Memorandum

October 16, 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:

- AERO 302 Aerospace Engineering Laboratory I
- FIVS 481 Seminar
- NVSC 402 Leadership and Ethics
- PHIL 332 Social and Political Philosophy
- PHIL 334 Philosophy of Law

Courses submitted for C certification:

- ENTO 435 Case Studies in Problem Solving

Courses submitted for W recertification:

- AGEC 429 Agricultural and Food Policy
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Edward White, Department of Aerospace Engineering
    Helen Reed, Head, Department of Aerospace Engineering
    Jo Howze, AOC Dean, Dwight Look College of Engineering

DATE: October 16, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: AERO 302

We recommend that AERO 302 Aerospace Engineering Laboratory I 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: 85%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:20

Aerospace Engineering Laboratory I is a 2-credit course in which students write five lab reports and one lab report evaluation. Three of these reports are written individually and two are written collaboratively (in four-member groups). Five of the reports follow the same structure and are spaced throughout the semester to give students a chance to improve. In addition, the first individual report and the first collaboratively-written report are submitted as drafts for feedback from the instructor and from peers. (Students also get practice writing an evaluation of a lab report from this exercise; their feedback is graded.) Groups of students are required to meet with the instructor in conference. Instruction includes lecture, a peer response session, and review and discussion of good and poor quality reports.
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):
   AERO 302 - Aerospace Engineering Laboratory I

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

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

Instructor / Coordinator: EDWARD WHITE 7/21/09
Printed name and signature (Date)

Received: Valerie Balester 8/19/09
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: D.W. Wooster 8/18/09
Printed name and signature (Date)

Department Head: W.E. Haishler 8-4-09
Printed name and signature (Date)
AERO 302: Aerospace Engineering Laboratory I Fall 2009

Syllabus

Instructor
Edward White
email: ebw@tamu.edu
Phone: 862-6446
Office Location: HRBB 604
Office Hours: 9:30–11:00 Mondays and Wednesdays or by appointment

Teaching Assistant
Jason Schmucker
email: jasonas14@gmail.com
Office Location: HRBB 620C
Office Hours: Open

Meeting Times
Lectures: Mondays 4:10 – 5:25 in HRBB 204
Lab Sessions: Thursdays or Thursdays 2:20 – 5:10 in HRBB 204 or 028
(watch your email for modifications)

Lab-session attendance is mandatory.

Safety
Safety in the laboratory is our primary concern at all times.

Labs are dangerous places. Everyone must exercise great care to avoid injuries to themselves and others as well as to avoid damaging equipment. Detailed safety instructions will be distributed before the first lab and during the first lab session we will be conducting a safety orientation. Following this, you will be required to sign a safety contract before undertaking any laboratory work.

Minor violations of the safety policy will result in a 5% reduction in course grade. Flagrant violations will result in removal from the lab and immediate failure.

Text
No text is required for this course. We will be covering a wide range of materials and it would be impractical to buy three or four books for a single chapter each. Instead, I’ll be distributed notes in class and via email. (You may find that a binder is more useful than a spiral notebook for this class.) For reference I suggest


Note: This book is available as pdfs at http://www.nrbook.com/a/
Grading

Grades will be assessed based 20% on homework assignments (4), 50% on individual lab reports (3) and 30% on group lab reports (2). Group reports will receive group grades with small adjustments for individual contributions to the group. All written assignments are due at 4:00 PM on the due date and are to be submitted via email in pdf format to ebw@tamu.edu. Homework assignments are due in class on the due date. Extensions will only be granted with at least 48 hours notice.

Academic Integrity

The Code of Honor is stated simply as

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

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

As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please visit http://www.tamu.edu/aggiehonor and consult the latest issue of the Texas A&M University Student Rules at http://student-rules.tamu.edu/.

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

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

In AERO 302, you are encouraged to work with other students while you are completing your individual assignments. Help each other understand the material. However, all the work you submit must be your own; it may not be copied from another student. Likewise, for lab analyses and reports, groups may give other groups suggestions. But, each group must perform and submit its own work.

Perhaps more serious than plagiarism, laboratory work can sometimes tempt one to modify, fabricate or ignore data that does not support the expected or desired results. This temptation is often exacerbated by looming deadlines. However, your grade here and your later success and honor as a professional depend on you not modifying, fabricating or ignoring data to fit a pre-determined result. In this class you will be judged not on how well your results match “expected” results but rather on your laboratory and analytical skills as well as your skills as a writer. If the results and conclusions you reach are not those you or I expect, that’s fine. We do experiments because we don’t know the answer. We do experiments to find the truth.

Group Dynamics and Assessment

Some of the lab work in this class will be conducted in groups. Groups will be selected at random and will stay together throughout the semester. There are a number of reasons that this is a good
arrangement for effective learning and retention. Working in groups is also useful training for your eventual professional careers.

An overall group grade will be given for each of the group lab reports. When the final item of each lab is submitted, each of you will also submit a confidential assessment of the contribution by each of your group members and yourself. Small adjustments to each member’s grade on that lab will be made based on these assessments. Because the adjustments are small, it is more effective for groups with a weak member to get that person to contribute more rather than slam that member with bad evaluations.

Assessments will consist of a single word that indicates the extent to which each member including you fulfilled his/her/your responsibilities. The possible ratings are:

- **Excellent**: Consistently went above and beyond, tutored group members, carried more than his/her fair share of the load
- **Very Good**: Consistently did what (s)he was supposed to do, well prepared and cooperative
- **Satisfactory**: Usually did what (s)he was supposed to do, acceptably prepared and cooperative
- **Marginal**: Sometimes failed to show up or complete assignments, minimally prepared and cooperative
- **Deficient**: Often failed to show up or complete assignments, rarely prepared
- **Unsatisfactory**: Consistently failed to show up or complete assignments, unprepared
- **No Show**: No participation at all

Ratings are not your opinion of the grade that is appropriate for each group member. Ratings are used to adjust the group grade to reflect individual contributions. If a group grade is an ‘A’ and the group members all receive equal ratings, all will receive an ‘A’, regardless of whether their ratings were ‘excellent’ or ‘satisfactory’. If the same hypothetical group had a group grade of ‘C’ and decided to all rate each other as excellent, everyone would still receive a ‘C’. Please use the guidelines above to select your ratings so that I can have a correct understanding of the dynamics of each group. It is my intention that ‘satisfactory’ be a typical and honorable rating.

**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. Handouts may be distributed in class or electronically. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

**Americans with Disabilities Act (ADA) Policy Statement**

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.
Course Purpose and Objectives

Catalog Description
Demonstrates and complements material in courses on aerodynamics, structures and dynamics; basic testing techniques and use of computers.

This description is too general for you to know what you will be expected to learn during this class. This page gives more information about the skills I intend this course to develop. These fall into six major categories summarized below.

- **Experimental Uncertainty, Error, and Simple Statistics** How confident are we in our measured values? How does measurement uncertainty affect uncertainty of computed results? What is statistical significance? How do these considerations affect how an experiment is designed and conducted?

- **Computerized Data Acquisition** How do we use computers to perform experimental measurements? What elements make up a computerized data acquisition system and what is the function of each?

- **Linear Regression** How do we fit a function with unknown parameters to data? How certain are we of these parameters? How do we know that a fit is good?

- **Fourier Transforms** How do we handle fluctuating, periodic data? How do we determine the dominant frequencies in a signal? What is signal power?

- **Basic Instrumentation** What instruments are used to measure common properties? What are advantages and disadvantages of each?

- **Report Writing** How do we communicate what we learn in the lab? What is an effective data plot? How do we evaluate what other have written?

Finally, as an overall goal, I would like you to be able to think about what goes on in the lab in a sophisticated enough manner to critique experiments, design new experiments, and communicate effectively about what your experiment does and why your way is the right way to do it. On top of this, I would like you to be able to conduct these activities as part of a group, because, in reality, nearly all engineering occurs in group settings. These skills are crucial for success later classes, landing a job, and becoming a successful professional.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Jeffrey Tomberlin, Department of Horticulture
    Tim Davis, Head, Department of Horticulture
    Ann Kenimer, AOC Dean, COALS

DATE: October 16, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: FIVS 481

We recommend that FIVS 481 Methods of Oral and Written Communication in the Forensic Sciences 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: 88%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:25

FIVS 481 is a one-credit seminar course. The department is seeking certification for the course title of Methods of Oral and Written Communication in the Forensic Sciences. Students write five summaries of relevant literature and five reviews of presentations by guest speakers. Each of these assignments will receive comments from the instructor and be returned in time for students to incorporate improvements into their next attempt. Methods of instruction include lecture, discussion, and modeling.
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):
   FIVS 481 Seminar

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

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

Instructor / Coordinator: Jeffery K. Tomberlin
Printed name and signature 9 July 2009
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 7/13/09
(Date)

Approvals:

College Dean: Ann K. Keamer
Printed name and signature
(Date)

Department Head: Kevin Heinz
Printed name and signature 7-9-09
(Date)
FIVS 481 Seminar
One Credit Hour (1-0)
One hour per week (day and time to be determined)
Location: Heep Center-West Campus
Instructor: Tomberlin, Jeffery K.
jktomberlin@ag.tamu.edu
845-9718
Office Hours: MWF: 11:30-12:30
Room 420 Heep

*****Disclosure: This course will include presentations and discussions of sensitive materials related to forensic research and investigations.*****

Teaching Assistant: None

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

Prerequisites: Completed lower division FIVL requirements and entry into upper level FIVS; U3, U4 Classification

Attendance: Mandatory

Required Text: None

Handouts will be used throughout course.

Presentation of the Course: This course is conducted in conjunction with the Forensic and Investigative Sciences Seminar Series. The invited speakers typically are leaders in the field and they present a synopsis of their work tailored to the forensic sciences community. Students will prepare for each seminar by reading materials (i.e. two referenced research articles on the targeted subject), as well as attending and participating in all seminars. Students will also meet to discuss the articles, seminars, and other relevant matters in class before and after the scheduled seminar.

1. Each student will provide the instructor a two page summary (300 words, 12 point, Times New Roman, double spaced) of the research articles assigned before the scheduled seminars. These summaries will be reviewed by the instructor and edited for grammar and content. The summaries will be returned to the student for additional evaluation.
2. Additionally, students will be assigned to lead discussion of the research articles. This activity will also take place prior to the schedule seminar. During discussion, questions regarding the quality of the research, its impact on the field, the need for such research, and how it meets the Daubert Standards as outlined by the U.S. Supreme Court will be discussed. Students will complete all writing assignments independently of one another.

3. Five guest speakers will give a presentation on their respective forensic discipline. Speakers will be partitioned throughout the semester. Students will provide a summary on the guest speakers’ presentation and be expected to prepare a one page summary (150 word, 12 point, Times New Roman, double spaced) to be submitted to the professor for review. This summary will review the three C’s (content, clarity, and communication skills) of the speaker. Additionally, students will participate in weekly discussions with the professor and the specialists in regards to each topic.

Student Instructions will be provided by the instructor during the first day of class. These instructions will constitute a review of the syllabus. An example of a two page summary will be provided during the first day of class. The instructor will review the example with the students.

Synopsis of Writing Activities:
- There will be five summaries of literature provided by each student. Each consisting of 350 words.
- There will be five summaries of speaker presentations provided by each student. Each consisting of 175 words.
- Each student will serve as discussion leader once.
- Each summary will include a statement of the research objective, a review of the literature cited, materials and methods, results, and discussion. Students will be asked to describe the weaknesses and strengths of the research, as well as its impact on the field of study.

Grading:
- Writing products will be graded taking form and content into consideration.
- Spelling, grammar, and organization of information will be given equal weight with the substance presented in each assignment
  - Final writing products submitted from each student (88%)
  - Class participation (6%)
  - Ability to lead discussion (6%)
- Discussion leader will be based on organization and coverage of material

TOTAL=100%

Grading:

| Review of Literature Summary 1 | 100 pts |
| Review of Literature Summary 2 | 100 pts |
| Review of Literature Summary 3 | 100 pts |
| Review of Literature Summary 4 | 100 pts |
| Review of Literature Summary 5 | 100 pts |
| Review of Presenter Summary 1  | 50 pts  |
Review of Presenter Summary 2     50 pts
Review of Presenter Summary 3     50 pts
Review of Presenter Summary 4     50 pts
Review of Presenter Summary 5     50 pts
Class participation             50 pts
Leading Discussion              50 pts

Total Points 850

Grading Scale:
A=90-100%  B=80-89%  C=70-79  D=60-69%  F=<59%

Formative Feedback: The instructor will use track changes to edit each student’s written summary. Comments and suggestions regarding writing style will also be provided through track changes. These suggestions will be provided to the student for consideration with future writing. Initial grade will be assigned based on criteria previously listed. However, students will have 48 hr after receiving edited material to review, edit, and return to the professor for re-evaluation and final grade provided. Therefore, students do have the opportunity to improve their writing and their grade. Furthermore, students can meet with the instructor during office hours to discuss grades or review provided by the instructor.

Calendar/List of Assignments. The Forensic and Investigative Sciences Seminar Calendar is typically finalized approximately two months before the beginning of the semester and students should consult that Calendar to identify the subject matter to be reviewed and begin reviewing reading assignments. Materials for class review will be submitted by midnight Monday to allow the instructor time to review assignments. Writing assignments related to review of literature will be submitted one week after assignment. Writing assignments related to review of speaker presentations will be submitted electronically within 24 hr after presentation by speaker. All assignments will be assigned electronically (Microsoft Word) to the instructor.

Learning Outcomes as Related to Topics Reviewed:
- Students will be able to describe problem-solving principles and organize typical operational protocols.
- Students will be able to recognize the scientific basis and application of tools and techniques in forensic science and to compare capabilities and limitations.
- Students will be able to summarize and illustrate current scientific, ethical, and legal issues.

Instructor and Student Objectives:
- Instructor: The instructor will work towards effective communication with students in regards to what is expected from them for the course. The instructor will also work to effectively communicate subject matter of course to students.
- Student: The students should be prepared to devote time outside of class towards reading assignments. Students are expected to exhibit respect in the classroom for other students and instructors. Interacting with students during lecture (i.e. talking, cell phones and other
electronic devices) will not be permitted. Students who do so could be asked to leave the class. Students are asked to meet with professor to discuss grades or other matters related to the course.

**Conduct of Course:**
Leaving the room during lectures: In order to leave the class, students are required to ask for permission of the professor or student proctor. If this need is frequent, students are required to provide physician’s statement to the professor.

**Evaluation Procedure:**

*What students must know:* The student will be responsible for all of the assigned reading material addressed during a seminar. The student will also be responsible for any facts or information introduced during a seminar or by handout that the professor states as new material or material relevant to the course and which is not in the course reading assignment. The student will be expected to know basic sciences applied to seminar topics that the professor indicates as essential, and to explain and describe them under the forensic context. Retained knowledge of certain facts is fundamental to computer-assisted learning or other learning approaches and, most importantly, for correlating concepts in their practical use or for problem solving.

“On my honor as an Aggie, I have neither given nor received unauthorized aid on this academic work.” This means that each student’s effort on a problem set will be individual, not a team effort with other members of the class, or based upon consultation with anyone outside of the professor in charge of the course, or someone whom the professor designates to give advice or assistance.

*Criteria for evaluating student writing.* Summarizing scientific writing is a rigorous process that pursues the efficient summary and presentation of novel information. Each student is expected as part of this course to participate in evaluating their own writing as well as that used in the actual publications that they review. Evaluations procedures require students to not only be able to write a summary but be able to critically review published scientific data. Furthermore, students will learn more about the scientific method because it will be critical that students recognize the hypothesis, experimental design, data analysis and interpretation of the data in these published papers.

**MAKE-UP OF GRADED MATERIALS WILL BE GIVEN WHEN VALID EXCUSE IS PROVIDED.** Make-up opportunities will consist of completing assigned work. Students will have two weeks from the date when materials should be submitted to the instructor to submit for grading. If student does not turn in material during that period, the student will receive a zero for that assignment. University accepted excuses are needed in order to take make-up written summaries. Professor discretion can be implemented in the case of non-University excuses.

The university views class attendance as an individual student responsibility (http://student-rules.tamu.edu) (Please note the newly amended student rules will be online August 15, 2006.) 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.
7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for being absent. Among the reasons absences are considered excused by the university are the following: to view Rule 7, please go to http://student-rules.tamu.edu/rule7.htm

For this class a Texas A&M University Explanatory Statement for Absence from Class form (http://attendance.tamu.edu) and a Confirmation of visit to a health care professional affirming date and time of visit will need to be obtained and presented to the Instructor.

Utilization of Health Center services does not indicate that a class excuse will be given. Each patient is given a receipt upon payment for services; however, this is not a class excuse and is solely for insurance purposes should the student choose to file a claim. Students are encouraged to communicate with their instructors if they are going to miss class for any reason. A copy of Student Rules may be obtained from Student Activities in the Koldus Building or at the following website: http://student-rules.tamu.edu

7.1.7 Required participation in military duties.

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

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

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

7.4 The associate dean for undergraduate programs, or the dean’s designee, of the student’s college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.5 If the student is seeking an excused absence, the student must notify the instructor as soon as possible after the absence, but no later than the end of the second working day after the last date of absence. If the absence occurs the same day as a scheduled exam or other graded procedure, the student must notify his/her instructor or department by the end of the next working day after the absence in order to ensure full rights. The student is responsible for providing satisfactory evidence to the instructor within one week of his or her absence return to substantiate the reason for absence. If the absence was excused, the instructor must either provide the student an opportunity to make up the exam or other
work missed or provide a satisfactory alternative completed within 30 calendar days from the last date of absence.

7.6 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

Unexcused Absences, for information on appealing an instructor’s decision.

7.8 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic dean of the student’s college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.9 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student’s major department to the dean of the student’s college.

Academic Dishonesty: http://student-rules.tamu.edu

From Texas A&M University Student Rules

Scholastic Dishonesty

Students in FIVS 481 are expected to carry out course responsibilities in compliance with the Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do."


Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Academic dishonesty includes the commission of any of the following acts. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. Clarification is provided for each definition by listing some prohibited behaviors.

1. Cheating
   Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
2. Fabrication
Making up data or results, and recording or reporting them; submitting fabricated documents.

3. Falsification
Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

4. Multiple Submissions
Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

5. Plagiarism
The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

General information pertaining to plagiarism:

Style Guides:
Instructors are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.

Direct Quotation:
Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.

Paraphrase:
Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment..." and then conclude with a footnote or endnote identifying the exact reference.

Borrowed facts:
Information gained in reading or research, which is not common knowledge, must be acknowledged.

Common Knowledge:
Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc., basic historical information (e.g., George Washington was the first President of the United States.) Common knowledge does not require citation.

Works Consulted:
Materials which add only to a general understanding of a subject may be acknowledged in the bibliography, and need not be footnoted or end-noted. Writers should be certain that they have
not used specific information from a general source in preparing their work unless it has been appropriately cited. Writers should not include books, papers, or any other type of source in a bibliography, “works cited” list, or a “works consulted” list unless those materials were actually used in the research. The practice of citing unused works is sometimes referred to as “padding.”

Footnotes, endnotes, and in-text citations:
One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

Graphics, design products, and visual aids:
All graphics, design products, and visual aids from another creator used in academic assignments must reference the source of the material. General information pertaining to plagiarism:

6. Complicity
   Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.
   For additional information please see: http://www.tamu.edu/aggiehonor/

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 the Office of Support Services for Students with Disabilities in Room 118B in the Cane Hall. The phone number is (979) 845-1637 or visit their website at: http://disability.tamu.edu

TENTATIVE SCHEDULE

Week 1  Initial class meeting and provided first reading assignments as well as brief lecture over targeted material
Week 2  Students turn in summary of first reading assignment and participate in discussion group
Week 3  Guest speaker and discussion with speaker
Week 4  Provided reading assignment and turn in one page summary on speaker. Provide brief lecture over targeted subject material
Week 5  Students turn in summary of second reading assignment and participate in discussion group
Week 6  Guest speaker and discussion with speaker and turn in one page summary on speaker
Week 7  Provided reading assignment and turn in one page summary on speaker. Provide brief lecture over targeted subject material
Week 8  Students turn in summary of third reading assignment and participate in discussion group
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Week 9</td>
<td><strong>Guest speaker</strong> and discussion with speaker and turn in one page summary on speaker</td>
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<td>Week 10</td>
<td>Provided reading assignment and turn in one page summary on speaker. Provide brief lecture over targeted subject material</td>
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<tr>
<td>Week 11</td>
<td>Monday: Students turn in summary of four reading assignment and participate in discussion group</td>
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<td>Week 12</td>
<td><strong>Guest speaker</strong> and discussion with speaker and turn in one page summary on speaker</td>
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<td>Week 13</td>
<td>Provided reading assignment and turn in one page summary on speaker. Provide brief lecture over targeted subject material</td>
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<tr>
<td>Week 14</td>
<td>Students turn in summary of fifth reading assignment and participate in discussion group</td>
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<tr>
<td>Week 15</td>
<td><strong>Guest speaker</strong> and discussion with speaker and turn in one page summary on speaker two days after presentation</td>
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TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Gerald Smith, Dept. of Naval Science
DATE: October 16, 2009
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: NVSC 402

We recommend that NVSC 402 Leadership and Ethics 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 (5000+)
4. Instructor to student ratio for one section: 1:20

The instructor reviews how to write a thesis statement and discusses using the Naval War College Style Guide. After students turn in their ethics essay proposals, each student meets personally with the instructor to discuss the thesis, sources, proposed outline, and any suggested changes to the research. The students meet again with the instructor between the 12th and 14th class sessions for an Ethics Essay draft review and to clarify any questions regarding style. During the 18th class session, the instructor reviews the importance and techniques of effective proofreading. Students are encouraged to submit written drafts at any time during the research and writing process for review and comment. Additionally, students are made aware of the Texas A&M University Writing Center and are encouraged to use this resource to improve their written products.
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):

NAVAL SCIENCE (NUSC) 402 - LEADERSHIP AND ETHICS (3-1)

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: GERALD L. SMITH
Printed name and signature
(Date)

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

Approvals:

College Dean:
Printed name and signature
(Date)

Department Head: JOHN VAN ALSTYNE
Printed name and signature
(Date)
Naval Science 402 Leadership and Ethics
Spring 2009

Tue & Thu 0935-1050 or 1245-1400
Lab Thu 1600-1800
MILS 111

Instructor: Colonel Gerald L. Smith, USMC
Office: Military Science Building, Room 101
Phone: 845-1775 (Office)
E-Mail: gsmith@navy.tamu.edu
Course website: http://nrotc.tamu.edu/student

1. Course Description. Naval Science 402 is designed to prepare the soon-to-be Ensign and 2nd Lieutenant with the moral and mental tools required for fair and objective decision-making and to inspire them to adhere to the highest standards of character and integrity upon reaching the fleet. This course is a “Leadership Seminar” where fundamentals and applications of leadership and ethics will be discussed. It is considered to be the capstone course within the NROTC academic curriculum. The primary purpose of this course is to help you develop your personal leadership philosophy and style based on a solid ethical foundation. Specific course objectives are listed in enclosure (1).

2. Prerequisites. This course must be taken the spring semester of graduation.

3. Schedule. A schedule (with reading assignments) for the semester will be provided on the first day of class and available on the web site. The schedule and syllabus will be modified as circumstances dictate.


   A. Preparation. This course is a leadership and ethical decision-making seminar. Your understanding of leadership and of personal and professional ethical standards will be challenged and developed. The goals of the course warrant and demand thorough preparation and enthusiastic participation. You and your fellow students will prepare and lead some of the class sessions. Your preparation and knowledge of the subject material is critical in our discussion-based format. Showing up for class without being properly prepared and with hopes of “just getting by,” or “keeping a low profile,” will not work. It is important that you read each session’s objectives and complete the assigned reading prior to attending class. Failure to do so will become quite evident during the seminar discussions and could result in a lower grade.

   B. Attendance. Classes are mandatory. You cannot participate in the seminar discussions if you do not attend class. Consequently, roll will be taken at the start of each class and attendance, or lack thereof, will be recorded and used in the calculation of your final grade. If you are going to miss a class or activity (such as Lead Lab), you need to inform, and get permission from, the instructor prior to the event in order to avoid an unexcused absence. Any unexcused absences will result in a lower grade. Unexcused Absence = Any absence without prior approval of the instructor. No credit will be given for class participation or for any quiz/presentation/exam missed due to the unexcused absence.
Using a “Mulligan” – Students should contact the instructor within 24 hours of any unexcused absence. The student requesting a Mulligan (golf term for “taking a free stroke”) should provide an explanation of mitigating circumstances. Documented proof may be required if requested (e.g. doctor’s note, copy of accident report). The student is also expected to originate a proposal for make-up work. (Don't expect that the instructor will initiate the grace process). The student may recoup (at the sole discretion of the instructor) a portion of any lost credit if the case warrants and make-up work is completed. Recoup of lost credit will normally be granted only in cases of absence due to circumstances beyond the control of the student.

Timeliness in attending class, as well as in completing assignments, is also important to your success in this course. Failure to turn assignments in on time will also result in the loss of a letter grade per day that it is late.

C. Conduct. Leadership and Ethics is a discussion-based seminar course. The instructor acts as a facilitator to ensure discussions remain pertinent to the subject matter and that the interaction amongst students remains on a professional level. Thorough pre-class preparation and active in-class participation are critical to the success of the course, but so are demonstrated respect and consideration for your classmates’ views and opinions. Inappropriate behavior or conduct will not be tolerated and can result in dismissal from the course.

Apart from the military courtesies extended to the instructor by Midshipmen students, the classroom behavior of all students should be “collegiate.” Students are free to interject and question, sometimes even without waiting for direct recognition from the instructor (i.e. raising hand and being called upon), so long as the interjection is not unduly disruptive. Both students and the instructor will “police” classroom behavior.

Discussions of controversial subject matter will arise in class. Students’ candid opinions are required to meet the objectives of this seminar. However, inflammatory or offensive comments, bigotry, sexual, ethnic or racial slurs, avocation of illegal action, etc., will not be tolerated. A student (and/or the class as a whole) will immediately drop any such line of discussion when requested to do so by the instructor or by any student. Any offended party is obligated to inform the instructor, either in public or in private.

Any views expressed by the instructor, unless specifically attributed otherwise, should be considered the personal views of the instructor and may not be representative of any official policy or viewpoint of the government, Navy or University.

5. Coursework.

A. Writing Assignments (30% Total). Written communication skills are a fundamental requirement for success in the military. Whether in the form of a simple point-paper or a more elaborate research report, they represent you and your ability to express your ideas, opinions, and guidance. As such, you will submit short papers and an Ethics Essay during this course. The subject and specific writing requirements will be explained in class and are also be available on the course website.

(1) Ethics Essay (20 %) - Students will submit a 3000-3500 word unclassified paper on an approved topic related to leadership and ethics. Format will be in accordance with the Naval War College Style and Classification Guide which is available on-line. The paper will also include a Cover Sheet, and Bibliography with at least five credible sources. These items are not included in the total 3000-3500 word count. You will be required to identify an ethical leadership challenge facing junior officers in the Fleet and/or FMF and develop recommendations to address that challenge. You will be evaluated on your ability to insightfully apply course concepts to your
selected real-world issue. You must conduct research and build well-reasoned recommendations that you, as a junior officer, or your operational command can implement. This is an opportunity for you to identify, investigate, and prepare yourself for challenging issues that await you upon commissioning. The proposal is due on 5 February and the essay is due on 2 April.

(2) 1-Page Point Paper (5%) - Our senior leaders have limited executive time to digest and act on the vast amount of information that crosses their desk on any given day. The multiple demands on their time force them to rely on their subordinates to provide them with solid recommendations in concise, yet thorough and powerful one-page documents that facilitate decision-making. Junior Officers are routinely tasked to draft such documents, on behalf of their Commanding Officer, for submission to the next immediate superior – usually a Flag Officer. Format for this paper will be in accordance with the Military Paper Format provided on the course website. You will be required to provide a paper on an assigned case (reading or case study) and make recommendations to your superiors regarding the case. The paper is due on 24 February.

(3) 3-Page Position Paper (5%) – As part of the group oral presentation, each group will submit a 3-page paper on their presentation topic. It will be written as if their Commanding Officer asked them to write a position paper on the issue. Format is at the discretion of the group; however, it should be suitable for the Commanding Officer to submit to his next superior officer in the Chain of Command as if it were his own position. The paper is due on the day of the oral presentation.

B. Oral Presentations (10%). The ability to speak effectively and to convey your thoughts in a clear and concise manner are important attributes of an effective leader. Students will be divided into groups of 3-4 students each to provide a 15-minute presentation on a current military ethics issue or case study, followed by a 5-minute question and answer session after the presentation. Students may use PowerPoint, white board, slides, video tape, hand puppets, or any other relevant aid to communicate the subject’s relevance to the course and demonstrate course concepts. Students will not present on the same subject as their previously submitted ethics essay. Group assignment and presentation dates will be determined on 29 January during class.

C. Quizzes and Homework (10%). You can expect quizzes, both with and without notice, during this course. They will cover information presented in the reading assignments and/or instructor’s presentation.

D. Exams (35% Total). You will be given two exams – a Mid-Term (15%) and a Final (20%). The mid-term will be a combination of True/False, multiple choice, short answer, or essay. The final exam will consist of two parts; a take-home essay portion (worth at least 50% of the total final exam grade) and an in-class final with a combination of True/False, multiple choice, and short answer questions.

E. Extra Credit. A limited number of extra credit opportunities will be assigned by the instructor. These will normally involve your voluntary attendance at a university lecture or event (you must stay for the entire lecture/event to receive credit). Additionally, you will be required to write a BRIEF synopsis of the speaker’s key points and articulate the most important or significant thing that you learned from the lecture. Your written work will be graded on a Pass/Fail basis for both content and grammar.

6. Leadership Laboratory (5%). Leadership Labs are an integral part of your training and are held every Tuesday from 1600-1800. A separate Lead Lab schedule will be promulgated via
Letters of Instruction (LOIs) each week. These LOIs will be posted on the unit website and you are responsible for complying with them. In that the labs are part of your Naval Science class, attendance and participation is required. As with the classroom instruction, absence from the labs requires prior approval and unexcused absences will adversely affect the Lead Lab portion of your final grade. Unexcused absences from Lead Lab will result in a lower Lead Lab grade.

7. **Grading** You will be evaluated on your understanding and application of course concepts during class discussions, written assignments, exams, quizzes, oral presentations, Lead Lab activities, etc. As such, your final grade is determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Ethics Essay</td>
<td>20%</td>
<td>90 - 100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>80 - 89.9</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
<td>70 - 79.9</td>
</tr>
<tr>
<td>Quizzes &amp; Homework</td>
<td>10%</td>
<td>60 - 69.9</td>
</tr>
<tr>
<td>Short Writing Assignments</td>
<td>10%</td>
<td>&lt; 60</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Leadership Laboratory</td>
<td>5%</td>
<td></td>
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</tbody>
</table>

All assignments will be graded on a 100-point scale. You are welcome to review progress at any time and discuss why a score was assigned (including requests for re-scoring). The score received on a late assignment will be reduced by 10 points for each day the assignment is late.

8. **Texts.** The following resources will be issued for the course:


9. **Office Hours.** Feel free to stop by anytime. If you want to ensure that I am there and available, you can schedule an appointment

10. **Americans with Disabilities Act (ADA) Policy Statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil right 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.

11. Academic Integrity. Academic honesty is fundamental to the activities and principles of Texas A&M University. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Academic dishonesty is an extremely serious matter, and any such incidents will be handled in accordance with NROTC and Texas A&M policies and guidelines.

Remember: 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: Linda Radzik, Dept. of Philosophy
    Daniel Conway, Head, Dept. of Philosophy
    Donald Curtis, AOC Dean, College of Liberal Arts

DATE: October 16, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 332

We recommend that PHIL 332 Social and Political Philosophy be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 3000+
4. Instructor to student ratio for one section: 1:25

Students in PHIL 332 write a synopsis, a short paper, a term paper proposal, draft, and paper. Students receive oral comments from both the professor and other students about their synopsis when it is presented to the class. They receive written comments from the professor after the presentation and are able to rewrite the synopsis before submitting it for a grade. Students also receive written comments on the term paper proposal and the draft of the term paper. Students participate in a peer review workshop where they work with a fellow student to improve their drafts. Students are provided with a sample synopsis, and they participate in a discussion about writing a synopsis. In addition, the professor lectures about particular forms of writing and research skills. In-class discussions of the readings frequently focus on the ways in which the philosophical arguments are constructed and what rhetorical moves the authors make in order to convince their readers.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   
   PHIL 332: Social and Political Philosophy

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

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

Instructor / Coordinator: Linda Radzik
Printed name and signature: ___________________________ 9/28/09
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 10/6/09
(Date)

Approvals:

Pamela R. Matthews
College Dean: ___________________________ 7/28/09
(Date)

Department Head: Daniel Camacho
Printed name and signature: ___________________________ 9/28/09
(Date)
PHIL 332 W: SOCIAL AND POLITICAL PHILOSOPHY  
Spring 2010/Section 900  
MWF xxx, Bolton xxx  
Prof. Linda Radzik, 309C Bolton, 862-6969, lradzik@tamu.edu  
Office Hours: MWF … and by appointment

Course Description
This is a writing-intensive course designed specifically for philosophy majors. We will closely analyze texts in order to see how philosophical works are constructed. Students will take advantage of peer-review and rewriting opportunities in order to improve their own writing.

This semester our theme will be “Liberalism and Its Critics.” In the first half of the course, we will study classic philosophical works from the liberal tradition, including works by Locke, Rousseau and Mill. We will also read a more liberal contemporary debate about distributive justice between a libertarian (Nozick) and a defender of the welfare state (Rawls). In the second half of the course, we will read essays by Marxist, communitarian, feminist and critical race theorists. These writers question many of the fundamental political ideas and values of the liberal tradition, including the idea of a social contract, the conception of property, the possibility of autonomy and the sufficiency of a scheme of rights to prevent oppression.

Prerequisites
Three hours of philosophy other than PHIL 240.

Course Objectives
As a result of this course, students should:

• gain a more thorough and nuanced understanding of both the liberal tradition and the points on which it has been criticized,
• develop their ability to read carefully and critically,
• improve their ability to communicate complicated arguments both orally and in writing,
• develop their independent research skills, and
• engage more effectively in debates over value both orally and in writing.

Required Texts
Supplementary readings from authors (including Robert Nozick, Karl Marx, G.A. Cohen, Alaisdar MacIntyre, Michael Sandel, and Eva Feder Kittay) will be made available through the library’s **electronic course reserve system**.

**Course Requirements and Grading Policies**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synopsis/Presentation (1-2 pages)</td>
<td>20</td>
<td>90-100%: A</td>
<td></td>
</tr>
<tr>
<td>First Paper (3-4 pages)</td>
<td>20</td>
<td>80-89%: B</td>
<td></td>
</tr>
<tr>
<td>Second Paper Project (8-10 pages)</td>
<td>35*</td>
<td>70-79%: C</td>
<td></td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>25**</td>
<td>60-69%: D</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>0-59%: F</td>
<td></td>
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</tbody>
</table>

*The term paper project requires a 1-page proposal, a 5-10 page draft of the essay and a final version of approximately 8-10 pages. The proposal and draft will receive comments rather than letter grades. However, a failure to turn in either the proposal or the draft will result in the loss of a full letter grade for the term paper assignment.*

**The professor reserves the right to institute a series of pop quizzes in case attendance drops or the class fails to keep up with the reading. Advance notice will be sent by email if this practice is to be added to the class. Pop quizzes will be figured into the final course grade as counting for 20 points on a 120 point scale.**

**Attendance** will not be taken every day, but see ** above. The University’s policy on excused absences will be applied on days when assignments are due (see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Because the presentation of a synopsis will form an important part of class meetings, unexcused failures to present a synopsis on your assigned day will result in **0 points** for that assignment. If you foresee a problem with the date of your assigned synopsis, please contact the professor as soon as possible. A **revisions of the synopsis**, submitted by email attachment, is due by the next class meeting. **Late submissions**, for either the synopsis or the papers, will be penalized 5 percentage points per day (including weekends).

The following is a rough guide to the evaluation standards for the papers. More information will be given in the course of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>F (59-0%)</td>
<td>A paper that receives an “F” is one that does not fulfill the requirements of the assignment, or fails to reflect understanding of the issues and literature discussed in the course and the assigned readings.</td>
</tr>
<tr>
<td>D (69-60%)</td>
<td>“D” papers are judged inadequate because they do not fulfill all of the requirements of the assignment, rest on a significantly flawed or incomplete understanding of the issues or literature covered in the class, offer arguments with obvious weaknesses, and/or contain serious writing problems.</td>
</tr>
<tr>
<td>C (79-70%)</td>
<td>“C” papers fulfill the requirements of the assignment, demonstrate adequate if not completely accurate understanding of the issues and the literature covered in the class, present minimally plausible arguments for their positions, and may contain some writing problems (such as poor organization, lack of clarity, grammar or spelling mistakes, or overly informal style).</td>
</tr>
<tr>
<td>B (89-80%)</td>
<td>“B” papers improve on “C” papers by demonstrating a deeper understanding of the issues and literature. They offer arguments that are plausible and that reflect independent thinking. These papers are well-organized, clearly written and contain few if any spelling or grammatical errors.</td>
</tr>
</tbody>
</table>
A (100-90%) “A” papers improve upon “B” papers by also including particularly insightful arguments or observations that go beyond classroom discussion and course readings in creative and productive ways. These papers are free from writing mistakes and also demonstrate strong rhetorical skills.

Class Technologies
The class has a webpage, which can be accessed at http://elearning.tamu.edu Log in with your TAMU NetID and password. The website will house an up-to-date copy of the syllabus, course handouts, a link to the course reserve system, and password-protected access to your grades for the course. Revised versions of the synopses will also be posted as they become available.

Occasional class announcements and instructor comments on your synopsis may be sent by email, so be sure to check your TAMU email account regularly.

TurnItIn.com is a plagiarism detection service subscribed to by Texas A&M. The Turnitin service works by comparing a submitted essay to a large database of other materials. Please note that your submitted work will be stored and become part of TurnItIn’s database. Your work will be used only for the future identification of plagiarism. Participation in this course will constitute tacit agreement to have one’s work used in this manner. For this class only, the Turnitin system is programmed so that you will be allowed to view the Originality Report and see for yourself whether the system has detected any inappropriate material in your paper. You will be able to resolve any problems, and resubmit your paper (up until the due date). The hope is that this will encourage students to be more conscientious in their use of research materials. Do not conclude, however, that your paper is fine so long as no word strings match! Academic integrity requires proper citation of other people’s ideas as well as their words.

To submit work through TurnItIn, you first need to set up your own username and personal password by following the links on the http://turnitin.com home page. You will need the following information in order to connect your account to this class:

- Class ID number: _________
- Class Password:   _________ (to be announced)

A set of instructions for registering as a class member and for submitting your papers is available at the TurnItIn.com homepage.

If you have trouble using any of the above technologies, please contact the instructor or the Computing & Information Services Help Desk, 845-8300.

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

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

**Religious Holidays**
If any class meetings or assignments fall on a religious holiday that you observe, please
inform the professor as soon as possible and alternative arrangements will be made.

**SCHEDULE** (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Synopsis Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. 1/20</td>
<td>Introduction to the course</td>
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<tr>
<td>Fri. 1/22</td>
<td>Locke, tba</td>
<td>Sample synopsis</td>
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<tr>
<td>Mon. 1/25</td>
<td>Locke, tba</td>
<td></td>
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<tr>
<td>Wed. 1/27</td>
<td>Locke, tba</td>
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<tr>
<td>Fri. 1/29</td>
<td>Locke, tba</td>
<td></td>
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<tr>
<td>Mon. 2/1</td>
<td>Locke, tba</td>
<td></td>
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<tr>
<td>Wed. 2/3</td>
<td>Rousseau, tba</td>
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<td>Fri. 2/5</td>
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<td>Mon. 2/8</td>
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<td>Wed. 2/10</td>
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<tr>
<td>Fri. 2/12</td>
<td><strong>FIRST PAPER DUE</strong></td>
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<tr>
<td>Mon. 2/15</td>
<td>Mill, tba</td>
<td></td>
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<td>Wed. 2/17</td>
<td>Mill, tba</td>
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<tr>
<td>Fri. 2/19</td>
<td>Mill, tba</td>
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<tr>
<td>Mon. 2/22</td>
<td>Nozick, tba</td>
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<td>Wed. 2/24</td>
<td>Nozick, tba</td>
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<tr>
<td>Fri. 2/26</td>
<td><strong>Presentation on research</strong></td>
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<tr>
<td>Mon. 3/1</td>
<td>Rawls, tba</td>
<td></td>
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<tr>
<td>Wed. 3/3</td>
<td>Rawls, tba</td>
<td></td>
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<tr>
<td>Fri. 3/5</td>
<td>Rawls, tba</td>
<td></td>
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<tr>
<td>Mon. 3/8</td>
<td>Rawls, tba</td>
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<tr>
<td>Wed. 3/10</td>
<td>Rawls, tba</td>
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<tr>
<td>Fri. 3/12</td>
<td><strong>PROPOSAL DUE</strong></td>
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<tr>
<td>Mon. 3/15 – Fri 3/19</td>
<td><strong>Spring Break</strong></td>
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<td>Mon. 3/22</td>
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<tr>
<td>Wed. 3/24</td>
<td>Marx, tba</td>
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<tr>
<td>Fri. 3/26</td>
<td>Cohen, tba</td>
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<tr>
<td>Mon. 3/29</td>
<td>Cohen, tba</td>
<td></td>
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<tr>
<td>Wed. 3/31</td>
<td>MacIntyre, tba</td>
<td></td>
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<tr>
<td>Fri. 4/2</td>
<td><strong>DRAFTS DUE</strong></td>
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<td></td>
<td>MacIntyre, tba</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Mon. 4/5</td>
<td>Sandel, tba</td>
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<tr>
<td>Tue. 4/6</td>
<td>Last Day to Q-Drop</td>
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<td>Wed. 4/7</td>
<td>Sandel, tba</td>
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<tr>
<td>Fri. 4/9</td>
<td>Peer Review Workshop</td>
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<tr>
<td>Mon. 4/12</td>
<td>Kittay, tba</td>
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<td>Wed. 4/14</td>
<td>Pateman, tba</td>
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<td>Fri. 4/16</td>
<td>Pateman, tba</td>
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<td>Mon. 4/19</td>
<td>Pateman, tba</td>
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<tr>
<td>Wed. 4/21</td>
<td>Pateman, tba</td>
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<td>Fri. 4/23</td>
<td>TERM PAPERS DUE Mills, tba</td>
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<tr>
<td>Mon. 4/26</td>
<td>Mills, tba</td>
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<td>Wed. 4/28</td>
<td>Mills, tba</td>
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<tr>
<td>Fri. 4/30</td>
<td>Mills, tba</td>
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<td>Mon. 5/3</td>
<td>Mills, tba</td>
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<tr>
<td>TBA</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Colleen Murphy, Department of Philosophy
    Daniel Conway, Head, Department of Philosophy
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: October 16, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 334

We recommend that PHIL 334 Philosophy of Law 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: 80%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:25

In PHIL 334, students write three papers, with the final one being worth the largest percentage of the grade (30%) and the other two equally divided (25% each). Students are required to turn in a draft of each paper 9 days before the assignment is due. Extensive comments are provided on the drafts through a process of in-class peer review. Students then have one week to incorporate comments in their final draft. In addition, the instructor encourages students to schedule conferences with the instructor individually.

The primary format for the class is discussion of assigned readings. With the instructor’s guidance, students reconstruct the argument from the reading for that class period and then raise objections. Frequently, after discussing the argument as a whole group, students break up into small groups to think about objections. The class as a whole then discusses the various objections and considers how the author might respond. The format is designed to help students think through the process of argument they will use in their papers. In these papers, they are asked to reconstruct an argument, raise an objection, and respond to the objection. In addition to helping students learn how to structure their papers through class discussions, one class period at the beginning of the semester is used to specifically discuss writing philosophy papers.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   PHIL 339: Philosophy of Law

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: Colleen Murphy
Printed name and signature: Colleen Murphy
(Date: 9/17/07)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
(Date: 9/24/07)

Approvals:

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

Department Head: Daniel Conway
Printed name and signature
(Date: 9/7/07)

Received: SFP 2.4.2009
By: UNC

Received: SFP 10.2009
By:
Philosophy 334.900: PHILOSOPHY OF LAW
TR 8:00-9:15am
G. Rollie White Coliseum 267A

Instructor: Professor Colleen Murphy
Office: 302E Bolton Hall
Office phone: 979-862-4856
Mailbox: 314 Bolton Hall
Email: cmmurphy@philosophy.tamu.edu
Office Hours: Wednesdays 3:30pm-5:30pm and by appointment

Course Description:
This course is meant to serve as an introduction to the philosophy of law. The first set questions we examine concern the nature of law. Is law simply a set of written rules you can look up in statutes and judicial opinions, or does it also include general principles, morality, custom, and convention? Is there a necessary connection between law and morality? We then turn to particular issues that arise in the criminal law. Questions we will consider include when and why is punishment justified? How do we determine the amount of punishment that is appropriate in any particular case? What are the obligations of lawyers within the criminal justice system?

Course Prerequisites and Graduation Requirements:
There are no prerequisites for this course. This course fulfills a writing requirement for graduation.

Required Texts:

Course Objectives:
In this course, you should:
1. Acquire a basic knowledge of the main theoretical debates in the philosophy of law.
2. Learn how to read and interpret contemporary philosophical texts.
3. Write an effective philosophical research paper.

Course Requirements and Expectations:
Attendance and Participation  15%
First Paper (5 pg)*  25%
Second Paper (5pg)*  25%
Peer Review of First and Second Papers**  5%
Final Paper(7pg)  30%

* Note about First and Second Papers:
Drafts of the Paper #1 and the Final Paper must be turned in 9 days prior to the due date for the paper. Comments on your draft will be provided within 7 days of the due date, so that you have 7 days to incorporate the comments into the final version of your paper. To pass this course a student must receive a passing grade on the first and second papers.

**Note about Peer Review:
Each student will be asked to review in-class the paper draft of the first and second paper assignments of a fellow student.

Grading Scale:
Questions on examinations will be essay questions. Essay questions require you to write reasoned responses to interpretative questions about the views of the philosophers we study. Papers have more extensive requirements and criteria, which will be detailed in each assignment.
In evaluating term papers and the answers to essay questions, I will use the following criteria:

- **Accuracy**: Is the answer accurate about such things as whether a given philosopher expressed a certain view, was associated with a particular philosophical group, was a student of another philosopher, wrote a particular work, etc.? For the term paper, this criterion includes complete and accurate acknowledgment of any other works used.

- **Argument**: Does the answer present a coherently structured argument? This is an important criterion in the case of answers to essay questions.

- **Completeness/Relevance**: Does the answer deal with all the important facts and issues that are relevant to the question? Also, does it spend its time discussing issues that are not relevant?

- **Writing**: Is the answer clearly written and free from spelling or grammatical errors? For the term paper: does the paper follow the appropriate format for the paper layout, the citation of sources, etc.?

The following table explains how I apply these criteria in evaluating a particular item (an essay answer on an exam or a term paper). Please note that this is **not** intended as a set of rubrics that can be applied mechanically to determine a grade; it does, however, explain what I look for.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Accuracy</th>
<th>Argument</th>
<th>Completeness/Relevance</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>No errors or omissions.</td>
<td>Well-constructed argument that gives a good defense of the point.</td>
<td>Deals with all the relevant material and issues and wastes no time on irrelevant points.</td>
<td>No grammatical errors; clearly written and a pleasure to read.</td>
</tr>
<tr>
<td>B</td>
<td>Only minor errors or omissions.</td>
<td>A good argumentative structure overall, but with some problems or weaknesses.</td>
<td>Omits only minor relevant material or includes only minor digressions from the topic.</td>
<td>Reasonably clearly written, with at most a few minor grammatical or spelling errors.</td>
</tr>
<tr>
<td>C</td>
<td>Significant errors, but mostly accurate.</td>
<td>The overall structure of the argument can be discerned, but it has significant problems or weaknesses.</td>
<td>Covers most of the relevant issues, but with some significant omissions; sometimes wanders off topic.</td>
<td>Basically readable, with some problems in spelling or grammar.</td>
</tr>
<tr>
<td>D</td>
<td>More erroneous than correct; major omissions.</td>
<td>Very poorly constructed argument; argument is inconsistently structured or incoherent.</td>
<td>Fails to cover major relevant issues; has only a little to do with the topic.</td>
<td>Difficult to read; many grammatical and spelling errors.</td>
</tr>
</tbody>
</table>
Course Readings and Schedule:¹

The Nature of Law
Week 1
Tuesday, September 1
First day of class
Introduction
Thursday, September 3
Brian Bix, “Traditional Natural Law Theory,” pp. 112-115

Week 2
Tuesday, September 8
John Austin, “The Province of Jurisprudence Determined,” pp. 126-130
Thursday, September 10
Oliver Wendell Holmes, “The Path of Law,” pp. 135-138
First Paper Assignment Handed Out
Instructions on Writing Philosophy Papers

Week 3
Tuesday, September 15
Thursday, September 17

Week 4
Tuesday, September 22
Thursday, September 24

Legal Reasoning
Week 5
Tuesday, September 29
Sanford Levinson, “Interpreting the Adultery Clause of the Ten Commandments,” pp. 66-67
Thursday, October 1
Draft of First Paper Due
In-class Peer Evaluation of First Paper

Week 6
Tuesday, October 6
Thursday, October 8
“Can a Murderer Inherit?” Riggs v. Palmer 86-90
Revised and Final Version of First Paper Due

Constitutional Law
Week 7
Tuesday, October 13
Thursday, October 15
Ronald Dworkin, “Constitutional Cases,” pp. 546-554

¹ All course readings are in PL.
Week 8  
Tuesday, October 20  
**Second Paper Assignment Handed Out**

Criminal Law  
Thursday, October 22  

Week 9  
Tuesday, October 27  
Herbert Morris, “Persons and Punishment,” pp. 252-258  
Thursday, October 29  

Week 10  
Tuesday, November 3  
**Draft of Second Paper Due**  
**In-class Peer Evaluation of Second Paper**  
Thursday, November 5  

Week 11  
Tuesday, November 10  
**Revised Final version of Second Paper Due**  
Thursday, November 12  

Week 12  
Tuesday, November 17  
*Gregg v. Georgia*, pp. 324-330  
Thursday, November 19  

Week 13  
Tuesday, November 24  
*Rummel v. Estelle* pp. 335-338  
Thursday, November 26  
*No class*

Week 14  
Tuesday, December 1  
Thursday, December 3  

Monday, December 14, 1:00-3:00pm  
**Final**
POLICIES

1. All assignments are due at the beginning of class. Please review the dates on which exams and papers are scheduled to see if you face any conflicts. You are responsible for arranging other commitments you may have such that you are able to take the exams when scheduled. Exams will be rescheduled only when there is a university sanctioned excuse. Please read Section 7 of the Texas A&M University Student Rules at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a list of excused absences. In this class we will follow rule 7.1.6.1 for illnesses greater than three days and 7.1.6.2.b for illnesses for no more than three days. Please contact me as soon as you know you will miss a class or an exam so that a reasonable alternative can be accommodated. Unexcused absences will result in a grade of zero for missed work or exams.

2. Plagiarism-
According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (<http://www.tamu.edu/aggiehonor>). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course.

The Aggie Honor System Office processes for adjudication and appeals can be found at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

3. Grade complaints-
I will be more than happy to discuss your grade with you on a couple of conditions. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully read all the comments I have given you. Second, you must come with a written statement about why you think that there is a discrepancy between the quality of the work and the grade it received.

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

5. Academic Integrity Statement

"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.

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

Pledge

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

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
We recommend that ENTO 435 Case Studies in Problem Solving be certified as a communications (C) course for the next four academic years (9/09 to 9/13). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing and speaking quality: 85%
2. Course content appropriate to the major
3. Total number of words: total 7500 & at least 2125 individual
4. Total oral presentation time: total 97 minutes & at least 10 minutes individual
5. Instructor to student ratio for one section: 1:20

Formative feedback is provided through written comments on drafts. Feedback is provided in two areas: spelling and common grammatical errors, and organization, logic, and synthesis related to the specific assignment and its rubric. Feedback on presentations is provided by instructor comments and class discussion after a series of presentations. Peer feedback is also provided through a calibrated peer review document.

Communication instruction on student writing is initially provided through lecture and discussion using examples of writing in scientific literature. After the first assignment is graded, a review and class discussion addresses common problems, achievements, and methods to improve. This process is repeated for each of the four assignments. Communication instruction on presentation begins with a guided class discussion following completion of the first assignment (after class members have had their first speaking experience in class). This discussion results in a list of class-valued characteristics for professional presentations. A peer review rubric is generated from this list that students use to evaluate each presentation going forward. At the end of each project, the discussion (parallel to the writing discussion above) includes an overall assessment of progress toward presentation improvement.
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):

   ENTO 435  Case Studies In Problem Solving

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: Cecilia Tamborindeguy
   Printed name and signature
   Date: 3/18/09

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   Date: 3/18/09

   Approvals:
   College Dean:
   Printed name and signature
   Date:
   Department Head:
   Printed name and signature
   Date: 3/16/09
Syllabus
ENTO 435 Case Studies in Problem Solving
Spring Semester 2009
Three Credit Hours (3-0)
T-Th 09:35-10:50
Room 205 Heep Center-West Campus

Instructors: Dr. Pete D. Teel, Professor and Associate Department Head
Dr. Cecelia Tamborindeguy, Assistant Professor

Department of Entomology
Texas A&M University
Office: Rm 416 (Teel) and Rm 516 (Tamborindeguy) Heep Center
Email: pteel@tamu.edu and CTamborindeguy@ag.tamu.edu

Description/Expectations: This capstone course is designed to help students develop problem-solving skills for real world situations. Entomological systems provide excellent material for gaining experience due to biological diversity, expansive scale, and importance to environmental, agricultural, and human health issues. Students are expected to identify and provide order to the components of problem solving, develop logical arguments from different perspectives, and communicate decision-making processes as a member of a problem solving team. The scale of problem solving will extend from laboratory and field, to community, state, and national levels.

Student Learning Outcomes:
• Assess, define and communicate problems from simple to complex levels.
• Define and debate problems and solutions from different points of view.
• Participate in the development and assessment of logical arguments, appropriate uses of evidence, and integration of varied types of information (quantitative, qualitative, text, image, etc.) in problem solving.
• Recognize the responsibilities and opportunities associated with citizenship in an increasingly interconnected and interdependent world.

Prerequisites: Junior or Senior classification, or approval of instructor.

Required Reading: Selected materials include web-based, scientific and public domain articles, and other selected materials appropriate to specific case studies.

Class Guide to Library Resources Website: Class and activity 22 January to be held in the Medical Sciences Library, West Campus.

Grading:
• Paper and presentation on Scientific Method………………15% (150 pts)
• Team paper and presentation on Critical Analysis *………..20% (200 pts)
• Case Study Analyses* …………………………………………..25% (250 pts)
• Current Issues Debate*……………………………………….25% (250 pts)
• Attendance and Participation……………………………………15% (150 pts)
• There is no final examination in this course.

A=90-100% of cumulative points; B=80-89; C=70-79; D=60-69; F=<60.

Course activities designated by * include formal presentations with a requirement for business casual or business professional dress. Students are guided to “Dress for Success” at the Career Center website for information and guidelines on professional dress.

Each course activity will include assessment of written documents and oral presentations. Activities indicated by * will be assigned to teams and teamwork will be evaluated by individual assessments based upon a rubric for participation.

**Estimated Schedule of Classroom Activities (Schedule and Assignments are Subject to Change):**

Jan 20 Introduction; syllabus review; development of “participation rubric”; initial review of the Scientific Method.
Jan 22 Class in the Medical Sciences Library – Presentation and Library Search Activity by Nancy Duran – Assignment of single scientific article review.

Jan 27 Discussion of the Scientific Method.
Jan 29 Discussion of the Scientific Method and preparations for assignment completion.

Feb 3 Classroom presentations: single peer reviewed article.
Feb 5 Classroom presentations: single peer reviewed article.

Feb 10 Expanded problem solving in science: interconnected ideas and critical assessment. Assignment II teams; Assignment and Review of Topic Selection and Rubric for Written and Oral Products.
Feb 12 Expanded problem solving in science: developing and testing hypotheses. Teams select topic areas for research.

Feb 17 Classroom Teamwork; Q&A Session.
Feb 19 Classroom presentations.

Feb 24 Classroom presentations.
Feb 26 Classroom presentations.

Mar 3 Case studies: Granovsky Associates.
Mar 5 Case studies: Granovsky Associates.

Mar 10 Case studies team assignments and case reviews; products of assignment II reviewed and discussed.
Mar 12 Teamwork and classroom discussion.
Mar 16-20 Spring Break

Mar 24  Case study final Q/A and preparation.
Mar 26  Classroom Presentations.

Mar 31  Classroom Presentations.
Apr  2  Classroom Presentations.

Apr 7  Case study written products due. Presentation: *Expanded Problem Solving – Science, Technology, Policy, & Regulation.*
Apr 9  Presentation on Debate: a forum for argument, compromise, and finding solutions. Issue debate topics and team assignments.

Apr 14  Debate protocol; Teamwork and classroom discussions.
Apr 16  Debate research, class discussion and final preparation.

Apr 21  Debates.
Apr 23  Debates.

Apr 28  Debates.
Apr 30  Course summary and discussion.

Week of May 4 begins reading days and preparation for finals.

**Classroom Expectations:** Be in class on time and be prepared for classroom discussion/participation. Turn off all cell phones, pagers, and other communication devices that would cause interruptions. Gentlemen remove caps. Be aware of and observe all classroom safety rules and regulations. Assist others.

**Americans with Disabilities Act (ADA) Policy**
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TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Joe Outlaw, Dept. of Agricultural Economics
Fred Boadu, Dept. of Agricultural Economics
John Nichols, Head, Dept. of Agricultural Economics
Ann Kenimer, AOC Dean, College of Agricultural and Life Sciences
DATE: October 15, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGEC 429

We recommend that AGEC 429, Agricultural and Food Policy, 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 (47%)
2. Course content appropriate to the major
3. Total number of words (3000+)
4. Instructor to student ratio for one section: 1:24

Students write twelve one-page agricultural policy papers addressed to an audience of legislators and legislative aides. A minimum of two papers are returned with feedback from the instructor on how students can further improve their writing skills. Students use these comments to improve the final drafts and other writing assignments throughout the semester. Revisions for these two papers are due the following week, providing a chance for students to improve their grades and writing skills. Each student participates in at least one peer review throughout the semester. Students receive rubrics with each assignment, and these rubrics are used for grading and feedback. Three graduate students grade all papers with some assistance from two undergraduates not taking the course. Writing instruction is provided through lecture, models, and in-class practice.

No other 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):
   AGE C 429 - Agriculture 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: Fred Board
Printed name and signature (Date)

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

Approvals:
College Dean: Ann L. Kenimer
Printed name and signature (Date)
Department Head: John P. Nichols
Printed name and signature (Date)

RECEIVED
SEP 07 2009
By
AGEC 429 Agricultural and Food Policy
Room 105, Langford Architecture Building C
10:20 a.m. - 11:10 a.m., Monday, Wednesday & Friday

Fall 2009 Syllabus

Course Description: Analysis of the causes, nature, and effects of government participation in agriculture; and interrelationship of the American agriculture and agribusiness sector with the political and economic system, public administration, and interest group representation. Special emphasis is given to learning the writing skills and communication style of policy participants.

Prerequisites: AGEC 105 or ECON 202 or ECON 203; ENGL 104; and Junior or Senior Classification (i.e., 60 or more completed hours)

Instructor: Joe L. Outlaw
Professor and Extension Economist
Co-Director, Agricultural and Food Policy Center
E-mail: joutlaw@tamu.edu
Office: Blocker 450
Office phone: 979-845-5913
Office hours: 9:00 - 10:00 a.m., Monday and Wednesday, or by appointment

Writing Assistants: Three assistants to be named
Office: Blocker 305
Office phone: 979-845-6968
Office hours: By appointment

Email: Please, ALWAYS put “AGEC 429” on subject line of your e-mails to us.

Course Web Address: www.afpc.tamu.edu/courses/

The website contains a copy of the syllabus, old exams, and homework assignments.

Scheduled Exam Dates:

Exam I       September 28th
Exam II      October 26th
Exam III     November 23rd
Final Exam   December 15th 8-10 a.m.

Attendance:  Attendance is taken each day at 10:30 a.m. Although not required, attendance will assist us in dealing with borderline situations.

Grade Determination:

Weekly Writing Assignments  12 x 30 = 360 possible points
Exam I                    1 x 100 = 100 possible points
Exam II                   1 x 100 = 100 possible points
Exam III                  1 x 100 = 100 possible points
Final Exam                1 x 100 = 100 possible points
                          760 total points

Note: Graded writing assignments constitute 47% of the total grade. Bonus points will be added to final total based on outstanding participation observed in class.

Grades:  89.5% - 100% will be needed for an A
          79.5% - 89.4% will be needed for a B
          69.5% - 79.4% will be needed for a C
          59.5% - 69.4% will be needed for a D
          59.4% or lower will be an F

Examinations and Assignments:

- Examinations will consist of multiple choice and short answer questions, along with graphs.
- Three exams and a comprehensive final exam will be given. All exams will count 100 points.
- Students will be allowed to make-up a missed exam ONLY if the absence was due to a University-excused absence. To be excused, the student must notify the instructor in writing (an acknowledged e-mail message is acceptable) by the end of the second working day (i.e., Monday - Friday) after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Within one week of the last date of the absence, the student must also provide documentation substantiating the reason for the absence that is satisfactory to the instructor. For illness, documentation should include a note from a doctor or clinic.
- Review sessions will be offered prior to the exams.
- There will be twelve writing assignments during the semester. Each of the assignments will count 30 points.

Writing Instructions:

- Writing expectations and guidelines will be covered during the first week of class. A representative from the University Writing Center will be invited, as needed, to present a review of basic grammar, spelling, and punctuation. Writing concepts and principles covered in AGEC 217 will be further developed.
• Each paper should be written to an audience of legislators and legislative aides. The papers are to be double-spaced with varying lengths but generally not longer than one page. **Sources may be cited on a second page.**

• A minimum of two papers will be returned with feedback from the instructor on how students can further improve their writing skills. Students should use these comments to improve the final drafts and other writing assignments throughout the semester. Revisions for these two papers will be due the following week, providing a chance for students to improve their grades and writing skills. Final grades will then be assigned.

• Each student will participate in at least one peer review throughout the semester, in which they will read at least one other student’s paper and provide helpful comments for its improvement.

### Use of Calculators During Examinations in the Department of Agricultural Economics:

Unless specifically authorized by an instructor, the use of all programmable calculators is prohibited during examinations and quizzes in the Department of Agricultural Economics classes. That is, only simple (e.g., addition, subtraction, multiplication, division, square root, exponential, etc., but no programmable features) calculators may be used. Unauthorized use of a programmable calculator during an examination or quiz is considered cheating and will result in a grade of zero on the examination or quiz, a grade of F in the course, and subsequent reporting of the incident to the Aggie Honor System Office.

### Copyright:

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including (but not limited to) syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only and may not be given or sold to other individuals.

### Americans with Disabilities (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. Texas A&M University has a strong institutional commitment to the principle of diversity in all areas. In that spirit, admission to Texas A&M University and any of its sponsored programs is open to all qualified individuals without regard to subgroup, class, or stereotype.

If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Room B118 of the Cain Hall Building. The phone number is 845-1637. ADA accommodations will be made in accordance with the law.

### Academic Integrity Statement:

As commonly defined, plagiarism consists of passing off as one’s own ideas excerpts or total reproduction of work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student
Rules, under the section Academic Misconduct.

Scholastic Honesty and Classroom Rules:

A note on cheating -- it is not tolerated! If you are caught in the act, you will automatically receive a zero on the work in question. Your instructor will then proceed in completing the Honor Code Violation Report form and report you, through the Department of Agricultural Economics Undergraduate Office, to the Honor Council. For many years, Aggies have followed a Code of Honor, which is stated in this very simple statement:

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

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

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 Texas A&M University community from the requirements or 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, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Signature: ___________________________ Date: ________________

Printed Name: ___________________________ UIN: ________________