Memorandum

August 17, 2009

To: Faculty Senate Executive Committee

From: Valette Balester, Chair
W Course Advisory Committee

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

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

Courses submitted for W certification:

- ENGL 462 Rhetoric in Cultural Context
- URSC 301 Introduction to Planning
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Elias Dominguez-Barajas, Department of English
Claude Gibson, Department of English
M. Jimmie Killingsworth, Head, Department of English
Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: August 17, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 462

We recommend that ENGL 462 Rhetoric in Cultural Context be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 4100
4. Instructor to student ratio for one section: 1:25

ENGL 462 requires that students compose two responses to a reading and a research essay, both in draft and final form. Methods of writing instruction include discussion, lecture, debriefing of the class after assignments are returned with a grade, active learning of writing principles in in-class workshops, and draft reviews by both peer and the instructor, in addition to required individual conferences with the instructor. Drafts of the research paper receive extensive comments.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGL 462, Rhetoric in Cultural Context

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: Elias Dominguez-Barajas

Printed name and signature (Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center) 7/8/06

(Approvals:

College Dean: Donald Curtis, Jr.

Printed name and signature (Date)

Department Head: M. Jimmie Killingsworth

Printed name and signature (Date)

RECEIVED
JUL 6 2003
3 of 18
ENGL 462 (500): Rhetoric in Cultural Context

Term: Spring 2010
Time: 9:30-10:50 TR
Place: Blocker 120

Instructor: Dr. Domínguez Barajas
Email: edb@tamu.edu
Office Hours: 8:30-9:30, 11:00-12:00 &
also by Appointment
Office: BLOC 221B 845-8352

Catalog Description: Theories concerning the influence of socio-cultural context on expressive forms and how such forms are used to achieve social and communicative aims; analysis of examples of written, verbal, and visual rhetorics from various cultures illustrating the impact that expressive forms have on social life.

Prerequisites: ENGL 353 or 354 or 355; junior or senior classification

Course Description: This course explores the relationships between rhetoric and culture. Students will be exposed to theories concerning the influence of socio-cultural context on expressive forms and the ways such forms are used to persuade, teach, please, or, most generally, achieve social business. Not only focusing on written communication, the course will also explore verbal and visual rhetorics. Examples from a wide range of cultures will illustrate the diversity of ways in which expressive forms operate in social life.

Course Objectives: In accordance with The Higher Education Coordinating Boards’ Exemplary Educational Objectives for a Humanities Course, successful completion of this course will enable students to

1) Demonstrate awareness of the scope and variety of research in the field of Rhetoric (EEO 1)
2) Understand that such research situates all expressive forms of individual and human values within a historical and social context (EEO 2)
3) Engage in rhetorical analysis that employs conventional terminology and methodology in the field of Rhetoric and the Ethnography of Communication (EEO 3)
4) Produce original essays that present unique ideas and insights into the socio-cultural foundations of persuasive communication (EEO 4)
5) Articulate an informed personal response to the research being examined in the course by taking an evaluative stance toward the rhetorical features exhibited in a text of the student’s choosing (EEO 5)
6) Appreciate the rhetorical principles that inform the communicative choices people commonly make (EEO 6)
7) Demonstrate awareness of the impact that differing cultural traditions (as seen in rhetorical practices) may have on cross-cultural communicative exchange (EEO7)

In addition to these objectives, this course satisfies the International and Cultural Diversity requirement of the University’s Core Curriculum by virtue of instilling in the student an informed awareness of some of the expressive means by which diverse discursive communities engage in the daily (re)construction of the socio-cultural bonds that define them.

Course Policies: By remaining in this course, the student agrees to abide by and uphold these policies:

Academic Integrity: “An Aggie does not lie, cheat, or steal or tolerate those who do.” (Honor Council Rules and Procedures: http://www.tamu.edu/aggiehonor)

Assignments: All assignments must be submitted by the end of the class period on the day on which they’re due; thereafter they will be considered at least one day late. Each day the assignment is late will
incurs the loss of one grade point. Assignments not submitted as a result of an excused absence, must be submitted within two days of the absence; the penalty policy applies thereafter. It is the student’s responsibility to keep all returned graded assignments; they must be presented as evidence to rectify an improperly recorded grade.

**Attendance:** Absent students should ask their classmates (preferably more than one) if they may copy their notes, as the instructor’s lecture notes will not be available. Being absent three times without an excuse forfeits the privilege to turn-in late assignments. Quizzes cannot be made up.

**Plagiarism:** Plagiarism is the willful presentation of someone else’s work—in part or in its entirety—as one’s own. This practice is intolerable by university standards and will forfeit any established passing grade in the course.

**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 inform me of it and contact the department of Disability Services in Room B118 of Cain Hall, at 845-1637 or disability@tamu.edu. Their website is http://disability.tamu.edu.

**E-mail:** Communication via e-mail will be limited to the students’ university e-mail address. Students who reply using another account must put the course number in the subject field so that the message will not be mistaken for spam. Students should not expect lengthy discussions of material in e-mails. Questions submitted via e-mail should be brief and specific, so that they may be answered in kind.

**Office hours:** Entire class lectures will not be reiterated during office hours. Students who are absent will miss extemporaneous discussion that will be recoverable only by attending to their classmates’ notes. The object of office visits should be to address specific questions that pertain to the material covered in class or matters concerning participation in the class itself.

**Course Requirements:**

**Texts:** “English 462: Rhetoric in Cultural Contexts” Course Reading Packet

**Reader Response:** This exercise involves a brief (3 to 5 pages or 750 to 1250 words) consideration of the issues surrounding one—or a group—of the readings assigned. This means that students can address ongoing class discussions, particular features of a text, or the cumulative effect of several texts. The aim of this exercise is to prepare students to engage the assigned material and to begin to recognize how a variety of issues can impact the overarching concern of the course. Students will write two such responses for credit.

**Research Essay Draft:** The research essay draft must be presented as working idea on which some basic research has already been done. That is, students will not only identify the topic they will be researching, but they will also provide their initial thesis (the claim being made and supported in their final essay), the structure of their argument, and an initial bibliography of the material they will be consulting. The bibliography must list primary and secondary texts. The proposal should be 3 to 4 pages or 750 to 1000 words long.
Final Research Essay: Being the enhanced version of the research essay draft, the final research essay will present a detailed analysis of the rhetorical factors characterizing a selected text (broadly defined to include written, spoken, or visual material). In this essay, students will articulate a detailed argument supporting their analysis/interpretation of the rhetorical elements they identify, the cultural factors that inform that rhetorical frame, and they will include secondary sources that support their argument. They will anticipate objections to their argument and deal with them in their essay, which should be 10 to 12 pages 2500 to 3000 words long.

Essay Format: All essays should be double-spaced, with uniform 1-inch margins, 12 point Roman-based font, and bottom-centered page numbers.

Grade Percentage Distribution:

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<th>Component</th>
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<tr>
<td>Midterm Exam</td>
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<td>Reader response (2)</td>
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Grading Scale:

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CLASS SCHEDULE:

Week 1  History and Definitions of Rhetoric and Culture
U. Connor, “Contrastive Rhetoric” (pp. 62-71)
J. Killingsworth, “Preface” & “Introduction to Rhetorical Appeals” (pp. vii-xii, 1-10)

Week 2
S. Foss, K. Foss, & R. Trapp, “Perspectives on the Study of Rhetoric” (pp. 1-25)
C. Geertz, “The Interpretation of Cultures” (pp. 3-13)

Week 3  Visual Rhetoric
S. K. Foss “Framing the Study of Visual Rhetoric” (pp. 303-313)
R. Cintron, “Mapping/Texting” (pp. 15-21)
S. Schasma, “David’s Death of Marat” (video)
D. Conquergood, “The Heart Broken in Half” (video)
Reader Response #1

Week 4  Discursive Rhetoric
J. Killingsworth, “Appeals to Authority and Evidence” & “Rhetorical Situations” (pp. 11-23, 24-37)
M. Farr, “Essayist Literacy and Other Verbal Performances” (pp. 4-38)
Reader Response #1 debriefing (writing instruction lecture)

Week 5
R. Bauman, “Christ Regards No Man’s Person” (pp. 43-62)
T. Kochman, “Fighting Words” (pp. 43-62); Quiz #1
Week 6  Contrastive Rhetoric
U. Connor, “Study of second language Writing: The Emergence of Contrastive Rhetoric” (pp. 3-27)
M. Lee, “Rhetoric in English Narratives of Native Speakers and Second Language Learners” (pp. 47-60)

Week 7
U. Connor, “Evolution of Contrastive Rhetoric” (pp. 28-55)
E. Domínguez Barajas, “Parallels in Academic and Nonacademic Discursive Styles” (pp. 140-167)
Reader Response #2

Week 8  Cultural and Rhetorical Practice
J. Killingsworth, “Appeals to Gender” & “Appeals to Race” (pp. 85-120)
A. Cunningham, “Why Women Smile” (pp. 261-266); Still Killing Us Softly (video)
V. Babbs, “The More Things Change…or Why I teach Whiteness” (pp. 17-31); Do the Right Thing (video)

Week 9
C. Geerz, “Deep Play: Notes on the Balinese Cockfight” (pp. 412-453)
Reader Response #2 debriefing (writing instruction lecture)
Midterm Examination

Week 10
J. Killingsworth, “The Appeal of Narrative” (136-149)
R. Bauman, “Story, Performance, & Event” & “A contextual study of expressive lying” (pp. 1-10, 11-32)

Week 11
J. Sherzer, “Strategies in Text and Context” (pp. 151-197)
Workshop on Writing Research Essays
Quiz #2

Week 12
M. Farr, “Echando Relajo: Verbal Art and Gender Among Mexicanas in Chicago” (pp. 168-186)
Research Essay Draft due

Week 13
J. Limon, “The Devil Dances” (pp. 168-186)
A. Niñez Cabeza de Vaca, “Relation” (pp. 11-28; 131-139)

Week 14  Conducting Rhetorical Analysis
J. Killingsworth, “Appeal Through Tropes” (pp. 121-135)
U. Connor, “Writing as Cultural Activity” & “Genre-Specific Studies” (pp. 100-116 & 126-149)
Workshop on Revising the Research Essay Drafts

Week 15
J. Hill, “Language, Race, and White Public Space” (pp. 450-464)
G. Gómez Peña, “Border Brujo” (video)
Final Research Essay due
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: June Martin, Dept. of Landscape Architecture & Urban Planning
    Foster Ndubisi, Head, Dept. of Landscape Architecture & Urban Planning
    Leslie Feigenbaum, Associate Dean, College of Architecture
DATE: August 17, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: URSC 301

We recommend that URSC 301 Introduction to Planning 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

URSC 301 may be assigned a graduate assistant to help with the rather high enrollment of thirty
students. If an assistant is not assigned, the committee recommends a reduction to 25 students.
Students write a summary of a professional article and two professional reports. They will have
the benefit of both instructor and peer feedback. The main method of writing instruction used is
class discussion of examples of good student writing. In addition to writing, students do an oral
presentation of one writing assignment.
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):

RSC301-502

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: JUNE MARTIN
Printed name and signature
(Date)

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

Approvals:

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

Department Head: Forster Ndubisi
(Date)
Printed name and signature

RECEIVED
AUG 03 2009
By
URSC 301-502: INTRODUCTION TO PLANNING
Fall 2009
TR 11:15 – 12:25 PM
Room ARCC 305

Instructor: June Martin
Tel: 862-4620
Office: Langford A 435
E-mail: jmartin@archmail.tamu.edu
I will try to respond to e-mails within 24 hours.

Office Hours: Mon & Wed
10:00 am – 12:00 pm
Or by appointment

COURSE DESCRIPTION
One of the many definitions of Planning is “forward-looking and seeking to determine future actions”.
This can apply to many areas related to public and private activity. This course focuses on public
planning by and for neighborhoods, cities, regions, states, or an entire nation to improve the welfare
and quality of life for residents in the community. Planning in this context involves making decisions
related to issues that affect the entire community such as land use, transportation, housing, social
services, community and economic development, and so on.

In this course we will discuss the past influences and current practice of public planning in the United
States, concepts related to planning processes and issues which impact on the planning process. We
will also discuss the various fields of planning.

COURSE OBJECTIVES
When you finish this course, my hope is that you will:

1. Obtain a basic knowledge of the history and context of public planning in the United States.
2. Learn the components of the comprehensive planning process and the planning implementation
tools
3. Understand the nature and scope of various substantive areas of planning.
4. Understand the role of government in planning.
5. Understand the nature of the educational and job requirements of a planner.
6. Develop your writing and verbal skills

COURSE PREREQUISITES:
URSC 201

FORMAT AND COURSE REQUIREMENTS
There are six parts to the course: (1) Weekly reading assignments; (2) lectures and discussions; (3)
viewing short documentaries; (4) mini-projects; (5) quizzes; (6) mid-term and final examinations.

Required Reading
There is one required book for this course that is available at the TAMU and area book stores and
through various on-line retailers, eg. Amazon.com. Reading the book is essential for the successful
completion of the course.

Levy, John M. Contemporary Urban Planning (7th or 8th edition). Upper Saddle River NJ:
Prentice Hall

Additional readings will be distributed in class or made available online on eLearning.
Lectures/Discussions
The lectures are intended to complement the required readings and to help synthesize the many topics covered in class. Considerable information is presented during class in lectures & by guest speakers. Students will be responsible for having read the assigned reading, attending class regularly and participating in class discussions. Thus, attendance is very important for coursework information, references, and keeping up with adjustments to assignments. Be sure to find a “buddy” in the class to take notes if you cannot be present.

Lectures, assignments, and announcements will be on e-Learning

Short Documentaries
Time and schedule permitting, we will view several short documentaries that cover various topics covered in the readings such as: understanding city planning; problems of sprawl; controversies around urban renewal and economic development projects; problems with urban growth in some American and world cities.

Assignments
This course is classified as a writing or "W" course that is also designed to develop your ability to effectively communicate your ideas, both written and verbally, skills that are absolutely critical in the planning as well as other fields. The following assignments are designed not only to help you understand the issues covered in this course but to also cultivate and strengthen your written and verbal communication skills.

Assignment 1 (5%) – Article Summary: Each student will sign up in advance to present a reading on a topic that will be covered in class. The student will responsible for selecting a reading and making a brief presentation of the material to the class. The student will also be responsible for preparing a 2-page (double spaced) written summary of the main points of the reading which will be distributed to the rest of the class. Presentations will begin on the 3rd week of class.

Assignment 2 (35%) – Planning Issue Research Report: Students will pair up and select a current issue of interest to planners. Each individual student will be required to research and write a 5-6 page (double spaced) report on a different aspect related to that issue. The report is worth 30% of your grade.
Presentation: As a pair, you will also make a short (8-10 minutes) power-point presentation of your report to the rest of the class, which will account for 5% of your grade.

Assignment 3 (5%) – P&Z Commission Meeting: You will be required to attend or watch a Planning & Zoning Commission meeting in Bryan or College Station (or your home town) and write a short summary (approximately 2 pages double spaced) on your experience with this meeting. The summary will be handed in on our last day of class on Dec 8. You will also briefly discuss your experiences of this meeting with the class.

Detailed instructions and requirements for each of these assignments will be provided to you at a later date.

All three assignments are expected to be well written with attention paid to grammar, punctuation, spelling and sentence structure which are important elements of being able to express yourself. Numerous careless errors will reduce the quality of your paper and thus your grade. Additionally, where applicable, you must use proper citation and properly formatted bibliographies. I encourage you to utilize the resources available through the University Writing Center [http://writingcenter.tamu.edu] to improve your writing.
**Take-Home Reading Quizzes (10%)**
Six take-home quizzes will be given throughout the semester to be turned in by the next class. These quizzes will cover the reading material covered in class and for the next class and may not be made up; however, the lowest quiz grade will be dropped when calculating your final grade.

**Examinations**
There will be a mid-term examination and a final examination each worth 20% of your grade. These examinations will be comprised of multiple choice and short answer questions to test your command or the course materials, lectures and documentaries. The dates and times for these examinations are listed on the course schedule.

**GRADING PROCEDURE**
The following procedure will be used to assign grades for this course:

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<th>Component</th>
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<td>Attendance</td>
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<tr>
<td>Assignment 1 - Article Summary</td>
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<td>Assignment 2 - Research Report</td>
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<td>- Presentation</td>
<td>5%</td>
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<td>Assignment 3 - Meeting Summary</td>
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<tr>
<td>Reading Quizzes</td>
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<tr>
<td>Mid-term Examination</td>
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<tr>
<td>Final Examination</td>
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A = 90+; B = 80 <90; C = 70 <80; D = 60 <70; F = <60

**Late Submissions**
All assignments must be turned in on the scheduled date at the end of class; otherwise one letter grade will be subtracted for each day (weekday or weekend) the assignment is late.

**Tips for Success**
- Come to class. Be on time and be prepared. Participate in discussions, ask questions. If you're not comfortable asking questions during class, ask them after class or during office hours.
- Complete assignments carefully. Clarify instructions that you don't understand. Construct assignments according to instructions. Pay attention to grammar, spelling and presentation. Showing that you care about the quality of your work encourages me to care about it.

**BEHAVIOR EXPECTATIONS**

**Classroom Conduct**
It is expected that students will maintain a professional demeanor in this class. Lateness, offensive language, and other disruptive behaviors that interfere with my ability to teach or other students to learn such as talking about non-class related matters, passing notes, use of lap tops to work on non-class related work and to check e-mail, and use of cell phones while in class will not be tolerated.

**Attendance and Absence Policy**
Regular class attendance is essential to understand course material and to keep up with assignments. **Class attendance accounts for 5% of your grade**, therefore attendance will be taken each class period. To be considered present for the class period, you should be in your seat at the beginning of class and remain until the class ends. Perfect attendance (including university-excused absences and one personal day) will earn you the full 5% of your grade. A full percentage point (1%) will be lost for each class a student misses without a valid university-excused absence. Seven or more unexcused absences will result in an attendance grade of 0.
Make-ups for missed examinations, class presentations, or any other assignment will only be given for university-excused absences. Please refer to Student Rules for university-excused absences (http://student-rules.tamu.edu). When feasible, please let me know at least two days in advance of your absence and make arrangements to make up the class.

**Academic Integrity**

**Academic Integrity Statement: The Aggie Honor Code**

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

All students enrolled at Texas A&M University are expected to uphold the Aggie Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. The Code forbids: Cheating, Fabrication, Falsification, Multiple Submission, Plagiarism, and Complicity

The Texas A&M University Student Rules provides the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest. Please seek clarifications for these terms at http://student-rules.tamu.edu/rule20.htm. If a student is found to have violated the Aggie Honor Code, he/she will be referred to the Aggie Honor Council office. Please refer to their rules and procedures at http://www.tamu.edu/aggiehonor.

**AMERICANS WITH DISABILITIES ACT (ADA)**

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 B-118 in the Cain building, or call 945-1637.

**IMPORTANT DATES**

Last day to drop with no record: Friday, Sept. 14
Last day to drop with no penalty (Q-drop): Friday, Nov. 16
Thanksgiving Break: Thurs-Fri, Nov. 26-27
Last day of regular classes: Tuesday Dec. 8

Assignment 3 - Planning Commission Meeting paper and discussions: Dec. 8
Midterm Exam: Oct 15, In-class,
Final Exam: TBD, In-class
### TENTATIVE SCHEDULE OF CLASSES AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tr>
<td><strong>Section 1: Introduction to Planning</strong></td>
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<tr>
<td>Week 1</td>
<td>Sept 1</td>
<td>Class Orientation - Course Introduction &amp; Overview - Who are Planners?</td>
<td>Chp. 1</td>
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<td>Sept 3</td>
<td>Urbanization &amp; Brief History of Planning</td>
<td>Chp. 2 &amp; 3</td>
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<td>Week 2</td>
<td>Sept 8</td>
<td>History of City Planning – Urbanization of America – II</td>
<td>Chps. 3 &amp; 4</td>
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<td>Sept 10</td>
<td>Documentary 1 – “The World that Moses Built.” (58 min)</td>
<td>Take-home Quiz #1</td>
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<td>Week 3</td>
<td>Sept 15</td>
<td>Legal Basis of Planning</td>
<td>Chp. 5</td>
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<td>Sept 17</td>
<td>Planning and Politics; Social Issues</td>
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<td>Week 4</td>
<td>Sept 22</td>
<td>Land Use Regulation: The Comprehensive Plan</td>
<td>Chp. 8, 9</td>
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<td>Sept 24</td>
<td>Tools of Land Use Planning – Subdivision Regulations</td>
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<td>Tools of Land Use Planning – Zoning, Capital Improvements Program</td>
<td>Chp. 9</td>
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<td>Urban Design</td>
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<td>Oct 1</td>
<td>Documentary 2 – The Social Life of Small Urban Spaces (60 mins)</td>
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<td>Week 6</td>
<td>Oct 6</td>
<td>Urban Renewal and Community Development</td>
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<td>Oct 8</td>
<td>Economic Development Planning</td>
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<td>Chp. 13</td>
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<tr>
<td>Week 7</td>
<td>Oct 13</td>
<td>Documentary 4 – “Store Wars” (61min.)</td>
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<td><strong>Oct 15</strong></td>
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<td>Mid Term Examination</td>
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<td>Week 8</td>
<td>Oct 20</td>
<td>Transportation Policy and Planning (Guest Speaker)</td>
<td>Chp 12</td>
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<td>Oct 22</td>
<td>Documentary 3 – “Road to the Future – Los Angeles, Portland, Washington, New York” (57 min.)</td>
<td>Take-home Quiz #4</td>
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<tr>
<td>Week 9</td>
<td>Oct 27</td>
<td>Planning for Health and Human Services (Guest Speaker)</td>
<td>Quiz 4 due</td>
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<td>Oct 29</td>
<td>Sustainable Development</td>
<td>Chp. 14</td>
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<td>Take-home Quiz #5</td>
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<td>Assign. 2 Draft due</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
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<td>11</td>
<td>Nov 3</td>
<td>Growth Management Planning and Smart Growth (Guest Speaker)</td>
<td>Chp 14</td>
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<td>Nov 5</td>
<td>Environmental and Energy Planning</td>
<td>Quiz #5 due</td>
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<td>Chp. 15</td>
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<td>12</td>
<td>Nov 10</td>
<td>Planning for Metropolitan Regions</td>
<td>Chp.16</td>
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<td>Nov 12</td>
<td>Documentary 5 - “A Convenient Truth: Urban solutions from Curitiba Brazil (52 Min)</td>
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<td>13</td>
<td>Nov 17</td>
<td>Assignment 2 Presentations</td>
<td>Assignment 2 due</td>
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<td>Nov 19</td>
<td>Assignment 2 Presentations</td>
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<td>14</td>
<td>Nov 24</td>
<td>Assignment 2 Presentations</td>
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<td>Nov 26</td>
<td>Thanksgiving – No Class</td>
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<td>15</td>
<td>Dec 1</td>
<td>National Planning in the United States</td>
<td>Chp 17</td>
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<td>Dec 3</td>
<td>Planning in Other Nations</td>
<td>Take-home Quiz #6</td>
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<td>Chp. 18</td>
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<td>Quiz #6 due</td>
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<td>16</td>
<td>Dec 8</td>
<td>Assignment 3: Planning/Zoning Meeting Discussion</td>
<td>Planning/Zoning Papers</td>
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<td><strong>TBD</strong></td>
<td><strong>Final Examination</strong></td>
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<td><strong>Best of luck!</strong></td>
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PLAN 365 – INTRODUCTION TO PLANNING

Using file folders on computer within the Architecture Lab:

If you have an Arch “account”:

Login with your username and password under Arch. If you have forgotten your password you will need to go down to the basement Help Desk (rm 122) and ask them to look it up for you and they will reset your password. Your username is your initials followed by the last 4 digits of your UIN#.

If you do not have an Arch account or have no idea what that might mean (😊):

You also need to go down to the basement Help Desk (rm122) and ask them to assist you in setting up your username (typically in the system it should be your initials followed by the last 4 digits of your UIN#) but mainly they are resetting your password as well.

Now that you are on the system, logged in and ready to go you will want to see our class. Go to MY COMPUTER and double-click. You should see various folders - especially if you have several classes in the Architecture Building. You are looking for Xavier/PLAN365-502. You will only be able to open up a folder that you are enrolled in.

There are several subfolders in the Xavier/PLAN365 but you only want to open the Resources folder (the others typically don’t work anyway which is why we use the Resources folder, it is just easier that way). Subfolders have been created within the Resources folder based on materials I want to give you.

Each student enrolled in a class in the College of Architecture gets 150 pages to print (separate from any other print budget you get as a student) in the building. At the bottom right of your desktop screen will be a $ (very heavy, bold type in the bottom toolbar) which if you place your mouse arrow over it will tell you how many pages you have left to print.

Please feel free to print out lectures as you wish for your notes (to manage your print budget you many want to choose the Handout option in the print manager and pick 4 to 6 slides per page). You can also save files on your flashdrive or burn a CD to save paper. Powerpoints don’t often email very well because of their size.

Don’t forget the Help Desk people are there to help you out!
PLAN 365 STUDENT AGREEMENT

By signing below, you confirm that you have read and understand this syllabus. Violations of these policies are not fair to students who work hard to meet deadlines and come to class. Specifically, you acknowledge that you have read and understand the following policies and expectations:

POLICIES:

Late work: All assignments must be turned in – in hard copy - on the scheduled date at the beginning of class. Work will not be accepted electronically unless prior arrangements have been made. Absence from class is not an excuse for failing to turn work in. Work that is turned in late with no prior notification will not be accepted. Late or missing assignments/exams can only be made up by presenting a valid written doctor’s excuse within one week of the deadline date.

Plagiarism and academic honesty: All ideas (as well as data or other information) that is not your own must be cited. If you have questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. Violations of university policies on academic integrity will be handled according to university guidelines. Depending on the severity of the infraction, sanctions for academic dishonesty may include:

- A failing grade for the assignment
- A failing grade for the course
- Student dismissal from the program
- Student dismissal from the university

Exams: Examinations will be given only on the date indicated in the syllabus. If a student misses an exam, he or she must provide a university-approved excuse in writing before a make-up exam will be given.

Grade of Incomplete: Incompletes will only be granted in extreme cases, with a documented reason why the student was unable to complete course requirements.

___________________________  _______________________
Student Signature                    Date

Printed Name: ________________________________