td>Computer-Aided Layout</td>
<td>6, 10</td>
</tr>
<tr>
<td><strong>Materials Handling Systems</strong></td>
<td></td>
</tr>
<tr>
<td>Overview/Basic Concepts</td>
<td>5</td>
</tr>
<tr>
<td>Conveyor Models</td>
<td>10</td>
</tr>
<tr>
<td><strong>Storage and Warehousing</strong></td>
<td></td>
</tr>
<tr>
<td>Warehouse Space and Layout Planning</td>
<td>7</td>
</tr>
<tr>
<td>Warehouse Layout Models</td>
<td>10</td>
</tr>
<tr>
<td>Storage Models</td>
<td>10</td>
</tr>
<tr>
<td>Automated Storage and Retrieval Systems</td>
<td>10</td>
</tr>
<tr>
<td>Order Picking</td>
<td>7 and 10</td>
</tr>
<tr>
<td><strong>Facilities Location</strong></td>
<td></td>
</tr>
<tr>
<td>Single-Facility Location Problems</td>
<td>10</td>
</tr>
<tr>
<td>Location-Allocation Problems</td>
<td>10</td>
</tr>
<tr>
<td>Network Location Problems</td>
<td>10</td>
</tr>
<tr>
<td>Location of a Linear Facility</td>
<td>10</td>
</tr>
<tr>
<td>Linear Assignment Problem</td>
<td>10</td>
</tr>
<tr>
<td>Discrete Plant Location Problem</td>
<td>10</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: John Lee, Dept. of Petroleum Engineering
Darla Jean Weatherford, Dept. of Petroleum Engineering
Steve Holditch, Head, Dept. of Petroleum Engineering
Jo Howze, AOC Dean, College of Engineering

DATE: July 13, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: PETE 335

We recommend that PETE 335 Technical Communications I be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:25

Students in PETE 335 write lab reports, a final formal report, and multiple documents that help them prepare for the final formal report. Students receive instructor comments on their lab reports. The proposal assignment requires students to use skills learned from writing labs to write a project proposal. In addition to the progressive nature of the assignments and written instructor comments, students have opportunities to revise and resubmit any assignment they wish. Writing instruction is provided through weekly lectures and includes 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):

   PETS 335  Technical Presentations 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.

   Printed name and signature

Received: Valerie Balester  6/29/09
   (W Course Coordinator, University Writing Center)
   (Date)

Approvals:
   Ray W. James
   College Dean:
   Printed name and signature
   (Date)

   Maria A. Berryfield
   Department Head:
   Printed name and signature
   (Date)
Course title and number  
PETE 335 Technical Communications I

Term (e.g., Fall 200X)  
Fall 2009

Meeting times and location  
Wednesdays, 2 p.m., RICH 106

Course Description and Prerequisites
PETE 335. Technical Presentations I. (1-0). Credit 1. I Preparation of a written technical paper on a subject related to petroleum technology and an oral presentation of the paper in a formal technical conference format; oral presentations judged by petroleum industry professionals at the departmental student paper contest held during the same academic year. Prerequisites: COMM 205; junior classification in petroleum engineering.

Learning Outcomes
At the end of this course, you will be able to do the following:
• Communicate effectively in both writing and speaking for petroleum engineering purposes
• Design communications appropriately for audience and purpose
• Deliver information accurately, briefly, and clearly within conventions and style guidelines of petroleum engineering professional organizations
• Build rhetorically strong documents that communicate the value of their contents
• Incorporate standard characteristics of engineering reporting including figures, tables, and equations with appropriate introduction and explication within the communication
• Design effective oral presentations that incorporate tenets of effective written communication

Instructor Information
Name  
W. John Lee, Regents Professor  
L.F. Peterson Chair  
Darla-Jean Weatherford, Lecturer

Telephone number  
979.845.2208  
979.845.2205

Email address  
john.lee@pe.tamu.edu  
dj.weatherford@pe.tamu.edu

Office hours  
2 to 4 p.m. Monday  
1 to 5 p.m. Monday to Friday

Office location  
RICH 407C  
RICH 407E

Textbook and/or Resource Material
Required
SPE Publications Style Guide (downloadable from www.spe.org)
Writing Reports With Confidence and Style (downloadable from course website at elearning.tamu.edu)
EndNote software (available from sell.tamu.edu) or Zotero software (available from zotero.com)

Recommended

Grade Scale
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
Grade Calculation
Weekly assignments (everything except formal report and presentation package) = 40%
Formal report = 40%
Presentation package = 20%

Grading Policies

- Assignments are due at the beginning of class each week. Late assignments will lose 10 points that cannot be recovered through revision and will be ineligible for extra credit, where available.
- If you cannot submit an assignment on time for a reason covered by university regulations (see http://student-rules.tamu.edu), submit the assignment to DJ at the earliest opportunity, including documentation of the reason the assignment is late. Please note that if your personal illness does not include a visit to a doctor, your documentation for late submittal may be a memo to Dr. Lee; after two such instances, you must schedule a conference to discuss the situation with one of the instructors. Where possible, provide printed documentation of your reason; this can include copies of receipts, the university calendar (for religious holidays), or newspaper clippings regarding an event you attended.
- All assignments prior to—but not including—the formal report may be revised and resubmitted for a higher grade; if the work does not initially meet the requirements of the assignment, you will receive a grade of R (1 point on Blackboard), and you must revise and resubmit the assignment. For each time you resubmit, your grade will be lowered by 3 points, such that if the revised grade is 85, you will receive 82 points (85-3=82); if you revise a second time and receive 88 points, your grade will remain 82 (88-3-3=82).
- We expect you to attend class every week and to keep up with your assignments. You are an adult, and your performance is your adult responsibility. If you fall behind in the course, talk to us when the problem arises, not at the end of the semester when you realize you are in trouble.
- Your grade will be based on our records; keep an eye on MyGrades in Blackboard to be sure your grades are properly recorded, and keep copies of your work until after you receive your final grade as evidence that you have kept up with the work. Alert us as soon as you recognize a discrepancy, and bring the evidence with you to convince us of the error.

Course Topics, Calendar of Activities, Major Assignment Dates
Assignments are due at the beginning of the class period on due dates posted on the course calendar in Blackboard (elearning.tamu.edu).

- **Format** all assignments except the formal report as memos to the instructors. Use a cover memo only if you cannot put the assigned materials into the body of the memo; as much as possible, start the assignment immediately after the memo header. Write out the honor code (see Academic Integrity, below) by hand to the right of the memo header. **Initial** the memo next to your typed name and **sign** (or initial) the honor code.
- **Submit** all assignments in through the Blackboard assignment drop box. Be sure to review the grading rubric for each assignment to be sure you have completed all the work.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
<th>Length, words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; library notes</td>
<td>n/a</td>
<td>Download database; search at least 3 databases; enter at least 3 items; write memo Critique 3 “leads”; screenshot of at least 6 items</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Writing on ACID, audience/purpose, abstracts Writing lab reports, conclusions, titles</td>
<td>WR 1</td>
<td>Write Lab 1 report; screenshot 7 items</td>
<td>500</td>
</tr>
<tr>
<td>3</td>
<td>Citations and references, introductions</td>
<td>WR 1</td>
<td>Write Lab 2 report; screenshot 8 items</td>
<td>500</td>
</tr>
<tr>
<td>4</td>
<td>Figures/tables</td>
<td>SPE 8.7</td>
<td>Write Lab 3 report; screenshot 9 items</td>
<td>750</td>
</tr>
<tr>
<td>5</td>
<td>Equations, lists</td>
<td>SPE 8.3, 8.10, 8.11</td>
<td>Write Lab 4 report; screenshot 10 items</td>
<td>750</td>
</tr>
<tr>
<td>6</td>
<td>No class; ATCE</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>7</td>
<td>Equations, lists</td>
<td>SPE 8.4,</td>
<td>Write Lab 4 report; screenshot 10 items</td>
<td>750</td>
</tr>
<tr>
<td>Week</td>
<td>Assignment</td>
<td>Departments</td>
<td>Points</td>
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<tr>
<td>8</td>
<td>Proposals, budgets, Gantt charts</td>
<td>BB, SPE</td>
<td>1200</td>
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<td></td>
<td>Annotated bibliography (10 items); project proposal</td>
<td></td>
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<tr>
<td>9</td>
<td>SMART objectives, titles</td>
<td>BB</td>
<td>150</td>
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<tr>
<td></td>
<td>Objectives, title, abstract</td>
<td></td>
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<tr>
<td>10</td>
<td>Literature review</td>
<td>BB</td>
<td>750</td>
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<tr>
<td></td>
<td>Introduction</td>
<td></td>
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<tr>
<td>11</td>
<td>Presentations</td>
<td>BB</td>
<td>500</td>
<td></td>
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<tr>
<td></td>
<td>Design presentation slides; include memo</td>
<td></td>
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<tr>
<td>12</td>
<td>Formal proposal package</td>
<td>BB</td>
<td>1250</td>
<td></td>
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<tr>
<td></td>
<td>Formal report</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Course wrap-up</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>Exams week—no class</td>
<td></td>
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</tr>
</tbody>
</table>

WR = Writing Reports With Confidence and Style; SPE = SPE Publications Style Guide; BB = course notes on Blackboard

Note that “screenshots” will indicate that you have entered summaries from your reading into EndNote. This is a single, continuing assignment so that the first week you will show us that you have read 3 papers, the second week 3 more (for the total of 6), and one each week for the next 4 weeks. For your annotated bibliography, you may be able to use the information from your 10 screenshots; at least 8 of the entries in the bibliography must be related to the topic of your project proposal.

**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**

For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

On every assignment, write out **by hand** and **sign** the following statement of academic integrity:

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

If you choose, you may also include the Aggie honor code:

An Aggie does not lie, cheat, or steal, or tolerate those who do.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: Sarah Gaston, Department of Sociology  
Claudia Nelson, Director of Women's Studies  
Mark Fossett, Head, Department of Sociology  
Donald J. Curtis, AOC Dean, College of Liberal Arts  
DATE: July 13, 2009  
SUBJECT: REPORT ON PROPOSED W COURSE: SOCI/WMST 315

We recommend that SOCI/WMST 315 The Marriage Institution be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 7000
4. Instructor to student ratio for one section: 1:25

Students write frequently in SOCI/WMST 315; assignments include two papers and online written student responses to class topics (which provides a dialogue with peers in writing as well). The two final exams, although not counted above in the total, also require writing. Readings related to writing (by Stephen King and Lee Cuba) are assigned, and the instructor lectures on and discusses with students the process of writing and the variety of styles of social science writing reflected in their assigned texts. The instructor provides written feedback. In addition, she offers an online space for students to upload their work for peer review and revision in order to provide them with practice on the actual collaborative and peer review process used in academic/research 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):

WMST 315 The Marriage Institution

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: Claudia Nelson Claudia Nelson 6/9/09

Printed name and signature

(Date)

Received: Valerie Balester 6/9/09

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Pamela Matthews

Printed name and signature

(Date)

Department Head: Claudia Nelson Claudia Nelson 6/9/09

Printed name and signature

(Date)
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):

   SOCI 315 W: The Marriage Institution

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: Sarah G., signature
(Date)

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

Approvals:

Pamela R. Matthews

College Dean:

Department Head: Mark F., signature
(Date)
***THIS IS YOUR CONTRACT; PLEASE READ IT CAREFULLY***

Sociology 315W: The Marriage Institution-Writing Intensive  
Spring 2010  
MWF, 11:30-12:20 p.m.  
Professor Sarah N. Gatson  
Academic 427  gatson@tamu.edu
Office hours: 9:00-11:00 a.m. MW, and by appointment

Course Description: This course will involve an analysis of the social construction and social experience of marriage and the family as institutions. In this course, we will discuss particular concepts of marriage and the family as important cornerstones of ways to structure social interactions on various levels, and especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is the family?” and “What is marriage, and what is it for?”

Readings:
Books:
  Kathleen Gerson, Hard Choices: How Women Decide About Work, Career, and Motherhood (selected chapters) & No Man’s Land: Men’s Changing Commitments to Family and Work (selected chapters)
  The Second Shift, Arlie Hochschild, with Anne Machung
  The Way We Never Were, Stephanie Coontz
  From the Front Porch to the Back Seat, Beth Bailey
  The Black Family ed. by Robert Staples (selected chapters)
  On Writing by Stephen King
  A Short Guide to Writing About Social Science by Lee Cuba

Coursepack readings; anything marked with a “*” is available online:
“The Patriarchal Family,” from Origin of the Family, Private Property, and the State, Frederick Engels, (from Social Theory) 1884
“Sex Roles in the American Kinship System,” Talcott Parsons, 1954 (from Social Theory).
“Introduction,” from The Hearts of Men, Barbara Ehrenreich, 1983.
“The Emergence of the Modern American Family,” Carl N. Degler (from Family Relations)
*“Opting into Motherhood: Lesbians Blurring the Boundaries & Transforming the Meaning of Parenthood and Kinship,” Gillian A. Dunne.

Recommended Reading:
* Loving v. Virginia, 388 U.S. 1 (1967)
(No:te: the *’d Gatson reading and the court cases may be found on Lexis/Nexis Academic, available from the TAMU Library electronic index/database search engine.)
Charlotte Perkins Gilman: Herland

Course Requirements & Evaluation [200 points total: 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]:

Class Participation: 15%/30 points (Class participation will be based on written responses to discussion questions; some of these will be in-class writings and discussion sessions, while many will be held online on WebCT/eLearning). (6 X 5 points) NOTE: Deadlines are attached to these. Due to some issues with
VISTA, make sure to save a copy of your posts (you can type a post up FIRST in a word-processing program, for example, and then copy and paste it into your VISTA post)– if you ever have trouble making a post, MAKE SURE TO EMAIL A COPY by the deadline – emails are automatically time-stamped. IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN AND ON TIME.

Papers (Papers may be turned in through WebCT/eLearning; ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; AND NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS AT THE END OF THE COURSE AFTER GRADES HAVE BEEN TURNED IN. IF YOU CHOOSE TO TURN IN A HARDCOPY, ALWAYS DO SO TO MY MAILBOX IN ACAD 311, NEVER UNDER MY OFFICE DOOR!!! THE PAPERS ARE OTHERWISE VERY LIKELY TO BE THROWN AWAY BY THE CLEANING STAFF.):

#1 (20%/40 points) (7 pages) Discuss the conceptions regarding marriage and the family with which you entered the class. In light of the readings and discussions of the first five weeks, reflect on your own initial understandings, and those that the course has thus far highlighted for you. In other words, how has a structural, historical, and institutional/legal understanding of marriage and the family affected your understanding of these concepts? You may choose which readings and course materials to address, but you must use class sources. These are response papers, but this does not mean that they are solely opinion papers. You must deal adequately with the authors’ arguments which you choose to engage, but not in a summary form. Rather, choose critically which issues you want to discuss in light of the first part of the assignment above.

DRAFT = 10%/20 points; Final paper = 10%/20 points

#2 (35%/70 points) (15 pages) For this paper, you may choose from two options:

A: You will do some original research on your own family situation. You may gather data on the history of your family and/or its various members. You may interview your parents or other family members, etc. You may engage in constructing a sociologically-informed narrative of yourself. Then, from among the theories and experiences dealt with during the course, present the sociology of your family. You must incorporate appropriate course materials in your analysis, not merely tell a story about yourself and your family.

B: Using a mass media source (e.g. a television series like Everybody Loves Raymond, or a film like Parenthood; the source does not *explicitly* have to be about marriage/family), from among the theories and experiences dealt with during the course, present the sociology of family as it is presented in popular culture. You must incorporate appropriate course materials into an analysis, not merely provide a review of the source material (e.g. no “book reports” or “TV
reviews.” You may compare and contrast several episodes in one series, between two or more series, or engage in an extended analysis of a film, or compare and contrast between two or more films. What do(es) the media source(s) say about the family? What sociological paradigm would you say it falls into? You should actually watch some specific episode(s)/film(s), not merely rely on your memory of having seen a series; remember, Dr. Gatson is a pop culture geek, and will likely have watched the source(s) that you use.

DRAFT = 15%/30 points; Final paper = 20%/40 points

For both final paper options, I will provide a further list of references that may add you in your analysis, and provide guidance on how to extend these projects into full-blown research projects (either individual or collaborative) for presentation at either the TAMU System Pathways Research Symposium in Fall 2010, TAMU Student Research Week in Spring 2011, or as a Senior Thesis Project in Sociology when applicable.

Final Exam #2: (30%/60 points) I will hand out a study guide with the terms and quotations from reading and lecture that you will be expected to know a week prior to the exam. You should spend that time coming up with full and complete answers for all of the material in the guide. For the exam itself, you will be given a number of both definitions and quotations, from which you will be able to choose four definitions/terms and four quotations to answer. While these are short answers, because you have time beforehand to prepare your answers, they must be thorough and detailed, using examples from course materials to fully flesh out the definitions, and contextualize the quotations. The following link provides information on how to write a good answer on an essay type exam: http://owl.english.purdue.edu/handouts/general/gl_essay.html

Schedule:
Week 1, 1/18-22: Introduction to course & Online resource tutorial (M). King pp. ____ & Cuba Ch. 1 (W). Basic perspectives and concepts (F)

HISTORICAL & STRUCTURAL CONCERNS
Week 2, 1/25-29: The Black Family, pp. 18-24, Lynd and Lynd, Parsons, and Ehrenreich. King pp. ____ & Cuba Ch. 2-3
Week 3, 2/1-5: Kephardt; Engels, Pleck; The Black Family, pp. 25-39; 129-150.
Week 4, 2/8-12: The Way We Never Were, 1-121; From the Front Porch to the Back Seat, 1-76.

*Week 5, 2/15-19: From the Front Porch to the Back Seat, 77-144; Griswold, Jeffrey, and Degler. DRAFT FOR SP#1 DUE, 5 pm Friday

CONFLICTING EXPERIENCES: Gender, Race, Class, Sexuality.
Week 6, 2/22-26: Hard Choices. (ch. 1-5; Appendices A-C) King pp. ____ & Cuba Ch. 4-5

*Week 7, 3/1-5: The Black Family, pp.67-86, Laquer P#1 due, by 5pm Friday
Week 8, 3/8-12: No Man’s Land (Part II; Appendix). King pp. ____ & Cuba Ch. 6-7

SPRING BREAK: MARCH 15-19
Week 9, 3/22-26: The Second Shift, through ch.16.
Week 10, 3/29-4/2: The Black Family, pp. 333-356, Caldwell and Peplau NO CLASS
FRIDAY – READING DAY
Week 11, 4/5-4/9: Williams, Dunne, Dalton & Bielby, Bock
POLICY
*Week 12, 4/12-16: Moynihan (pp.2-17 in Staples), Lasch, and Norton, The Way We
Never Were, 121-254; Sarkisian & Gerstel; Harknett & McLanahan. DRAFT
FOR SP#2 DUE by 5 p.m. Friday
Week 13, 4/19-23: Nelson, Gatson, Staples pp. 357-366; Curran & Abrams. NO CLASS
WEDNESDAY -- MUSTER
*Week 14, 4/26-30: Lubeck and Garrett, The Second Shift, ch.17; The Way We Never
Were, 255-288; P#2 due, by 5pm Friday
Week 15, 5/3-5/7: Reading week: Last Class Meeting Mon., May 3; Exam #2 study
Guide posted on WebCT, 5/3; online discussion
*Week 16, 5/10-14: Finals week. See Finals Schedule for Exam date and time.
Teaching philosophy and structure of the course.

My teaching philosophy is based on the idea of non-passive learning. This means that I expect you to participate to a high degree in your own learning process. I expect you to do the reading, and to do it critically, and come to class prepared to discuss it, and be prepared to respond to it in writing. This doesn’t mean that I expect you to have all the answers, or to be able to parrot minute details, but rather that you are willing to challenge your own first understanding of the materials. My lectures on will cover the broad outlines of the material, stress the important points of the materials and my approach to them, and introduce connections to materials not in your readings. Discussions are to provide the class with a more in-depth approach, and the opportunity to explore your response to the material and get a bead on that of your peers. As much discussion occurs in online venues, I also encourage to you to raise questions – for clarity and for exploration – during class.

You will also notice from the syllabus that I stress writing – this is due to my own pedagogical belief that having to use the material that you are learning in critical formats is the best way to retain any knowledge you gain. In addition, learning to communicate well in written form is a skill that will serve you generally in your life.
Format for Papers

All papers must conform to the following guidelines:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

Works cited page: A bibliography of all sources referred to in the body of the paper should appear here, preferably in alphabetical order.

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing. THE COVER PAGE AND WORKS CITED PAGE DO NOT COUNT AS PART OF THE PAGE-LENGTH REQUIREMENTS.

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to the Writing Center in the English Department – for more information: http://www-english.tamu.edu/wcenter/usingcenter.html

Sources/Works cited/Bibliography: If the paper is a research rather than a short response paper (i.e., you are required to do outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats: http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation
within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.

All of the above are meant to be read as **requirements** aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

**The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules.**

Making the same guidelines errors will result in more points off than that occurrence in the first paper.
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 a 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 phone number is 845-1637.

**Aggie Honor Code**

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Jesse Saginor, Dept. of Landscape Architecture and Urban Planning
    Forster Ndubisi, Head, Dept. of Landscape Architecture and Urban Planning
    Leslie Feigenbaum, Associate Dean, College of Architecture
DATE: July 13, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: URSC 330

We recommend that URSC 330 Land Development I 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:30

The committee noted that the instructor to student ratio is fairly high and cautions that the course should be monitored by the department to ensure the ratio does not adversely affect the amount or quality of instruction or feedback proposed.

URSC 330 asks students to write two short case studies and a paper of 2000 words; in addition, they will present a 10-minute oral presentation at the end of the semester. The instructor will provide both oral and written feedback on drafts of oral presentations and on written work. For the oral presentation, students turn in their PowerPoint slides with notes. On the written products, the assignments feed into the final paper so that comments on the first assignment assist in the composition of the second writing assignment. For the second assignment, students turn in both the first and second assignment, then the instructor returns both of those with comments geared to the final assignment. Communications instruction will include lectures on business writing and on the use of oral presentation slides.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   **URSC 330-500 Land Development 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: **Jesse Saginor**

Received: **Valerie Balester**

Approvals:

College Dean: **Jorge Vanegas**

Department Head: **Forster Naub**

Received: JUN 02 2009
LAND DEVELOPMENT I – URSC 330-500

Instructor: Jesse Saginor  Telephone: (979) 845-6372
Office: Langford A Room 430  E-mail address: jsaginor@tamu.edu
Class Schedule: Tues/Thurs 8-9:15am  Class Location: Langford C 207
Office Hours: Tues/Thurs 11am-12pm, by appointment

COURSE DESCRIPTION:
Land development underlies all respects related to the built urban and regional environment. This course focuses on the origins of development, covering the physical and financial dimensions in design and development to achieve building and project economies; creating a physical product and a financial venture that are the means to respond to urban and regional social, environmental, economic and financial ends.

DETAILED COURSE DESCRIPTION:
This course is intended for undergraduate students with little or no background in the land development process. The course explores the interface between the natural and socioeconomic environments for design and development while incorporating topics such as the importance and history of real estate, the development of real estate concepts, the role of both the private and public sector, and the market, financial and management aspects of real estate development. Students will study the specific processes and associated routines that encompass the sequencing and resolution of market segmentation and consumer profiles; site data and suitability analysis; facilities program components and synthesis frameworks; deal structure and investment returns. Concepts will be related to real life applications.

COURSE OBJECTIVES:
The purpose of the course is to familiarize students with the real estate development process in an urban context. Specifically, students will develop an understanding of the following:
1. The history of real estate development.
2. The eight-stage model of real estate development.
3. The importance of wealth, population and other demographics to real estate development.
4. The development team including in-house and outside consultants.
5. Project pro forma and financial expectations of the developer.
6. The public’s role including the importance of public/private partnerships.
7. Analyzing competition in the market.
8. Post construction expectations, management and developer involvement.

COURSE OUTCOMES:
By the conclusion of this course, you will have an overall understanding of the land development process. Through assignments, you will learn not just about land development, but also how to write about land development as well as how to speak the language of land development.

REQUIRED TEXTS:

Additional readings may be distributed in class or made available online.

**METHODS OF INSTRUCTION:**
The course will meet twice each week and is designed around a lecture format combined with class discussions. Lectures will be available online at elearning.tamu.edu. A tentative schedule is attached. Recording of lectures is allowed. A combination of lectures, case studies, and speakers will be used to explain and gradually explore land and real estate development practices. Exams, written case-centered reviews, a final paper and an electronic animation/presentation are required.

**COURSE REQUIREMENTS:**

*Exams*
The course will have two exams (midterm and final). The format of the exams will include multiple-choice questions, fill-in-the blanks, and one or two essay or short answer questions. Due to my own personal dislike of filling in bubbles and all forms of standardized testing, I do not use Scantron. More importantly, I also never use the same exam more than once and on exam day, there are multiple versions of the exam in the classroom. I mention this because some of you may have old exams and some of you may feel like cheating. As Aggies, know the Aggie Code included in this syllabus. For those of you who have old exams, tsk tsk, they’ll do you little good in this course.

*Formal Written and Verbal Communication*
During the course of the semester, students will be required to complete two case studies of no less than two double-spaced pages examining land development and the built environment. In addition, a final paper of no more than eight double-spaced pages and a presentation of no less than eight minutes on an approved development project is required. Many of you may not like writing papers, but the ideas you have in your head are only as good as your ability to communicate the ideas on paper. The more you write, the more you cultivate and strengthen your ability to communicate your ideas into written form. Additionally, while the written idea is important, the spoken idea is vital, especially in the land development process. If someone can neither understand what you have written, nor what you have said, then you will find it difficult to succeed in the future. The purpose of this class is to work on overcoming that issue and, after you make your first million dollars in real estate, you can come back and thank me for ridding you of written and verbal communication issues back when you took this class.

*Informal Verbal Communication*
Informal verbal communication relates to participation in the classroom that requires you to come to class prepared and ready to participate in class discussion. I will foster discussion on certain land development topics which often requires you as the student to participate. If I attempt to foster discussion, and you are not prepared, then we cannot generate discussion. We succeed as a class if we are prepared. I make this promise to be prepared to you out of respect as your professor, and if you respect both me and your classmates by being prepared, the value of the discussions we have together in class further the learning process by collaborative, verbal
communication. The power of one brain is limited, but the power of all brains put together is unlimited. Please remember to bring your brains to class.

**COURSE GRADE ASSESSMENT:**

<table>
<thead>
<tr>
<th>Grading for the course will be as follows:</th>
<th>Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Exams @ 75 points each</td>
<td>150</td>
<td>A = 360 and up</td>
</tr>
<tr>
<td>Final Project Paper</td>
<td>100</td>
<td>B = 320-359</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>50</td>
<td>C = 280-319</td>
</tr>
<tr>
<td>2 Case Studies @ 25 points each</td>
<td>50</td>
<td>D = 240-279</td>
</tr>
<tr>
<td>Informal Verbal Communication</td>
<td>50</td>
<td>F = &lt;240</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE GRADING FREQUENTLY ASKED QUESTIONS**

**WHAT IS AN “A”?**
An “A” is not just the first letter of the alphabet, but also the top of grade scale, demonstrating that you have not just purchased, but actually read the books for the course, participated in class discussions, did well on exams, completed assignments in a timely and exemplary manner with minimal mistakes, showed excellent attention to detail in both content and form for all assignments, and gave a final presentation nearly as informative and amazing as my own, but not quite because I don’t need the competition.

**WHAT IS A “B”?**
A “B” demonstrates that on most occasions you understood the material and completed your assignments, although possibly not in a timely manner or lacking some attention to detail. Overall, you did a good job, but not a great job. Chances are, you were not happy with your early grades and failed to come see me during my office hours or emailed me to further understand why your grade was not higher. Be proactive in achieving the grade you desire.

**WHAT IS A “C”?**
A “C” demonstrates that you may have turned in assignments that were poorly written and perhaps late on occasion, thought coming to class was optional, and maybe thought I was kidding about the assignments, due dates, exams, and other advice included in this syllabus and in class.

**WHAT IS A “D”?**
A “D” most often is the resulting grade for students that fail to turn in one or two assignments and realizing far too late that my late policy only accepts work for partial credit within a certain amount of time.

**WHAT IS AN “F”?**
I won’t even discuss what an “F” is. Do you know why? Because neither of us want this to be your grade, but I can only give you the grade you earn. My advice is not to earn this grade, because it will make all of our lives easier. Besides, do you really want to take this class with me again more than once?
COURSE POLICIES:

Make-up Tests:
Because exams are announced at the first class meeting, I will give make-up exams only in cases when the student was physically unable to attend class due to hospitalization or incarceration, verifiable family, work emergency or verifiable religious holiday. If possible, the student must notify the instructor before exam time, and must agree to take the test at a mutually agreed upon time. That exam will usually be given in advance of the regularly scheduled exam and will be a different exam from that prepared for the regularly scheduled exam.

Late Work:
Will be assessed a whole letter grade for each day that it is late. A late assignment will be any assignment not submitted at the beginning of the class meeting during which it is due.

Attendance Policy:
To be considered present for the entire class period, students should be in their seats at the beginning of class and remain until the class ends. Attendance will be taken at each class meeting. If you do not arrive on time, you are solely responsible for any material that is missed. Finally, it is extremely difficult to participate in class discussion if you are not in the classroom.

The following two statements are required by Texas A&M University:

1. ADA Syllabus Statement: The American with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-7637.

2. Academic Integrity Syllabus Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.” The definition of academic misconduct pertaining to cheating, fabrication, falsification, multiple submission, plagiarism, and complicity are part of the Aggie Honor Code. Check the following website if you have any questions: http://www.tamu.edu/aggiehonor/faq.html. Please, please, please do not violate the Aggie Honor Code! I am required to turn you in if you do!
**TENTATIVE COURSE OUTLINE:**
*The scheduled readings for this course are subject to change. All changes will be announced.*

**MHB = Miles, Haney, and Berens; GB = Galatas and Barlow**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Preparation Materials</th>
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</thead>
<tbody>
<tr>
<td>9/1-9/3</td>
<td>Introduction; syllabus review; introduction to real estate development</td>
<td>Syllabus</td>
</tr>
<tr>
<td>9/8-9/10</td>
<td>Stakeholders in the development process</td>
<td>MHB 1&amp;2</td>
</tr>
<tr>
<td>9/15-9/17</td>
<td>Land and demographics</td>
<td>MHB 3; Demographics articles</td>
</tr>
<tr>
<td>9/22-9/24</td>
<td>History of real estate development</td>
<td>MHB 7-9</td>
</tr>
<tr>
<td>9/29-10/1</td>
<td>Overview of real estate finance and pro-formas</td>
<td>MHB 4-6</td>
</tr>
</tbody>
</table>

**9/29**  
**Case study #1 due**

- 10/6-10/8 Discussion of case study #1; Idea inception  
  MHB 10
- 10/13-10/15 Introduction to market analysis;  
  How to write an executive summary  
  MHB 11-12

**10/15**  
**Case study #2 due**

**10/20-22**  
**Review and EXAM #1**  
**STUDY A LOT**

- 10/27-10/29 The role of the public sector;  
  How to use and abuse PowerPoint  
  MHB 13-15
- 11/3-11/5 Market analysis, feasibility, and data sources  
  MHB 16-18

**11/6**  
**Last day to drop class without penalty**

- 11/10-11/12 Finalizing the deal; post-construction management  
  Woodlands Case Study  
  MHB 19-21
  G&B 1-12

**11/17**  
**Last day to submit draft of presentations for feedback**

- 11/17-11/19 Woodlands Case Study  
  G&B 13-26
- 11/24 Student presentations
- 12/1-12/3 Student presentations
- 12/8 Student presentations

**TBD**  
**FINAL EXAM**  
**STUDY A LOT**
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair  
CC: Sumana Datta, Office of Undergraduate Research  
Robert Webb, Vice President for Research  
DATE: July 13, 2009  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: Undergraduate Research Office 491

We recommend that the Undergraduate Research Office version of 491 courses 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 (100%)  
2. Course content appropriate to the major  
3. Total number of words (9500)  
4. Instructor to student ratio for one section: 1:2

UGR 491 is an upper-division course (60 hours required) appropriate for majors in various departments who participate in the Undergraduate Research Program. Courses are listed by the department of the student's major or faculty advisor, but personnel in the Undergraduate Research Office will be responsible for administering the course. Students write more than 4000 words, and 100% of the grade is based on demonstrated writing skill. Students will submit two sections of their thesis early in the semester for feedback from their research advisors and/or the Office of Undergraduate Research. Finally, they will submit a draft of their thesis to their advisors for detailed feedback near the end of the semester. Following each submission, students will conference with their advisors about their writing. Workshops will be offered. The possible topics for the tutorials and workshops include model thesis discussion, writing of abstracts, case studies of plagiarism, library techniques, writing styles, and grammatical issues. Students will be required to attend three of these. Individual consultations will be offered by each student's research advisor.

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):

   XXX 491 Office of Undergraduate Research

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

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

Instructor / Coordinator: Sunana Datta 05/26/09

Received: Valerie Balester 05/27/09

(Approvals:)

College Dean: Robert C. Wells 05/26/09

Department Head:  

Printed name and signature (Date)

Printed name and signature (Date)

Received: MAY 28 2009
Course Coordinator
Dr. Suma Datta; Jack K. Williams Administration Building; 458-0039; sumana@tamu.edu
OR your Thesis Advisor

Additional feedback and conferences will come from your research advisor and Dr. Robert Webb and Ms. Nicole Priolo of the Office of Undergraduate Research.

Class Meetings
Thursdays 3:55 – 5:10 in O&M 112

Office Hours TBA

Email
Please check your email periodically for reminders & clarifications.

Course Objectives
In this course you will

• Be reminded how to access information and search the scholarly literature
• Learn how to cite and document sources properly
• Learn how to prepare a formal research thesis
• Culminate your research by preparing such a document and depositing it in a public repository
• Present the results of your research in a public forum

Required Texts
Sample article from the model journal of your choice (for guidance in figure and table captions and reference format)

Recommended Text
Style guide of your choice (e.g. Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations; American Institute of Biological Sciences Style Manual; ACS Style Guide; Publication Manual of the APA; The MLA Handbook; Style Manual for Biological Journals; or The Chicago Manual of Style)

Software
EndNote bibliographic software (available for free to TAMU students) will be extremely helpful in completing your thesis.

Grading and Course Requirements
This course will be graded on a Satisfactory/Unsatisfactory basis. To achieve a Satisfactory grade, a student must

○ Attend all class meetings
○ Conference with advisor during scheduled times
○ Hand in assignments on time
○ Present during Student Research Week
○ Complete and upload a thesis deemed satisfactory by the Office of Undergraduate Research and your research advisor by May 1

Attendance
Attendance is required except as allowed by the University rules on excused absences. If you have an excused absence, it is your responsibility to complete the work that you have missed. (http://student-rules.tamu.edu/rule7.htm)
Writing Help
- Schedule a conference with me or your research advisor.

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

Aggie Honor Code
“An Aggie does not lie, cheat or steal, or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Additional information about the Aggie Honor Code can be found at: http://www.tamu.edu/aggiehonor/

The consequences for plagiarism of any kind will be dismissal from the Research Scholar Program and an unsatisfactory grade in the course.

### Schedule of Events

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Meet</th>
<th>Hand In</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Library Class: Database Searching</td>
<td>Evans Library (Liberal Arts students Room 204F, Science/Engin. in Room 204B)</td>
<td>Monday the 26th Chapter II Draft*</td>
</tr>
<tr>
<td>2</td>
<td>Library Class: End Note</td>
<td>Meet in Evans Library Room 204B</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>UWC Writing Workshop: Avoiding Plagiarism</td>
<td>Evans 204E</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Week of 2/12</td>
<td>Conference with Advisor about Methods and Results</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>UWC Writing Workshop: Understanding Grammar and Punctuation</td>
<td>Evans 204E</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Writing Abstracts</td>
<td>O &amp; M 112</td>
<td>Abstract for SRW*</td>
</tr>
<tr>
<td>7</td>
<td>UWC Writing Workshop: Preparing Poster Presentations</td>
<td>Evans 204E</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Week of 3/12</td>
<td>Conference with Advisor about Conclusion and SRW presentation</td>
<td>Friday the 13th Chapter III Draft*</td>
</tr>
<tr>
<td>9</td>
<td>Student Research Week (no class meeting)</td>
<td></td>
<td>SRW Poster/Talk*</td>
</tr>
</tbody>
</table>
10 4/2 Pre-submittal conference with Thesis Office representatives O & M 112 Wednesday the 1st Complete Draft of Thesis*

11 Week of 4/9 **Conference with Advisor** about Thesis Draft Friday the 10th Final Advisor-approved Thesis

12 4/16 Questions about changes to Thesis required by Thesis office O & M 112

13 4/23 Questions about changes to Thesis required by Thesis office O & M 112

14 4/30 Digital Repository training O & M 112 Weds May 6th When OK’d by Thesis Office, upload to Digital Repository

- All assignments are handed in to both the undergraduate research advisor and the Office of Undergraduate Research.

**Galveston Students:**
The following lectures will be available for you to participate in through the use of TTVN. Listed below are the dates for these presentations, along with the location on the Galveston campus. If you are enrolled in the course, attendance at these sessions is required.

*The remaining lectures will be made available online as animated power points with audio.

2/5 UWC Writing Workshop: Avoiding Plagiarism Williams Library 108B
2/19 UWC Writing Workshop: Understanding Grammar and Punctuation Williams Library 108B
3/5 UWC Writing Workshop: Preparing Poster Presentations Williams Library 108B

*The Galveston Site Coordinator is Ramona Trevino, 409-740-4564.
TO: Faculty Senate Executive Committee

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

CC: Paul de Figueiredo, Dept. of Plant Pathology and Microbiology
    Dennis Gross, Head, Dept. of Plant Pathology and Microbiology
    Ann Kenimer, Associate Dean, COALS

DATE: July 13, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BESC 320

We recommend that BESC 320 Water and Bioenvironmental Sciences 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 (40%)
2. Course content appropriate to the major
3. Total number of words (2500)
4. Instructor to student ratio for one section: 1:30

In the first version of BESC 320, enrollment was limited to 15. Students wrote four assignments and four drafts; the four assignments were worth 55% of the final grade. Two in-class essays and three graded drafts added 25%. In this version, the enrollment is 30; students write one out-of-class assignment (20%) and some short in-class assignments (10%). Drafts of each of these are written and graded. The in-class assignments help students learn and practice peer review; students also receive written and oral comments on drafts of their major paper (journal review). Instruction is primarily through modeling, lecture, and oral exercises in support of written exercises.
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):

   BESC 320 WATER AND THE BIOENVIRONMENT

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] 6.3.09

Printed name and signature (Date)

Received: [Signature] 6.17.09

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

Approvals:

College Dean: [Signature] 6/3/09

Printed name and signature (Date)

Department Head: [Signature] 6/3/09

Printed name and signature (Date)
Course title: Water and Bioenvironmental Sciences
Course number: BESC 320
Course syllabus: Spring 2008
Instructor: Paul de Figueiredo, Ph.D.
Office: Rm 202F, Peterson Building
Office Phone: 979-458-2977
Email: pjdefigueiredo@tamu.edu
Office hours: By appointment only
Class Times: Tues-Thurs 935-1050AM
Class location: Peterson 224

Course summary:
This course (BESC 320) is loosely modeled after a course offered to undergraduates at the University of Washington by Prof. Charles Jackels. It is designed to provide students with a critical understanding of salient issues relating to fresh water as a limited and important bioenvironmental resource. The course will include discussions of the water cycle, groundwater, rivers, lakes and streams, water-borne pathogens and disease, and State of Texas water issues, especially as they pertain to topics relevant to the Bioenvironmental Sciences major. The course will use various instructional materials, including textbooks, film, and a selection of articles from the primary bioenvironmental science literature. The diversity of materials should enhance the learning experiences of students. Finally, the instructor will evaluate student performance through a variety of means, including written assignments and in-class presentations. These elements will receive particular emphasis and significant amounts of class time will be allotted for discussions about the craft of writing.

Limited enrollment:
The course enrollment is limited by instructor permission

Required textbooks/ readings:
“Fresh Water” E. C. Pielou (Univ. of Chicago, Chicago, 1998)


“Human adaptation to climate change: a review of three historical cases and some general perspectives” Environmental Science & Policy, Orlove, B., Volume 8, Issue 6, December 2005, Pages 589-600


Course movies:

Koyaanisqatsi (1982)
Waterworld (1995)
A Civil Action (1998)
Erin Brockovich (2000)
The Day After Tomorrow (2004)
An Inconvenient Truth (2006)

Course goals:

To foster writing skills
To foster curiosity and critical thinking
To foster an understanding of fresh water as a limited bioenvironmental resource
To foster an appreciation of the achievements of the 1994 Houston Rockets

Prerequisites:

The course is open to juniors and seniors in good academic standing, and by permission of the instructor.

Writing assignments:

The course will include outside-of-class and in-class writing assignments.

The evaluation of outside-of-class writing assignments will be based on several elements, including (but not limited to), grammar, organization, clarity, originality, and depth (See grading policy below).

In-class writing assignments will be analyzed for organization, clarity, originality and depth. Spelling will not be evaluated. Please note that legible handwriting will be expected for all in-class writing assignments.

All students will be expected to keep a journal (see guidelines below).

Class presentations:

The course will include in-class student presentations. Clear and concise presentations will be expected (See presentation grading policy below).
Class participation:

Students will be expected not only to be well prepared for each class, but also, to participate in class discussion. All questions and points of view will be welcomed, and disagreement and respectful debate is expected. All students will be expected to follow University and classroom rules of conduct during class discussion (see above). Classroom participation will be graded, and this grade will constitute 2.5% of the student’s final grade.

Back-up copies:

All students will be expected to maintain back-up electronic and hard copies of all computer assignments. Students should be able to produce these immediately upon request of the instructor. Please note that the maintenance of these back-ups is a course requirement. Students that fail to produce back-up copies upon request will receive a score of zero (0) for the assignment.

Classroom rules:

Rules of the classroom are available in the Texas A&M University student handbook. It is expected that students will abide by these rules. In addition, the following rules of the classroom apply:

- No use of electronic equipment (e.g., computers, IPods, calculators) during class unless such use is employed for activities directly related to class.
- No mobile phone rings, etc., during class.
- Every point of view presented in class will be treated respectfully. Different opinions and lively discussions are encouraged. However, personal, inappropriate, or unprofessional conduct will not be allowed.

Attendance:

Students will be graded on attendance and roll will be taken. Only University sanctioned excuses, approved by the appropriate University office, will be allowed. If special circumstances demand your being absent from class, you must not only notify the instructor in advance, but also provide appropriate documentation in support of the expected absence. Direct email or telephonic correspondence with the instructor at least 24 hrs before class-time constitutes “advance notification” for the purposes of this course.
Late Assignments:

*No late assignments will be accepted unless previous arrangements with the instructor, or a University approved excuse, is provided. All assignments not turned in on time will receive a score of "zero" (0).*

Documented Disabilities:

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

Academic Integrity:

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

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

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

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

For additional information about the Aggie honor code, please see: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Copyright / plagiarism statement:

“Any course packets and all other materials generated and/or used during this course are copyrighted. Because these materials are copyrighted, you do not have the right to copy the course packets, unless the instructor expressly grants permission.

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

*Assigned material that contains plagiarized material will receive 0 (zero) points.*

**Grading policy:**

The final grade will be determined by numerically averaging the scores received on individual assignments and course components. The following weighting scheme shall be employed:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
<tr>
<td>Pop quiz</td>
<td>25</td>
</tr>
<tr>
<td>In class writing</td>
<td>25</td>
</tr>
<tr>
<td>Rewrite</td>
<td>100</td>
</tr>
<tr>
<td>1st Journal Review</td>
<td>150</td>
</tr>
<tr>
<td>Final Journal Review</td>
<td>300</td>
</tr>
<tr>
<td>Student presentation:</td>
<td>350</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Attachment H
Writing assignments will be evaluating using defined grading "rubrics." These rubrics shall delineate the criteria by which the final grades for written assignments are determined. Grading rubrics will be distributed to students ~2 weeks before the assignment due date. An example of a grading rubric for a writing assignment is included below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfactory (pts)</th>
<th>Needs improvement (pts)</th>
<th>Unsatisfactory (pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanics, 30 pts</strong> (grammar, punctuation, etc.)</td>
<td>25-30</td>
<td>10-25</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Organization, 30 pts</strong> (Did every paragraph contain a thesis sentence? Did the paper contain an introduction and conclusion? etc.)</td>
<td>25-30</td>
<td>10-25</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Content, 40 pts</strong> (Did the student demonstrate knowledge of the subject matter? Were unique and interesting insights provided?)</td>
<td>30-40</td>
<td>10-30</td>
<td>0-10</td>
</tr>
</tbody>
</table>

Grading rubrics shall also be employed to evaluate student presentations. An example of a grading rubric for a class presentation is included below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfactory (pts)</th>
<th>Needs improvement (pts)</th>
<th>Unsatisfactory (pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanics, 30 pts</strong> (Were useful visual aids included? Were questions addressed in a satisfactory manner?)</td>
<td>25-30</td>
<td>10-25</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Organization, 30 pts</strong> (Was the presentation well organized? Did the presentation contain an introduction and conclusion? etc.)</td>
<td>25-30</td>
<td>10-25</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Content, 40 pts</strong> (Did the student demonstrate knowledge of the subject matter? Were unique and interesting insights provided?)</td>
<td>30-40</td>
<td>10-30</td>
<td>0-10</td>
</tr>
</tbody>
</table>
A 1000 pt scale will be employed in this class and final grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Final average</th>
<th>Grade awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>Below 700</td>
<td>F</td>
</tr>
</tbody>
</table>

Email:

THE INSTRUCTOR WILL USE EMAIL TO DELIVER IMPORTANT INFORMATION ABOUT THIS COURSE TO STUDENTS. THEREFORE, STUDENTS ARE REQUIRED TO PROVIDE THE INSTRUCTOR WITH CURRENT EMAIL ADDRESS INFORMATION. IN ADDITION, STUDENTS ARE EXPECTED TO CHECK THEIR EMAIL REGULARLY. IT IS THE STUDENT'S RESPONSIBILITY TO REVIEW AND RESPOND AS APPROPRIATE TO ALL EMAIL CORRESPONDENCE FROM THE INSTRUCTOR.

Electronic resources:

The Rewrite must be delivered as BOTH an MS WORD file and PDF file to Dr. de Figueiredo's email address:

pidefigueiredo@tamu.edu.

In addition, a hard copy of the rewrite must be submitted to Dr. de Figueiredo at the announced time and location. Please note that BOTH a hard copy and electronic copies this assignment are required.

STUDENTS WHO FAIL TO PROVIDE BOTH HARD AND ELECTRONIC COPIES OF THE REWRITE BY THE SPECIFIED DUE DATE AND TIME WILL RECEIVE ZERO (0) POINTS FOR THE ASSIGNMENT.

POWERPOINT PRESENTATION FILES MUST BE EMAILED TO THE INSTRUCTOR (pidefigueiredo@tamu.edu) AT LEAST 24 HOURS BEFORE THE CLASS TIME THAT THEY ARE SCHEDULED TO BE GIVEN. FAILURE TO SUBMIT POWERPOINT FILES 24 HOURS IN ADVANCE WILL RESULT IN AN AUTOMATIC 100 PT DEDUCTION FOR THE ASSIGNMENT. Writing center resources:

The Texas A&M Writing Center is available to provide students with valuable assistance with written assignments, and students are strongly encouraged to avail themselves of this outstanding resource. Information about the writing center can be found via the following website: http://writingcenter.tamu.edu
Calendar and readings and presentations

**Week 1.**

Jan 20. Greetings

Jan 22. Diagnostic Test.

**Week 2.**

Jan 27. Lecture 1: Syllabus Review, Introduction to the Water Cycle and Ground Water
   Reading: Fresh Water Chapters 1-4

Jan 29. Lecture 2: The Craft of Writing
   Reading: Fresh Water Chapters 5-6

**Week 3.**

Feb 3. Lecture 3: Water Quality and Waterborne Disease
   Reading: Fresh Water 7-9

Feb 5. Lecture 4: The Craft of Writing
   Movie 1: Waterworld
   Reading: Fresh Water 10-12

**Week 4.**


Feb. 12. IN CLASS WRITING ASSIGNMENT

**Week 5.**

Feb. 17. Presentation 1, Cartwright, Christley
   Reading: Ogallala Blue, Chapters 1-3

Feb. 19. Presentation 2, Collett, Courchesne
   Reading: Ogallala Blue, Chapters 4-6

**Week 6.**

Feb 24. Presentation 3, Darling, Dean
   Reading: Ogallala Blue, Chapters 7-10

Feb 26. Presentation 4, Fisher, Gordon
   Reading: Ogallala Blue, Chapters 11-13
   Movie 3, The Day After Tomorrow
Week 7.

Mar 3. Presentation 5, Hannen, Harvey
Reading: Ogallala Blue, Chapters 14-16
GRADED IN CLASS WRITING ASSIGNMENT RETURNED

Mar 5: Presentation 6, Henry, Johnson
Bottled Water Pure Drink or Pure Hype?, Executive summary, Chapters 1-3,
http://www.nrdc.org/water/drinkin/bw/bwinx.asp
1st JOURNAL REVIEW (HAND IN JOURNALS)

Week 8.

Mar 10. Presentation 7, Jones, Jones
Reading: Ogallala Blue, Chapters 17-19
GRADED JOURNALS RETURNED

Mar 12. Presentation 8, Krosley, Meza
Reading: Ogallala Blue, Chapters 20-24
REWrites of IN CLASS ASSIGNMENTS DUE

Week 9.

Mar 17. SPRING BREAK

Mar 19. SPRING BREAK

Week 10.

MAR 24. Presentation 9, Poenitzsch, Pullin
Reading: The Ghost Map, pp 1-80
GRADED Rewrites RETURNED

Mar 26. Presentation 10, Ramos, Rios
Reading: The Ghost Map, pp 81-138

Week 11.

Mar 31. Presentation 11, Rodriguez, Roland
Reading: The Ghost Map, 139-257

Week 12.

Apr 7. Presentation 12, Salazar, Samuelkutty
Reading: Field notes, Chapter 1-3

Apr 9. Presentation 13, Sharp, Shields
Reading: Field notes, Chapters 4-6

Week 13.

Apr 14. Movie 5, Erin Brockovich

Apr 16. Presentation 14, Silva, Stephens,
Reading: Field notes, Chapters 7-10

Week 14.

Apr 21. Presentation 15, Swink, Thomas
Reading: Orlove, B., “Human adaptation to climate change: a review of three historical cases and some general perspectives” Environmental Science & Policy. Volume 8, Issue 6, December 2005, Pages 589-600

Apr 23. Lecture: Dr. D.

Week 15.

April 28. Movie 6: A Civil Action

April 30. FINAL, IN CLASS WRITING ASSIGNMENT

Week 16.

May 5. Last day of classes, WALK
Class presentations (30 min).

Public speaking competency is critical for professional success. Therefore, this course will provide students with opportunities to enhance their public speaking skills. Specifically, each student will give a 30 min in-class PowerPoint presentation on material that deals with freshwater as a limited bioenvironmental resource.

Student presentations must follow these guidelines:

a. The course calendar contains information about presentation teams and topics. Team compositions and presentation topics may not be altered without the permission of the instructor.

b. PowerPoint slides should be used. A digital projector and laptop computer shall be provided to students for their presentations.

c. PowerPoint presentations must be emailed to the instructor (pdefigueiredo@tamu.edu) at least 24 hours in advance of the class presentation. Failure to submit an electronic copy of the presentation 24 hours in advance will result in a 100 pt grade penalty.

d. The presentation should include 15-30 slides.

e. Thirty (30) minutes will be allotted for each presentation. Students are expected to adhere to this time limit. The remainder of the class will be reserved for questions, discussion, and other activities.

f. The presentation must be organized as follows:
   - An introduction or brief summary of subject matter. All the relevant background required to understand the subject matter presented during the talk should be introduced (1-8 slides)
   - A description of the experimental approach, historical methodology, or storyline (1 slide)
   - A description of the salient results or findings (5-15 slides). What did the author's research uncover? What new or exciting facts were discovered?
   - The author's interpretations of the factual findings (1-2 slides).
   - A critical assessment of the findings and the author's interpretation of the same (1-5 slides).
   - A summary of the work and possible future areas for investigation (1-2 slides).
   - Discussion questions (1 slide)
   - Please note: the presentation must explicitly make reference to two (2) or more relevant articles in the bioenvironmental sciences literature.

   g. Students should not necessarily strive to cover ALL the subject matter assigned. A student, for example, may elect to cover ideas presented in only a few of the many chapters assigned. A focused "story" that is thematically unified is critical for success in this assignment. That said, during the question and answer session that follows a
focused presentation, students should demonstrate mastery of all the assigned material.

h. Students should be prepared to respond to aggressive questioning from classmates and the instructor. Challenging, respectful, and thought-provoking discussion is encouraged.
1. All students will be required to keep a spiral notebook journal.

2. Every week, students must write a 2-page thesis controlled essay that provides a critical assessment of some aspect of the material covered in the course during the previous week. Journal entries for a given week must be completed by TUESDAY (9:30AM) of the following week.

3. Each essay must include: (a) a thesis paragraph; (b) an introduction that contains a brief summary of the relevant background; (c) a series of arguments, or a systematic presentation of data, in support of the thesis. (d) a summary paragraph that wraps up and perhaps extends the main points made in the essay.

4. Students must write their name (in large block letters) on the outside cover of their spiral notebook journals.

5. The first journal page must contain the student's first and last name, classification (sophomore, junior, senior, etc.), and the course number and title. The first page must also contain a running total of the number of absences from class that a student has accumulated during the semester. This running total should be represented as follows: absences = X (where X is the number of absences). Student self-reporting of class absences will be governed under the auspices of Texas A&M University guidelines regarding academic integrity.

6. All journal entries must be hand-written.

7. All journal entries must be made in pen (No pencil allowed)

8. Every journal page must be numbered sequentially and dated.

9. Texas A&M rules and policies regarding academic integrity and plagiarism apply to all journal entries

10. Students are required to bring their journals to every class. Journals will be collected, evaluated, and graded by the instructor periodically. It is the student's responsibility to have his/her journal available for "pop journal inspection" during each class period. Students who do not produce their journals upon request in class will receive a ZERO for the assignment. Periodically, the instructor will ask students to use their journals for in-class writing assignments. Therefore, students must bring their journals to every class.

11. The instructor will not make any special allowances for lost or misplaced journals. Students who are concerned about the possibility of losing or misplacing their journal should routinely copy and/or digitally scan their journal entries.

12. Periodically the instructor will require that students share and evaluate the journal entries of their classmates. Such peer-review and assessment will constitute an
important learning tool in the course. Students should be aware of the public nature of their journal entries, and therefore, avoid including personal or inappropriate information.
TO: Faculty Senate Executive Committee  

FROM: Valerie Balester, Chair, W Course Advisory Committee  

CC: Joan Mileski, Dept. of Maritime Transportation  
William McMullen, Head, Dept. of Maritime Transportation  
Donna Lang, Associate Dean, TAMU Galveston  

DATE: July 13, 2009  

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARA 424  

We recommend that MARA 424 Economics of Transportation be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (70%)  
2. Course content appropriate to the major  
3. Total number of words (6750)  
4. Instructor to student ratio for one section: 1:35  

One significant change since original certification is the hiring of a dedicated graduate teaching assistant who gives feedback and outside classroom assistance to students. Training is done in the Galveston Writing Lab, and the graduate assistant’s grading is monitored by the course instructor.

Students write a great deal, and much of their work is scaffolded so that one assignment leads logically to the next. For example, an outline and analysis of a case and a critique of a professional article prepare students for writing the final paper. Methods of instruction include modeling, lecture on writing issues, in-class practice, and discussion. Both instructor feedback on drafts and peer feedback are provided.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   MARA 424 Economics of Transportation

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: Joan P Mileiski  5-28-09
Printed name and signature

Received: Valerie Balester  6-25-09
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: Donna Lang  Donna S Long  
(Date)
Printed name and signature

Department Head: W. J. McMillen  
(Date)
Printed name and signature
INSTRUCTOR
Joan P. Mileski, Ph.D.

MEETING TIMES AND PLACE
Mondays, Tuesdays, Wednesdays, Thursdays 1:00 – 2:50 pm in Kirkham 207

INSTRUCTOR INFORMATION
E-mail: mileskij@tamug.edu
Office Phone: 409-740-4978
Office Location: Kirkham 121
Office Hours: Tuesdays and Thursday 12:00 to 1:00 pm, Monday and Wednesday hours are by appointment. I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed.
Web information: I use WebCT for all my notes.
Contacting Students: The department will use your on-campus Neo E-mail address as the primary means of contacting you. Please check your E-mail daily.

TEXTBOOK
Course Text

Supplementary Text
The instructor will provide additional readings to students.

Other Required Materials
Other readings listed are available on reserve at the library or on www.infortrac-college.com, which is available with your textbook.

COURSE DESCRIPTION
This course's content includes – Historical development, structure, function and regulation of highway, rail, water pipeline, and air transportation systems. Application of economic concepts and principles to transportation development and operations.

COURSE SEQUENCE IN CURRICULUM
This course is a required course for Bachelor of Science in Maritime Administration and for a minor in Maritime Administration.

PRE-REQUISITE INFORMATION
The prerequisites for this course include ECON 203, Principles of Economics and senior classification.

COURSE OBJECTIVES
This is an integrating case course in which we will discuss the transportation industry from an economic and international strategic management perspective. With rapid globalization occurring in all industries, managers must develop appropriate tools to make decisions and manage global operations. This course will study various transportation modes and analyze economic structure showing the impact on the strategic management of international business.

WRITING OBJECTIVES
Research and analysis in economics are collaborative efforts. Communication of complex theories and ideas to various academic and business stakeholders requires clear writing. It is important that the student master certain established language and writing conventions in this discipline. This course is intended to improve the student’s writing skill within the Maritime Administration major and for future work in the Maritime Industry.
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 5/31         | Introduction and Explanation of Course and exams/project/activities/writing  
Transportation, the Supply Chain and the Economy  
Discussion of writing resources at TAMUG/TAMU  
Readings: Coyle, Chapter 1  
Class Discussion Case: Soup to Nuts, Inc.  
In class writing assignment: Case outline structure  
Economic theory - Efficient Markets  
Agglomeration Theory  
Review of what makes a good outline  
Readings: Nelson and Winter, 1974  
Hambrick and Fredrickson, 2001  
Chung and Kalimas, 2001  
Class Discussion Case: Fly-By-Night Helicopter Service  
Soup to Nuts, Inc.  
Hardee Transportation |
| 6/1          | Transportation Regulation and Public Policy  
Discussion of returned writing assignment  
Readings: Coyle, Chapter 2  
Winston, 1999  
Shashikumar and Schultz, 2000  
Class Discussion Case: CBN Plastic Wood  
The U.S. Airline Industry Public Support  
In class writing assignment: Case analysis on CBN Plastic Wood |
| 6/2          | Last Day to drop with no record  
Institutional Theory and Public Policy  
Discussion of how to write a critique on a paper  
Review of in class writing assignment  
Readings: DiMaggio and Powell, 1983  
Meyer and Rowen, 1977 |
| 6/3          | Last day to for adding courses fro the first term and the 10-week semester  
Last day to apply for degrees to be awarded in August for students completing degree requirements in the first term. |
| 6/6          | Motor Carriers  
Readings: Coyle, Chapter 3  
Feitler, Corsi, and Grimm, 1998  
Harps, 2004  
Discussion of writing an economics/strategy paper  
Class Discussion Case: JEI Carrier Corporation  
Retirement Funds  
Hardee Transportation (3-1)  
Homework writing assignment due: Critique of DiMaggio and Powell, 1983 |
| 6/7          | Railroads  
Smaller v. larger rail lines  
Resource Based Strategy  
Discussion of presenting a research paper  
Review of critique of DiMaggio and Powell, 1983  
Readings: Coyle, Chapter 4  
Beier and Cross, 1993  
Madar, 2002  
Dyer and Singh, 1998  
Class Discussion Case: CBN Railway Company  
Nittany Valley Shortline Railroad  
Outline of research paper due for critiquing – student in-class critique (grading sheet provided);  
instructor critique returned on 6/9 |
6/8
Phase 1 Research Project Presentation Due
Written Activity Log Due

6/9
Domestic Water Carriers
Sustainability Theory
Environmental Economies of Water Carriers
Readings: First Half of Coyle, Chapter 6
Murphy, Daley and Dalenberg, 1992
Kates, Parris, and Leiserowitz, 2005
Class Discussion Case: Great lakes Bulk Carriers
In class writing assignment: Think-pair-share writing on sustainability and the use of domestic water carriers

6/13
Air Carriers
Economic theory – Prisoner’s Dilemma
Discussion of the Writing Process
Review of Activity Logs
Readings: Coyle, Chapter 5
Axelrod (1980), Art of Cooperation
Class Discussion Case: Southwest Airlines
US Airways
Hardee Transportation (5-1)
In class writing assignment: Write email to group on an example of a prisoner’s dilemma. Draft to fellow students. Correction based on student feedback. Revisions to instructor for review.

6/14
First examination

6/15
Pipelines
Vertical linkages and the oil industry
Transaction Cost Theory
Readings: second half of Coyle, 6
Williamson, 1975
Raineri and Kuflik, 2003
Class Discussion Case: CBN Pipeline
Review of email assignment

6/16
Intermodal and Special Carriers
Good models of writing
Readings: Coyle, Chapter 7
Class Discussion Case: Specialty Gift Foods
Rare book Sellers
Strategy
Readings: Picken and Dess, 1998
Harper and Evers, 1993
Jennings and Holcomb, 1996
In class writing assignment: Short paper on Porter’s overall effectiveness in relation to purpose, Audience, style and presentation

6/20
Last day to drop courses with no penalty for the first term (Q-drop).
Last day to change Kinesiology 198/199 to S/U grade for first term.
Last day to officially withdraw from the University for first term.
International Transportation
Discussion of short papers
Critical Thinking Skills in writing
Readings: Coyle, Chapter 8
Szylowicz, 2004
Class Discussion Case: Natural Footwear Company
Ohio Plastics

6/21
Review of Trade Theory
Locational Factors of Foreign investment
Shipper Process
Review of writing assignment on Porter
Readings: Coyle 13
Hansen and Gerstein, 1991
Andersson and Hasson, 1998
In class writing assignment: Think-pair-share on Cases assigned

6/22
Private Transportation
Privatization – Economic Arguments
Readings: Marber, 1997
Class Discussion Case: Rocket Electrical Parts, Inc.
Dollar Discounters
Draft of Final Research Paper due

6/23
Costing and Pricing in Transportation
Deregulation in the transportation industries
Results of Turnitin.com and discussion
Readings: Coyle, Chapter 9
Litman, 1998
Grifol-Miquela, 2001
Class Discussion Case: Startruck, Inc.
Hardee Transportation (9-1 and 9-2)
Discussion of Plagiarism
In class assignment: Short paper submitted to Turnitin.com

6/27
Entry and Exit
Impediments to entry
Timing of entry
Exit
Relationship Management
Negotiation tips
Readings: Ghemawat and Nalebuff, 1985
Krumwiede and Sheu, 2002
Klein, Kyle and Wilgus, 1996
Quality, Sept. 2003
Discussion of Using Peer Groups to Respond to Writing
In class writing critiques of draft of final paper (Grading guide provided.)

6/28
Information Management and Technology
Discussion of Punctuation, Grammar, Style, and Usage
Readings: Coyle, Chapter 11
Spaulding, 1998
Esper and Williams, 2003
Leach, 2004
Class Discussion Case: Braxton Stores, Inc (11-2 and 11-3)
Hardee Transportation

6/29
Knowledge Management
Carrier Strategies
Discussion of Paragraping
Readings: Coyle, Chapter 10
Dyer and Hatch, 2004
Class Discussion Case: Shiner International Transportation Company (10-1 and 10-2)
Short in class writing quiz (GMAT writing section format)
Written Activity Log Due

6/30
Strategic Alliances
Networks
Shipper/Carrier Network Strategies
Return of in class writing quiz
Readings: Coyle, Chapter 12
Cottrill, 1997
Class Discussion Case: Shipper-Carrier Negotiation Project
Commercial Gypsum
Hardee Transportation (12-1)

7/1
Catch-up and Final version of research paper due to Turnitin.com

7/4
Independence Day holiday.

7/5
Final examination
No 10 week classes.
Last day to register for the second term and pay fees.

LEARNING OBJECTIVES:

1. **Content learning objectives** are a list of terms and concepts by week listed at the end of this syllabus that the student should master in this course. The student will be able to define and use the following terms and concepts appropriately.

2. **Broad Skills Learning Objectives and Behaviors (Students will be able to:......)**
   a. Work productively in a group
   b. Critically apply the concepts to real life case experiences through class discussions and presentations
   c. Learn to analyze and critically evaluate ideas, arguments, and points of view
   d. Develop skill in expressing oneself orally

3. **Writing Learning objectives (Students will be able to:............)**
   a. Demonstrate knowledge of the jargon of the discipline
   b. Demonstrate an understanding of the writing conventions of the discipline
   c. Write effective emails, short papers and collaborate research reports
   d. Demonstrate the ability to write an effective argument
   e. Limit grammar and mechanical writing errors to a minimum.

TEACHING STRATEGIES:

This is an activities-driven/seminar/case study class. This means students must be prepared to discuss the material upon arrival in class and apply it to the case. My philosophy for the learning environment is the role of the professor as director of learning among equals. The relationship is a partnership where each, professor and student, are fully prepared for and enthusiastically embrace, each and every learning experience. I believe that insight (truth) can be an exciting experience for faculty and students alike. I try to instill in students that they must be their own lifetime teachers continuously gathering and discarding the appropriate skill sets for life long learning, success, and service to society.

Teaching/Learning Activities
a. Instructor
   1. Meet with students with appointments to review questions.
   2. Review and grade and projects and examinations returning detailed comments.
   3. Will direct class discussions and activities

b. Students
   1. Read book and papers assigned in a timely fashion.
   2. Write critically analyzed exams and in class assignments using concepts and terms learned.
   3. Show understanding of the economics of transportation through class case participation.
   4. Will study 4 hours for every hour in class.
   5. Will present effectively orally and in writing an original research project completed within a group.

ASSESSMENT OF LEARNING:

A. Course Requirements:

   1. Class participation and individual writing assignments

       Students can get the full benefit from the class through active participation in class discussions. There will be a strong emphasis on daily preparation and participation. You are required to be fully prepared to discuss assigned readings for each class as they apply to the cases. Further, you may be asked to participate in additional class activities.

Since the class participation is crucial for students' learning, class attendance is mandatory for students' success in this class. Several students will be randomly nominated to answer questions and lead discussions on the class subjects. Students are evaluated for the participation according to the quality and persistence in their classroom discussion and their attendance. Absences will affect a student's final grade.
Further, this course is a writing intensive course in your discipline. Every class period you may be asked to write a brief paper and other writing assignment on the day’s activities. This work will be collected each day; NO LATE WRITING WILL BE ACCEPTED.
2. Team Presentation and Papers

This course is centered on a "team" framework, and will involve team research, writing, and presentation. There will be one project with two phases. Each phase will be graded equally. Both phases are part of the same research project. Each team will act jointly, researching and presenting, its original research work.

Each phase will require a presentation will be strictly limited to a maximum of 20 minutes, followed by a 10 minute question and answer period. After the presentation, each team is required to submit a report. In phase one, a detailed outline is required as the report. In phase two, a final draft of the research paper is required. Further, phase one will consist of the literature search and the development of testable hypotheses. Phase two will consist of the methodology and results of the research. The ultimate goal of the research project is to prepare a research paper worthy of publication. **THE GRADE ON PHASE ONE CAN ONLY BE MAINTAINED BY A GRADE EQUAL TO OR GREATER THAN THE GRADE RECEIVED ON PHASE TWO.**

Again, creativity IS expected and rewarded. The project will be graded as:

<table>
<thead>
<tr>
<th>Written Report / Content</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Style &amp; Creativity (See assessment Evaluation below)</td>
<td>20 points</td>
</tr>
<tr>
<td>Multiple Alternatives and Logical analysis</td>
<td>30 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Work should be divided equally among team members in research, write-up, and presentation. Teams will be graded on analysis and presentation as a TEAM. Team size is limited to 4 members and can be no smaller than 3 members.
Individual members will receive the same grade, unless gross lack of effort by some member(s) is obvious to the instructor. In this case, the grade of the member(s) demonstrating lack of effort, as well as the effectiveness of the team, will be discounted.

Each final paper must be submitted to [www.turnitin.com](http://www.turnitin.com). Specific instructions on submission will be provided by the instructor.

3. Examinations

There will be two comprehensive examinations given during the course, the midterm and the final. They will consist of multiple choice questions and short answer to lengthy essays.

4. Activity Log

The activity log is a written record that each student keeps on how much time they spend in group activity, what was accomplished in each meeting, and how productively the group works. Your activity log should include the following and will be collected for review:

a. When and how long the group met
b. Who was present and who wrote and researched what
c. The group goals for the meetings and overall goals
d. Agreed upon guidelines for decision making and communication
e. How the group monitors itself.

Each student will be graded on the thoroughness and writing of the log. You will be given feedback after each due date.

B. Grading Standards

- 15% Research project – PHASE ONE
- 15% Research project – PHASE TWO
- 25% Participation/writing assignments
- 15% Activity Logs
- 15% First examination
- 15% Final examination
Each project and all class participation will be given one of the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical equivalent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of the material in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.

**STUDENT APPRAISAL:**
Students will complete an evaluation during the semester. These evaluation forms assist in improving course content and methodology. The faculty evaluation forms will be tabulated by the administration and reviewed by the department chair.

**CLASS POLICIES:**

**Academic honesty**
For many years Aggies have followed a Code of Honor: “An Aggie does not lie, cheat or steal or tolerate those who do.” As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Please refer to the Aggie Honor Code and the Honor Council Rules and Procedures on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**Use of turnitin software**
Turnitin is an anti-plagiarism software that scans written assignments for plagiarism with web sources, other student papers and assignments from A & M and all over the nation, and a variety of other written works. The software gives the instructor a percentage similarity between the student’s assignment and other written works. Please be assured that as long as you cite your work appropriately and give credit to your sources, that similarity alone is not enough for your work to be considered copied. Please review the Aggie Honor Code for more details on how these issues will be handled, should a cheating incident be found. You will submit the research project, to Turnitin at www.Turnitin.com. The class ID is 1304426 and password is “aggies.”

How to Utilize Turnitin as a student:

From the main site, select “enter.” Next, select “create a new user profile.” Create your profile. You do not need to create a new user profile if you have used turnitin before.

Next, select “user login”

Join new class using the above listed ID and password.

Select our class from the “your classes” page (see the tabs above your name if you are not already at this page).

There are seven pages for each class. The “assignments” page lists assignments. The “turnitin” page is what you will use to submit an assignment.

To submit an assignment, make sure you complete the following four steps:

1. Type in an assignment title
2. Select the appropriate assignment from the drop-down box.
3. Type in the path for your assignment (which you can do easily by browsing for it) OR cut and paste (but you cannot do both for a single assignment).
4. Submit by selecting the “submit” icon at the bottom of this page.
Statement on the Americans with Disabilities Act (ADA) of 1990
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 Counseling Office for further advising.

Statement on the Family Educational Rights and Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with a generated by your participation in the class.

Use of Cell Phone
The student will receive a grade of “F” for the day should the student use through ringing, talking, etc. a cell phone in class.

Class Attendance and Tardiness
Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For a University excused absence, the student should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs or his or her designee has verified the student's absence as excused. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines.

If the absence is excused per the process outlined in the University Student Rules, the student must be given the opportunity to make up work that was missed. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part II, Student Grievance Procedures, Section 49, Unexcused Absences, for more information about appealing an instructor's decision.

Class Atmosphere
Any true discussion involves personal exposure and risk. Your ideas may not agree with others. However, respect is required from you and thus will be given to you. Rudeness in any fashion will not be tolerated and will result in expulsion from that class meeting.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Instructor’s Signature __________________________ Date __________________________

Content Learning Objectives:

Week 1
The role transportation plays in logistics and customer service
Interrelationship of transportation and the economy
Historical and economic significance of transportation
Impact of transportation on the environment
Social and Political aspects of transportation
Efficient Markets
Industrial Clustering
Agglomeration Theory
The nature of transportation regulation
Institutional Arrangement applied to the regulation of transportation
Current regulation of carriers
Transportation policy issues
Public promotion of various modes
Various safety-related issues
Normative norms
Mimetic norms
Coercive norms
Week 2
History of the trucking industry
The structure and market of the motor carrier industry
Operating and service characteristics
Cost Structure of the motor carrier industry
Current issues in the trucking industry
Role and importance of the railroad industry in the U.S. economy and transportation system
Modal market structure
Modal service operating characteristics
Modal cost structure
Financial position of the railroads to include legislative reform
Staggers Rail Act
Nature of domestic water carriage
Market structure of the domestic water carriage industry
Modal competitive environment
Role and operation of water carrier terminals
Modal infrastructure
Labor considerations
Fuel requirements
Economics of scale and scope
Shipping conferences
Sustainability theory
Economic development
Environmental protection
Social equity

Week 3
Nature, characteristics and organization of the air transportation industry
Air cargo pricing
Prisoner's dilemma
Art of cooperation
Pipeline industry and carrier organization
Market structure of the commodities transported
Pipeline safety
Value-added chain
Opportunism
Uncertainty
Small numbers/complexity
Bounded rationality
Intermodal transportation
Piggyback service
Containerization
Third party transportation
Special types of carrier services
Household goods carriers
Porter's Five Force Model of Industry
Sustainable competitive advantage
Lost cost
Differentiate
Focus

Week 4
International trade issues
Free trade agreements
Economic union
Monetary union
North American Free Trade Agreement (NAFTA)
Ships that carry U.S. ocean borne trade
Rate making
Port authorities' roles
Locational factors (resource, market, efficiency and strategic)
Comparative advantage
Private transportation
Advantages or disadvantages of private trucking
Private truck fleet
Selection and leasing of equipment
Privatization
Concept of rate and price
Four basic market structures
Relevant transportation market areas
Service pricing
Pricing factors
Pricing strategies
Substitute Products
Buyer Power
Power of Suppliers
Value-based/Value-added

Week 5
Buyer/seller relationships
Third party relationship
Negotiation and bidding processes
Contracting Hints
Information systems
Logistics cycle
Knowledge management
Shipper transportation strategy
Traffic management
Carrier strategy
Terminals as a basic transportation component
Strategic Alliances
Government Firm relationship

References


Dyer, J. H. and N. W. Hatch, “Using supplier networks to learn faster: Many companies keep their suppliers at arm’s length. But partnering with vendors-sharing valuable knowledge with them through organized networks — can be sustainable source of competitive advantage,” MIT Sloan Management Review, Spring, 2004 v. 45 n 3 p. 57(7).


Assessment Appendix

Research Rubric for Economics of Transportation – MARA 424 Final Research Paper
Adopted from Department of English, TAMU Claude Gibson, Director

1. The student's endnotes and bibliographies include appropriate print and electronic sources in the discipline.

Always  Usually  Only Sometimes  Never
4        3        2         1

2. The student used a range of sources for the assigned research – such as books, parts of books, proceedings, articles, Internet sites, databases, microforms, special collections, indexes, bibliographies, abstracts.

Always  Usually  Only Sometimes  Never
4        3        2         1

3. The student records the essential reference information for sources.

Always  Usually  Only Sometimes  Never
4        3        2         1

4. The student cites sources correctly.

Always  Usually  Only Sometimes  Never
4        3        2         1

5. The student integrates scholarly information into documents and/or presentations effectively.

Always  Usually  Only Sometimes  Never
4        3        2         1

6. The student fairly attributes the word, facts and ideas of others.

Always  Usually  Only Sometimes  Never
4        3        2         1

7. The student selects sources of appropriate authority, accuracy, and currency.

Always  Usually  Only Sometimes  Never
4        3        2         1

8. The student produces scholarly work that is more than a collation of ideas of others.

Always  Usually  Only Sometimes  Never
4        3        2         1

9. The student uses language appropriate to the discipline.

Always  Usually  Only Sometimes  Never
4        3        2         1

10. The student used language sensitive to diversity – that is, bias-free, nondiscriminatory, gender-free, and nonexistent.

Always  Usually  Only Sometimes  Never
4        3        2         1

What percentage of the student's course grade involves research? 30%
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Joan Mileski, Dept. of Maritime Administration
William McMullen, Head, Dept. of Maritime Administration
Donna Lang, Associate Dean, TAMU Galveston
DATE: July 13, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARA 466

We recommend that MARA 466 Management Policy be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (80%)
2. Course content appropriate to the major
3. Total number of words (6250)
4. Instructor to student ratio for one section: 1:20

One significant change since original certification is the hiring of a dedicated graduate teaching assistant who gives feedback and outside classroom assistance to students. Training is done in the Galveston Writing Lab, and the graduate assistant’s grading is monitored by the course instructor.

Students write a great deal, and much of their work is scaffolded so that one assignment leads logically to the next; for example, an outline and analysis of a case and a critique of a professional article prepare students for writing the final paper. Methods of instruction include modeling, lecture on writing issues, in-class practice, and discussion. Both instructor feedback on drafts and peer feedback are provided.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   MARA 4966 Management Policy

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

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

Instructor / Coordinator: Joan P. Milewski 5-28-09
Printed name and signature

Received: Valerie Balester 4-13-09
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Donna Lang 5-28-09
Printed name and signature

Department Head: W. E. McPherson 5-28-09
Printed name and signature
Representative Syllabus

Texas A & M University at Galveston
Course Syllabus
MARA 466-900 – Management Policy
Fall, 2008
Department of Maritime Administration

INSTRUCTOR
Joan P. Mileski, Ph.D.

MEETING TIMES AND PLACE
Tuesdays and Thursdays at 11:00 am to 12:15 pm in SAGC 401.

INSTRUCTOR INFORMATION

E-mail: mileskij@tamug.edu
Office Phone: 409-740-4978
Office Location: Kirkham 121
Office Hours: Tuesdays and Thursdays from 1:00pm to 1:50 pm and Mondays, Wednesdays Fridays by appointment. I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed.
Web information: I use WebCT for all my notes.
Contacting students: The department will use your on-campus Email address as the primary means of contacting you. Please check your email daily.

TEXTBOOK

Course Text

Supplementary Text

Other Required Materials
None
Articles as assigned on reserve and listed on the reference list for MARA 466 (attached).

COURSE DESCRIPTION
The course content includes --- Strategic issues facing organizations, including top management decision making and social responsibility; environmental and industry analysis; establishing organizational mission and objectives; corporate, business and functional level strategy formation; global and multidomestic strategies; implementation ad control; integrating operations, finance, marketing and human resource strategies; case analysis.

COURSE SEQUENCE IN CURRICULUM
This course is a required course for MARA majors and an elective for the MARA minor.
COURSE OBJECTIVES
This is an integrating case course in strategic management. The 2000s is a decade of globalization, with managers attempting to uncover new markets, understand the forces of change affecting their businesses, develop appropriate responses, and manage global operations. This course will study the economic, political, social, environmental and the ethical forces affecting the strategic management of international business.

WRITING OBJECTIVES:
Research and analysis in business and economics are collaborative efforts. Communication of complex theories and ideas to various business stakeholders requires clear, concise writing. It is important that the student master certain established language and writing conventions in this discipline. This course is intended to improve the student’s writing skill within the Maritime Administration major and for future work in the Maritime industry.

LEARNING OBJECTIVES:
1. Content Learning Objectives (Upon completion of the course, students will be able to.....)
   - Define strategy and describe the difference between planning and implementation
   - Compare and Contrast the different strategic management paradigms
   - Complete a SWOT analysis
   - Apply the Porter diamond to different levels of analysis
   - Apply the Strategic Group theory to the maritime industry
   - Analyze the various integration strategies including pooling
   - Determine the conditions of a prisoner’s dilemma and what strategies are appropriate under these conditions
   - Describe the problems of the various CEO incentive systems
   - Apply the government-firm relationship strategy appropriate to the maritime industry

2. Writing Learning Objectives (Upon completion of the course, students will be able to.....)
   - Write effective business letters
   - Summarize complex business reports into a two page executive summary
   - Write concise emails
   - Write collaboratively business reports.
   - Demonstrate knowledge of the jargon of business
   - Demonstrate an understanding of the writing conventions of business disciplines
   - Demonstrate the ability to write an effective argument
Limit grammar and mechanical writing errors to a minimum

3. **Broad Skills Learning Objectives (Upon completion of the course, students will be able to...)**

Write a personal strategic plan

Develop skill in expressing oneself orally

Integrate knowledge from all business disciplines and apply the concepts to real life experiences

Analyze and critically evaluate ideas, arguments, and points of view

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**TOPICAL OUTLINE**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Introduction and Explanation of course and quizzes/project/activities/writing</td>
</tr>
</tbody>
</table>
| 8/28-9/2     | What is Strategy?  
Moral Strategy  
Discussion of writing resources at TAMUG/TAMU  
Soule, 2002  
Bowman and Helfat, 2001  
DeRond and Thietart, 2007 |
| 9/4-9/9      | Efficient Markets  
Agglomeration Theory  
Review of what makes a good outline  
Discussion of Plagiarism  
Nelson, 1989  
Hambrick and Fredrickson, 2001  
Chung and Kalinas, 2001  
In class writing assignment: Outline Structure on one article |
| 9/11-9-16    | Sustainable Competitive Advantage  
Strategy as Resources  
Discussion of writing a case analysis  
Newbert, 2008  
Arend, 2003  
Powell, 2003  
Douglas & Ryman, 2003  
Makhija, 2003  
Powell, 2001  
In class writing assignment: Case analysis of one maritime firm  
QUIZ |
| 9/18-9/23    | Industry Analysis  
Maritime industry analysis  
Review of in class writing assignment by fellow students  
Porter, 1980 |
Argyres and McGahan, 2002
Barney, 2002
Brandenburger, 2002
Bachman, 2002

9/25-9/30
Exit
Entry modes
Timing of entry
First Mover
Discussion of how to write a critique on a paper
Moliterno and Wiersema, 2007
Ghemawat and Nalebuff, 1985
Fuentelsaz, Gomez and Polo, 2002
Harzing, 2002
Belderbos, 2003
Ethiraj and Zhu, 2008
Frynas, Mellahi, and Pigman, 2006

10/2-10/7
Strategic Groups
Mileski, 2003
McNamara, Luce and Tompson, 2002
Mas-Ruiz, Nicolau-Gonzalbez, and Ruiz-Moreno, 2005
Desarbo and Grewal, 2008
Homework writing assignment due: Critique of Ghemawat and Nalebuff, 1985

10/9-10/14
Global markets
Discussion of the Search for Meaning and the Seven Habits of Highly Effective People
Discussion of writing a strategy paper
Discussion of Using Peer Groups to Respond to Writing
Guisinger, 2001
Khanna and Rivkin, 2001
McKendrick, 2001
Outline of research paper due for critiquing on 10/9 -- student in class critique (grading sheet provided); Instructor critique returned on 10/14

10/16-10/21
Strategic planning process and implementation
Discussion of presenting a research paper
Discussion of Punctuation, Grammar, Style and Usage
Lindbloom, 1952
Chakravarth and Doz, 1992
Slater, Olson, and Hult, 2006
Maria-Niki and Vassilis, 2008
QUIZ

10/23
Strategic Change/ Consensus Formation
Research presentation due
Written Activity log due
Quinn, 1978
Golden and Zajac, 2001
Markoczy, 2001
First draft of personal and tactical plan due

10/28
Organizational Structure and Strategy
Organic vs. Mechanistic
Discussion of Paragraphing
Chandler, 1991
Child and McGrath, 2001
Farjoun, 2002
Wolf & Egelhoff, 2002
In class discussion and writing assignment: think-pair-share on Chandler’s management history
Feedback on personal and tactical plans returned

10/30-11/4
Mergers, Acquisitions and Strategic Alliances
Networks
Pooling Strategy
Discussion of the Writing Process
Review of Activity logs
Mileski and McMullen, 2006
Mileski, Fanning, and McMullen, 2006
Koka and Prescott, 2002
Homburg and Bucarius, 2006
Uhlenbruck, Hitt, and Semadeni, 2006
Goerzen, 2007
Wang and Zajac, 2007
Final personal and tactical plan due
QUIZ

11/6
Corporate Diversification
Markides, 1995
Park, 2003
Chakrabarti, Singh, and Mahmood, 2007
In class writing assignment: Write email to group on what is diversification. Draft to fellow student. Correction based on student feedback. Revisions to instructor for review.

11/11
Vertical linkages
Models of Good writing
Parmigiani, 2007
Toulan, 2002
Trent and Monczka, 2002
Nickerson, Hamilton & Wada, 2001
Reference portion of research paper due; list of all citations in APA style

11/13
Agency issues
CEO pay and firm performance
Corporate Governance
Review of email assignment
Jensen and Meckling, 1976
Kroll, Walters, and Wright, 2008
Davidson, Nemec and Worrell, 2001
Tuschke & Sanders, 2003
Nwabueze and Mileski, 2008
In class writing assignment: Short paper on CEO incentives and firm performance critiques on purpose, audience style and presentation.
QUIZ

11/13-11/18
Understanding Rivalry: Game theory
Competitive Research and Development and Innovation
Prisoner’s Dilemma
Entrepreneurship
Discussion of Short Papers
Critical Thinking Skills in Writing
Camerer, 1991
Arend and Scale, 2005
Dosi, 1982
Tushman and Anderson, 1986
Hill & Rothaemel, 2003
Baron, 2006
Mileski and Bressler, 2008
Final paper draft due
In class writing critiques of draft of final paper (grading guide provided)

11/20-11/25
Government-Firm relationship
Knowledge Management
Service Strategy
Review of short paper
Gomes-Casseres, 1990
Tsang, 2002
Haas and Hansen, 2007
Hult, Ketchen and Arrfei, 2007
Kachra and White, 2008
Bowen & Hallowell, 2002
Nwabueze and Mileski, 2008
Short in class writing QUIZ (GMAT writing section format)

12/2
Research Presentation/papers due to turnitin.com
Return of GMAT QUIZ
Final Activity Log due

Teaching Strategies
This is an activities-driven/seminar/case study class. What is meant by this is students must be prepared to discuss the material upon arrival in class and apply it to a current case found in the press. My philosophy for the learning environment is the role of the professor as director of learning among equals. The relationship is a partnership where each, professor and student, are fully prepared for and enthusiastically embrace, each and every learning experience. I believe that insight (truth) can be an exciting experience for faculty and students alike. I try to instill in students that they must be their own lifetime teachers continuously gathering and discarding the appropriate skill sets for life long learning, success, and service to society.

Teaching/Learning Activities
a. Instructor
   1. Meet with students with appointments to review questions.
   2. Review and grade and projects returning detailed comments.
3. Will direct class discussions and activities

b. Students
   1. Read books and papers assigned in a timely fashion.
   2. Write critically analyzed quizzes using concepts and terms learned in a group and individually.
   3. Show understanding of strategic management theory through class participation.
   4. Will study 4 hours for every hour in class.

Assessment of Learning:
Evaluation Methods:

A. Course Requirements:

   1. Class participation and individual writing assignments

Students can get the full benefit from the class through active participation in class discussions. There will be a strong emphasis on daily preparation and participation. You are required to be fully prepared to discuss assigned readings for each class as they apply to the cases. Further, you may be asked to participate in additional class activities.

Since the class participation is crucial for students' learning, class attendance is mandatory for students' success in this class. Several students will be randomly nominated to answer questions and lead discussions on the class subjects. Students are evaluated for the participation according to the quality and persistence in their classroom discussion and their attendance. Absences will affect a student's final grade.

Further, this course is a writing intensive course in your discipline. Every class period you may be asked to write a brief paper and other writing assignment on the day's activities. This work will be collected each day; NO LATE WRITING WILL BE ACCEPTED (non excused).

   2. Team Presentation and Papers

This course is centered around a "team" framework, and will involve team research, writing, and presentation. There will be one project with two phases. Each phase will be graded equally. Both phases are part of the same research project. Each team will act jointly, researching and presenting, its original research work regarding a maritime industry issue.

Each phase will require a presentation will be strictly limited to a maximum of 20 minutes, followed by a 10 minute question and answer period. After the presentation, each team is required to submit a report. In phase one, a detailed outline is required as the report. In phase two, a final draft of the research paper is required. Further, phase one will consist of the literature search and the development of testable hypotheses. Phase two will consist of the methodology and results of the research. The ultimate goal of the research project is to prepare a research paper worthy of publication. THE GRADE ON PHASE ONE CAN ONLY BE MAINTAINED BY A GRADE EQUAL TO OR GREATER THAN THE GRADE RECEIVED ON PHASE TWO.

Again, creativity IS expected and rewarded. The project will be graded as:

- Written Report / Content: 50 points
- Presentation Style & Creativity (See assessment below): 20 points
- Multiple Alternatives and Logical analysis: 30 points
Work should be divided equally among team members in research, write-up, and presentation. Teams will be graded on analysis and presentation as a TEAM. Team size is limited to 4 members and can be no smaller than 3 members. Individual members will receive the same grade, unless gross lack of effort by some member(s) is obvious to the instructor. In this case, the grade of the member(s) demonstrating lack of effort, as well as the effectiveness of the team, will be discounted.

Each final paper must be submitted to www.turnitin.com. Specific instructions on submission will be provided by the instructor.

3. Activity Log

The activity log is a written record that each student keeps on how much time they spend in group activity, what was accomplished in each meeting, and how productively the group works. Your activity log should include the following and will be collected for review:

a. When and how long the group met
b. Who was present and who wrote and researched what
c. The group goals for the meetings and overall goals
d. Agreed upon guidelines for decision making and communication
e. How the group monitors itself.

Each student will be graded on the thoroughness and writing of the log. You will be given feedback after each due date. No two activity logs from the same group may be exactly the same. This will be considered plagiarism.

4. Quizzes

There will be five short answer quizzes given during the course. The quizzes will be open book, open note exams. The individual exams will take approximately 40 minutes. THERE WILL BE NO MAKE-UP QUIZZES.

5. Personal Plan and Tactical Plan

Your personal plan will be developed after reading both The Search for Meaning and The Seven Habits of Highly Effective People. These books guide you through a process of personal discovery and goal implementation that is crucial to the objectives of the element of the course. Keep the following in mind:

a. You are writing this for yourself, not me.
b. Writing about ourselves is very hard – we are not culturally attuned to self-revelation. You may write this several times before you are satisfied with it. Each time you do that, you will find it easier to write and that is the process of growth. The “difficult” becomes easier.
c. The underlying principle of this segment of the course is the recognition that you cannot be “in touch” with others unless you are in touch with yourself. Being in touch with yourself is an essential part of your ability to lead/manage others. This exercise will be most meaningful to those who have difficulty with it, yet commit themselves to the process.

You are to do the following in distinct and separate sections:

a. Write your personal history. This not an extended autobiography and should not exceed five pages, single spaced. Your personal history is composed of those defining experiences, events
or conditions that you understand to be the ones that have shaped your life. Your personal history will recount what is meaningful but not necessarily pleasant.

b. Write your personal philosophy. It must contain the following elements:
   a. What gives meaning to your life?
   b. What are your core personal values?
   c. What is your ethical grounding – what is moral and what is immoral? What guides you in making decision that you make?
   d. How do you apply what you have written in a, b, and c to your relations with other people – how do you look at the issue of social responsibility to others?

c. Write your personal strategy (plan and implementation). It must contain the following elements:
   a. What is the external environment that you expect will be yours in the next 10 years – peace, war, economic stability, etc.?
   b. What are your strengths and weaknesses – what are your assets and liabilities – what is your SWOT analysis?
   c. What are your goals and objectives?
   d. In consideration of a and b of section b, what are your strategies (the plan and the actual implementation) to achieve your goals and objectives?

In reading your work, I will assume that it is true. You will assume that no one else will read this except for me unless you choose to share it with someone. Place it unfolded in an envelope when you submit it.

You have all had a life that is rich in detail. You have met some challenges successfully, but that has not been the case in other situations. You have had difficulty with some relationships and have found others to be easy. You have conquered a fear or failed to deal with it well. You have made yourself happy at times and at other times you have disappointed yourself. As you read these words, things came to your mind by what was written. These are some of the defining moments or situations that represent the architecture of your life. There are painful things that you not want to write about because it is painful to do so. I respect that. At the same time, I respect the desire to grow that is implicit in the steps that you are asked to take in this assignment.

You cannot be without core personal values, ethical grounding or some sense of right and wrong. You do have a sense of social responsibility, although it will differ from one person to another. Your personal history has defined these things as well as many other aspects of your personality. No person is a blank sheet of paper.

Remember the principal that you cannot be a good leader of others unless you understand yourself as you really are and not as you want to be. This exercise is centered on self-evaluation and honesty. From that comes a clear path to the next stage of life.

B. Grading Standards

15% STRATEGIC MANAGEMENT PROJECT – PHASE ONE
15% STRATEGIC MANAGEMENT PROJECT – PHASE TWO
20% PARTICIPATION/Writing assignments
10% ACTIVITY LOG
20% PERSONAL PLAN AND TACTICAL PLAN
20% QUIZZES

Each project and all class participation will be given one of the following letter grades:
Letter Grade | Numerical equivalent
--- | ---
A | 4
B | 3
C | 2
D | 1
F | 0

Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of courses in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.

**STUDENT APPRAISAL:**
Students will complete a course evaluation during the semester. These evaluation forms assist in improving course content and methodology. The faculty evaluation forms will be tabulated by the administration and reviewed by the department chair.

**CLASS POLICIES:**
**Academic honesty**

**AGGIE HONOR CODE**

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

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

For additional information please visit: [http://www.tamug.edu/honorsystem/](http://www.tamug.edu/honorsystem/)

**Use of turnitin software**
Turnitin is an anti-plagiarism software that scans written assignments for plagiarism with web sources, other student papers and assignments from A & M and all over the nation, and a variety of other written works. The software gives the instructor a percentage similarity between the student's assignment and other written works. Please be assured that as long as you cite your work appropriately and give credit to your sources, that similarity alone is not enough for your work to be considered copied. Please review the Aggie Honor Code for more details on how these issues will be handled, should a cheating incident be
found. You will submit the research project, to Turnitin at www.Turnitin.com. The class ID and password will be provided by the instructor.

How to Utilize Turnitin as a student:

From the main site, select “enter.”
Next, select “create a new user profile.” Create your profile. You do not need to create a new user profile if you have used turnitin before.
Next, select “user login”
Join new class using the above listed ID and password.
Select our class from the “your classes” page (see the tabs above your name if you are not already at this page).
There are seven pages for each class. The “assignments” page lists assignments. The “turnitin” page is what you will use to submit an assignment.

To submit an assignment, make sure you complete the following four steps:

1. Type in an assignment title
2. Select the appropriate assignment from the drop-down box.
3. Type in the path for your assignment (which you can do easily by browsing for it) OR cut and paste (but you cannot do both for a single assignment).
Submit by selecting the “submit” icon at the bottom of this page.

Statement on the Americans with Disabilities Act (ADA) of 1990
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409)740-4587.

Statement on the Family Educational Rights and Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Use of Cell Phone, Blackberries, Laptops, etc.
The student will receive a grade of “F” for the day should the student use through ringing, talking, text messaging etc. inappropriately an electronic device in class.

Statement on Absences
Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class
and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Class Atmosphere**
Any true discussion involves personal exposure and risk. Your ideas may not agree with others. However, respect is required from you and thus will be given to you. Rudeness in any fashion will not be tolerated and will result in expulsion from that class meeting.

**Negotiation**
Any and all of the above except academic integrity is negotiable as a class with the instructor.

**ADDITIONAL COMMENTS REGARDING THE SIGNIFICANCE OF THE COURSE IN TERMS OF HISTORY, MOMENT, MOVEMENT, TRENDS, TIMELINES, BODY OF BASIC KNOWLEDGE, ETC.**
None
The content of this outline and the attached schedule are subject to change at the discretion of the professor.

__________________________________________________________________________
Instructor’s Signature Date

**REFERENCES**
To be provided by instructor
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Patricia Edwards, Dept. of Marine Biology
    Gilbert Rowe, Head, Dept. of Marine Biology
    Donna Lang, Associate Dean, Texas A&M at Galveston
DATE: July 13, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARB 482

We recommend that MARB 482 Seminar be certified as a writing (W) course for the next four academic years (1/09 to 1/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (80%)
2. Course content appropriate to the major
3. Total number of words (2500)
4. Instructor to student ratio for one section: 1:15

Students in MARB 482 write a paper that has a complimentary presentation as well as six critiques of professional articles. Feedback on each critique helps students prepare for the next. Students submit a written topic proposal for their major paper; it is not graded so that they have a low-stakes opportunity to adjust their writing. The introduction for the major paper is submitted to Calibrated Peer Review. Writing instruction includes class discussion and lecture on the writing assignments and writing topics and the use of models.

A significant change has been made since original certification was granted; namely, the students write 2500 words instead of 4000; however, the required number of words still meets the W course requirements.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

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

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

Signature: ___________________________  
(Course Instructor / Coordinator)  
(Date)

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

Approvals:

College Dean: ___________________________  
(Date)

Department Head: ___________________________  
(Date)

Attachment H
Spring 2008

Patricia Edwards, Lecturer
Office: 207C CLB       Telephone: 409.740.4458
Email Address edwardsp@tamug.edu
Office hours: By appointment

Course Description: Compilation of literature pertaining to topics in marine biology. Emphasis placed on preparation of a written report and presentation of a synopsis of that report.

Grading Procedure

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<tr>
<td>Paper</td>
<td>40%</td>
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<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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Paper Requirements: Introduction Only:
Topic must be approved by instructor and must be based on “Controversial Topics”
Length: 1000-1500 words must be submitted into Calibrated Peer Review see WebCT
Must have at least 5 sources – journals, books, periodicals, internet (last resort)
In text parenthetical citations
Literature cited page should use MLA, or APA style citations and submitted separately in class.

Article Critique:
Must be a page in length, can be editorial in nature. You will only need to critique one journal, but you should be prepared to discuss all journals posted.

Presentation:
Should be a synopsis of your topic
15-20 minutes in length

CHECK WEBCT FOR ADDITIONAL INFORMATION ABOUT THE EXPECTATIONS OF THE ASSIGNMENTS AND JOURNAL PAPERS at howdy.tamu.edu

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>1/28</td>
<td>Syllabus Overview – expectations of course</td>
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<tr>
<td>2/4</td>
<td>Introduction, Peer reviewed articles, scientific writing</td>
<td>Paper Topic Due</td>
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<tr>
<td>2/11</td>
<td>CPR</td>
<td>Paper Topic Due</td>
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<tr>
<td>2/18</td>
<td>Article Discussion, Sign-up for presentation time</td>
<td>Article Critique Due</td>
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<td></td>
<td>(WebCT)</td>
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<tr>
<td>3/4</td>
<td>Article Discussion</td>
<td>Article Critique Due</td>
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<tr>
<td>3/11</td>
<td>Article Discussion</td>
<td>Article Critique Due</td>
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<tr>
<td>3/18</td>
<td>Spring Break</td>
<td>Article Critique Due</td>
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<tr>
<td>3/25</td>
<td>Article Discussion</td>
<td>Article Critique Due</td>
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<tr>
<td>4/1</td>
<td>Presentations</td>
<td>Introduction submitted into CPR</td>
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<tr>
<td>4/8</td>
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<td>4/22</td>
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<td>Assessments Completed for CPR</td>
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<td>4/29</td>
<td>Presentations</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Bert Sweetman, Dept. of Maritime Systems Engineering, TAMU Galveston
    Donna Lang, Associate Vice President, TAMU Galveston

DATE: July 13, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MASE 407

We recommend that MASE 407 Capstone Design 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 (55%)
2. Course content appropriate to the major
3. Total number of words (4000+)
4. Instructor to student ratio for one section: 1:8

Capstone Design II is a senior-level course appropriate for majors. Students write more than
4000 words, and 55% of the grade is based on demonstrated writing skill. Twenty percent of the
course is devoted to writing instruction. The primary methods of writing instruction and
feedback are individual faculty feedback to the students and team feedback between students.
The students are required to submit weekly progress reports, weekly minutes, and a substantial
final project report. The weekly progress report is one page each week per team of 3 or 4
students, for 20% of the course grade. The weekly report is a team effort, but one report is
completed by one student in the team each of the 12 weeks, for a total of either 3 or 4 reports to
be written individually. Each weekly report is reviewed by the professor and returned before the
next report is due. Students also submit weekly meeting minutes. Each student within a team is
required to submit 3 weekly meeting minutes for 5% of the grade. Additionally, there is a
substantial report (about 100 pages of text plus presentation of figures, tables and calculations),
which is produced in two drafts. The first draft report (10% of course grade) is graded on an
individual basis. Extensive feedback is included with the graded draft report. The final report
(25% of course grade) is a revision to the draft report and is collaborative, which is generally
improved and expanded based on the draft report comments.

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):

*MASE-407, Capstone Design II*

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

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

Instructor/Coordinator: BERT SWEETMAN PE, PhD
Printed name and signature
(Date) 6/5/09

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

Approvals:

College Dean: Dennis Cohen
Printed name and signature
(Date) 7/6/09

Department Head: W. Panchen
Printed name and signature
(Date) 7/2/09
Instructors:

Bert Sweetman, PhD, PE
Assistant Professor, MASE
Office: MERC, Room 216
e-mail: sweetman@tamu.edu

Juan Horillo, PhD
Assistant Professor, MASE
Office: MERC, Room 215
e-mail: horrillj@tamug.edu

Jun Jin, PhD
Assistant Professor, MASE
Office: MERC, Room 212
e-mail: jinj@tamug.edu

Martin Miller, PhD
Visiting Professor, MASE
Office: MERC, Room 215
e-mail: millerma@tamug.edu

Class Schedule:
The primary instructional format of the course is regularly scheduled weekly meetings between students and their instructor.

Additionally, weekly class meetings will be held throughout as necessary for orientation, technical writing, special topics, and multiple student project presentations.

Monday CLB 215 1:00–2:50
Friday MERC 143 1:00–4:50

Lab Schedule:
The “Special Projects” room will be available for the exclusive use of this class for the duration of the semester. Additionally, the class has priority access to the computer aided design (CAD) lab on Tuesday afternoons as noted above.

Office Hours:
Regular weekly meetings between the adviser and individual groups will be arranged by mutual agreement.

Prerequisites:
MASE 406 (Capstone I), ENGL 301 (Technical Writing)
Course Outline
Spring 2009

Textbooks: 


Course Description: Part two of a two-course sequence: Complete design process of a major engineered system completed as a group project. Realistic application of engineering skills and tools, experience managing a significant engineering-design effort. This is a writing-intensive course including a major report and weekly one-page written reports.

Computer Usage: Computer literacy is mandatory for this class. Students are expected to utilize the best tools available for the each aspect of the design project, which will involve self-teaching of one or more commercially available computer programs.

Professional Behavior: The course is intended to help students transition from the role of a student to that of a practicing engineer. As such, students are expected to demonstrate a level of professionalism expected of junior engineers.

Group meetings are an important part of this course. The objectives of the meetings include providing guidance to the team and monitoring progress in reaching the established goals. The meetings also provide practice in professional presentations and progressive management of the project by having the students act as an engineering contractor, while the professor acts as a client. Under normal circumstances, students are neither required nor expected to meet with professors on project-related matters outside of the scheduled weekly meetings.

Throughout the semester, final and intermediate deadlines are of primary importance. Students are expected to appear at scheduled meetings and presentations on time and are expected to be well-organized for weekly group-meetings. Documents are expected to be well-written and oral presentations are to be made in a professional manner.
Grading: Course grades reflect both performance of the group and performance of the individual. Not all members of a group will necessarily get the same course grade, and particularly poor or exceptionally good individual performance can lower or raise the group score.

Weekly Progress, Reports, Meetings and Minutes: 40%
Mid-Semester Presentation 15%
Draft Report 10%
Final Presentation: 15%
Final Report: 20%
Total: 100%

All elements of the course must be completed to receive a passing grade in the course. Generally, a straight-scale will be used for grading (A: 90–100; B: 80–89; C: 70–79; etc). Major presentations and reports will be graded on a letter-basis, which will then be converted to a numerical score for computational purposes. After mid-term presentations and again at the end of the semester, the three instructors meet to compare relative performance between groups, intending to establish a unified grading scale.

Sections of the Draft Report relevant to individual students are to be written by the student primarily responsible for that portion of the overall project and contributions to the draft report will be graded as an individual effort.

<table>
<thead>
<tr>
<th>Instructional Material:</th>
<th>Week*</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction and course overview</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Technical writing: planning a major engineering report</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Technical writing: engineering style and professional standards</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Engineering planning and project organization</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Site data and detailed project constraints</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Analysis planning and numerical model definition</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Student mid-term presentations</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Student mid-term presentations</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Structural analysis</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Hydrodynamic analysis</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Environmental impact analysis</td>
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<tr>
<td>12</td>
<td></td>
<td>Economic analysis including cost and profitability</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Student final presentations</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Student final presentations</td>
</tr>
</tbody>
</table>

*This is predominantly a project and lab class; instructional and assignment topics will vary according to student project specifics.
Absences: Weekly meetings (approximately 12) are mandatory. Failure to attend a weekly meeting without prior approval of the instructor will result in a zero for that weekly meeting and the associated weekly report.

As per MASE Department rules, unexcused absences in three classes (here, this includes weekly meetings) will result in a mandatory conference with the instructor and a probable reduction of one letter grade from the student’s final course grade. Assignments and exams may only be made up for excused absences. Students should make arrangements with the course instructor to make up any missed work or exams prior to an excused absence.

University rules specify that excused absences for all exams must be documented. It is the student’s responsibility to contact the instructor within three working days following the absence date for make up requirements of exams. Further information concerning absences can be found in the University Student Rules, Section 7. For a University excused absence, the student should contact the Counselling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs, or his or her designee has verified the student’s absence as excused. Please consult the University Student rules for reasons for excused absences, detailed procedures and deadlines.

If the absence is excused in the process as outlined in the University Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor’s decision.

Academic Dishonesty: For many years Aggies have followed a Code of Honor: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Students are responsible for familiarizing themselves with the standards, definitions, and procedures concerning academic dishonesty. The usual penalty for a first violation shall be an “F” in the course and “Honor Violation Probation.”
American Disabilities Act: The American Disabilities Act (ADA), 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 accommodation, please contact the Director of Counselling and each of your instructors immediately.

Family Educational and Rights to Privacy Act (FERPA): FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.

Course Objectives: The primary goal of the course is to provide students with the experience of executing a realistic and relatively comprehensive design project which requires use of much of the engineering knowledge they have acquired throughout their engineering education. To meet this objective, students will also be introduced to additional engineering and project management methods and considerations relevant to engineering design. (Letters correspond to EC-2000 Criteria 3, below)

- Provide students with the experience of executing a realistic and relatively comprehensive design project [a, c, d, e, f, g, h, i, j, k]
- Provide students with the experience of working on a multidisciplinary ocean engineering design team [a, c, d, e, f, g, h, k]
- Consolidate students’ knowledge through more practical application [a,c,k]
- Have students prepare a detailed technical report and presentation [d, g, k]
- Introduce students to project scheduling [e, g, k]
- Introduce students to engineering economics [a, d, e, h, k]
Engineering programs must demonstrate that their graduates have:

a. an ability to apply knowledge of mathematics, science, and engineering;
b. an ability to design and conduct experiments as well as to analyze and interpret data;
c. an ability to design a system, component, or process to meet desired needs;
d. an ability to function on multidisciplinary teams;
e. an ability to identify, formulate, and solve engineering problems;
f. an understanding of professional and ethical responsibility;
g. an ability to communicate effectively;
h. the broad education necessary to understand the impact of engineering solutions in a global/societal context;
i. a recognition of the need for and an ability to engage in lifelong learning;
j. a knowledge of contemporary issues; and
k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Stephen Guetersloh, Department of Nuclear Engineering
Raymond J. Juzaitis, Head, Department of Nuclear Engineering
Jo Howze, AOC Dean, College of Engineering
DATE: July 13, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: NUEN 303

We recommend that NUEN 303 Nuclear Detection and Isotope Technology Laboratory be certified as a writing (W) course for the next four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 26,500
4. Instructor to student ratio for one section: 1:15

The radiation detection laboratories in NUEN 303 create a real-world environment so that the nine reports on experimental results are expected to be in publishable format. Students review samples of the writing they are expected to produce; in addition, memo and formal report templates are distributed along with example reports taken from peer reviewed journals. The first lecture focuses on these templates. For the second and third lab assignments, students turn in a draft for instructor commenting and feedback, and common mistakes are discussed in class. By the fourth lab, grading of a draft is phased out, and students have the opportunity to consult with either the instructor or the graders for further feedback.

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):

MEN 303 Nuclear Detection and Isotope 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: Stephen Guettersohn

Printed name and signature (Date)

Received: Valerie Balester 1/28/09

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

Approvals:

College Dean: Ray W. James

Printed name and signature (Date)

Department Head: Raymond J. Juzaitis

Printed name and signature (Date)
Nuclear Detection and Isotope Technology Laboratory
Spring Semester 2009
NUEN 303
1:50 - 2:40 p.m. MW
Zachry 119B

Instructor: Stephen Guetersloh
Office: 58B Zachry
Email: guetersloh@tamu.edu
Phone: 862-5198
Office hours: 9-10 a.m. TWR or by appointment.

For the Monday Lab (M 3-5:50 p.m., 133C)
Graduate Assistant (901): Alex Redd
Office: Zachry 8A
Email: alexredd@tamu.edu
Phone: 845-0440
Office hours: TBA

For the Tuesday Lab (T 4-6:50 p.m., 133C)
Graduate Assistant (902): Jeremy Northum
Office: Zachry 8
Email: jnorthum@tamu.edu
Phone:
Office hours: TBA &

For the Wednesday Lab (W 3-5:50 p.m., 133C)
Graduate Assistant (903): Alice Dale
Office:
Email: dale9199@tamu.edu
Phone:
Office hours: TBA

For the Thursday Lab (R 3-5:50 p.m., 133C)
Yours Truly…. (904)

COURSE DESCRIPTION

This course provides further study of the purposeful interaction of radiation with matter. Behavior of various nuclear radiation detectors and design of detector systems will be emphasized both theoretically and experimentally in the laboratory. Properties of radioisotopes useful to many industries are considered and evaluated from an engineering point of view.
Prerequisites: ECEN 215 and NUEN 309.
OBJECTIVES

The specific objectives of this course are the following:

- Students will be able to set up, calibrate and operate a radiation detection system, whether the desired outcome is pulse counting, current/charge measurement, pulse-height analysis (spectroscopy), or timing analyses.
- Students will be able to assess a radiation detection problem based on a consideration of the principles of radiation interactions with matter, available radiation detection techniques, and the characteristics of various nuclear radiation detectors to design an appropriate system;
- Students will be able to build detection systems based on their own design to provide observation of radiation interaction phenomena;
- Students will be able to perform any required statistical analysis of results derived with any of the systems discussed above;
- Students will develop communication skills, particularly technical writing.
- Students will enhance research and computer skills.

REQUIRED TEXTS

**ISBN:** 0471073385

**ISBN:** 020530902X

OR

Williams, Joseph M. *Style: toward clarity and grace*, University of Chicago Press, 1995.
**ISBN:** 0226899152

SUPPLEMENTARY TEXTS AND MATERIALS

Chart of the Nuclides 16th Edition
Scientific Calculator
Free of charge from http://www.aip.org/pubservs/style.html
Engineering paper
ASSIGNMENTS AND GRADES (TENTATIVE)

Table 1: Assignments and Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Lab Reports</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>120</td>
</tr>
<tr>
<td>Design Project Report and Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Practical Examination</td>
<td>100</td>
</tr>
<tr>
<td>Homework</td>
<td>160</td>
</tr>
<tr>
<td>Final Examination May 12, Tuesday 10:30 a.m.-12:30 p.m.</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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Table 2: Calculation of Final Grades

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<thead>
<tr>
<th>Point Range</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>F</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act

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

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.

PLEASE NOTE:

1. AGGIE HONOR CODE: “An Aggie does not lie, cheat, or steal or tolerate those who do.” For additional information please visit: www.tamu.edu/aggiehonor/
2. PROFESSIONAL BEHAVIOR: An important attribute of your professional development is that you act and speak in a manner that will not offend others giving particular care to diversity issues.
3. DISABILITY ACCOMMODATION: If you believe you have a disability requiring an accommodation, please tell your instructor or contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
4. RELIGIOUS HOLIDAYS: If you are a member of a religious faith that has one or more holidays which require you to be absent from any class listed above, please tell your instructor at least two weeks in advance of your absence and make arrangements to make-up the class.

Scholastic Dishonesty and the Aggie Honor Code

AGGIE HONOR CODE: "An Aggie does not lie, cheat, or steal or tolerate those who do." The Code forbids the following:
- Cheating: Attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
- Fabrication: Making up data or results; submitting fabricated documents.
- Falsification: Manipulating results such that research is not accurately represented in the research record.
- Multiple Submissions: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors.
- Plagiarism: Using another person's ideas, processes, results, or words without giving appropriate credit.
- Complicity: Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

For additional information see http://www.tamu.edu/aggiehonor/definitions.php.
GRADING/COURSE POLICIES

• Formal lab reports are to be no longer than twenty pages **MAXIMUM**, including tables and figures. Appendices should include only raw data and other supporting materials. All documents should be typed in twelve-point Times New Roman font, use Space-and-a-Half spacing, and with a minimum of one-inch margins.

• Lab reports should be submitted with the highest professional standards in mind. A Microsoft Word® .doc format file should be sent by email. Students should retain copies of their work. Plots and Figures should be done with Sigma plot® or MATLAB® and embedded in the text, avoid Excel.

• Spelling, grammar, punctuation, neatness, and adherence to format are all graded and lack of attention to these details will adversely affect grades (at least **50% of the total grade**).

• Students are encouraged to take advantage of the services provided by the University Writing Center and on their web site (http://writingcenter.tamu.edu/).

• References: web sites, web pages, etc. may not be cited as references unless you can prove that the cited work has been peer reviewed. You are required to cite a minimum of three references in each formal report submission.

• Drafts of formal lab reports are due at the **beginning** of the next lab period (one week). They will be graded and handed back promptly and the student will have an opportunity to improve the grade with a final draft of the report.

• Quizzes will cover the assigned reading and laboratory procedures.

• Homework is due one week after it is assigned. Neatness and the use of engineering paper are mandatory. Please be sure to include your section number with your name.

• Work is considered late if not handed in by the beginning of class on the due date. Late work will have 50% of the total score deducted.

• The instructor will return graded papers within one week after the submission date.

• Grade disputes will be handled in the instructor’s office on a case-by-case basis.

• Attendance is mandatory for all lectures and laboratories. Absences must be for University-approved excuses only. No exceptions. Unexcused absences exceeding three lectures or two laboratories can result in automatic failure of the course.

• Any act of cheating or plagiarism can result in a grade of **F** in the course and a referral to the Department Head for further action.
<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>MLK Holiday No Class</td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>Course Introduction</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>1/26</td>
<td>Technical Writing, Counting Statistics</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>1/28</td>
<td>Properties of an Ideal Radiation Detector, Quiz 1</td>
<td>Chs. 1 &amp; 2</td>
</tr>
<tr>
<td>Lab 1, 1/26 – 1/29</td>
<td><em>Laboratory Safety (lecture &amp; walkthrough)</em></td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td><em>Detector Electronics and Counting Statistics</em></td>
<td></td>
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<tr>
<td>2/2-2/5</td>
<td>On travel: Draft Counting Statistics Memo</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>2/9-2/12</td>
<td>On travel:</td>
<td>Ch. 6</td>
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<tr>
<td></td>
<td>Draft Det. Electronics (Report 1)</td>
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<tr>
<td>2/16</td>
<td>No class</td>
<td>Ch. 7</td>
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<tr>
<td>2/18</td>
<td>Gas-filled detectors, Quiz 2, Homework 2</td>
<td>Ch. 8</td>
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<tr>
<td>Lab 2, 2/16 – 1/19</td>
<td><em>Gas Flow Counter Calibration</em>,</td>
<td>Handout</td>
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<td></td>
<td>Final Counting Statistics Memo Due (Homework 1)</td>
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<tr>
<td>2/23</td>
<td>Scintillation Detectors, Quiz 3</td>
<td>Ch. 9</td>
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<tr>
<td>2/25</td>
<td>Recitation, Homework 3</td>
<td>Ch. 10</td>
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<tr>
<td>Lab 3, 2/23 – 2/26</td>
<td><em>Gas-Flow Detection</em>, Final Report 1 Due</td>
<td>Handout</td>
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<td>3/2</td>
<td>Radiation Spectroscopy, Quiz 4</td>
<td>Ch. 11</td>
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<td>3/4</td>
<td>Recitation, Homework 4</td>
<td>Ch. 12</td>
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<td>3/9</td>
<td>Semiconductor Detectors, Quiz 5</td>
<td>Ch. 13</td>
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<tr>
<td>3/11</td>
<td>Recitation, Homework 5</td>
<td>Ch. 14</td>
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<tr>
<td>3/16 – 3/20</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/23</td>
<td>Neutron Detection, Quiz 6</td>
<td>Ch. 15</td>
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<tr>
<td>3/25</td>
<td>Recitation, Homework 6</td>
<td>Ch. 19</td>
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<tr>
<td>Lab 6, 3/23 – 3/26</td>
<td><em>Germanium Detector Calibration</em></td>
<td>Handout</td>
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<tr>
<td>3/30</td>
<td>Other Methods of Detection, Quiz 7</td>
<td>Ch. 20</td>
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<tr>
<td>4/1</td>
<td>Recitation, Homework 7</td>
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<tr>
<td>4/6</td>
<td>Background &amp; Shielding, Quiz 8</td>
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<tr>
<td>4/8</td>
<td>Recitation, Homework 8</td>
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<tr>
<td>Lab 8, 4/6 – 4/9</td>
<td><em>Neutron Detectors &amp; Shielding</em></td>
<td>Handouts</td>
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<tr>
<td>4/13</td>
<td>Free period for project</td>
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<td>4/15</td>
<td>Free period for project</td>
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<td>Lab 10, 4/13 – 4/16</td>
<td>Free period for project, Final Report 4</td>
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<tr>
<td>4/20</td>
<td>Practice for Practical Examinations</td>
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<tr>
<td>4/22</td>
<td>Practice for Practical Examinations</td>
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<tr>
<td>Lab 13, 4/20 – 4/23</td>
<td>Individual Practical Examinations</td>
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<tr>
<td>4/27</td>
<td>Individual Practical Examinations</td>
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<tr>
<td>4/29</td>
<td>Individual Practical Examinations</td>
<td></td>
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<tr>
<td>Lab 14, 4/27 – 4/30</td>
<td>Individual Practical Examinations</td>
<td></td>
</tr>
<tr>
<td>5/4</td>
<td>DEAD DAY, Final Project Report Due</td>
<td></td>
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<tr>
<td>Tuesday May 12</td>
<td>Comprehensive Final Exam – 10:30 a.m.-12:30 p.m.</td>
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