Memorandum

November 11, 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:

- ARCH 451  Emerging Strategies in Architectural Management
- GERM 315  Literary Investigations: Short German Fiction
- INTS 491  Research: Senior Seminar
- PHIL 361  Metaphysics
- PHIL 419  Current Continental Philosophy

Courses submitted for C certification:

- COSC 440  Design-Build Capstone
- COSC 441  Residential Capstone
- COSC 442  Commercial Capstone
- COSC 443  Industrial Capstone
- COSC 446  Specialty Capstone

Courses submitted for W recertification:

- ENGL 353  History of Rhetoric
- ENGL 354  Modern Rhetorical Theory
- HORT 418  Nut Culture
- IDIS 303  Mechanical Power Transmission
• IDIS 403 Fluid Power Technology
• MAST 411 International Maritime Cultures
• RDNG 472 Teaching Writing in Elementary and Middle Grades
• SPMT 482 Writing Seminar in Sport Management
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Robert E. Johnson, Department of Architecture
     Daniel Conway, Head, Department of Architecture
     Leslie Feigenbaum, AOC Dean, College of Architecture

DATE: October 16, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: ARCH 451

We recommend that ARCH 451 Emerging Strategies in Architectural Management 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: 3500
4. Instructor to student ratio for one section: 1:15

ARCH 451 uses case study; therefore, all writing assignments reinforce learning through writing. Students write one case on a mandatory topic and select two cases they are particularly interested in for three of their writing assignments. These assignments are due prior to discussion of the case in class. For their final assignment, students are required to interview the principal or associate in a firm of their choosing. They then analyze that firm based on what they learned in the interview and the earlier class sessions. They have the option of writing this assignment collaboratively, in pairs. The three individually written assignments total 45% of the grade. Formative feedback is provided by peer-review, self-critique, and instructor comments on drafts. Instruction is provided through brief, low-stakes writing, lectures on relevant topics as needed, and anonymous in-class surveys to identify and address students' writing problems.
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):
   ARCH 451-500, EMERGING STRATEGIES IN ARCHITECTURAL MANAGEMENT

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: Robert Johnson 10/20/09
Printed name and signature

Received: Valerie Balester 10/29/09
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: Glen Mills 26 Oct 09
Printed name and signature

Department Head: Jorge Varegas 26 Oct 09
Printed name and signature

RECEIVED
OCT 29 2009
By
Texas A&M University
Department of Architecture

ARCHITECTURE 451-500
Emerging Strategies in Architectural Management

(3 credit hours)
Spring 2010 - Revised: 10/25/09

This course fulfills DIRECTED ELECTIVE III (Multidisciplinary)
This course has been submitted for approval as a “W” course

Time: Tue, Thu: 3:55-5:10 pm
Place: Building A, Room TBA
Instructor: Robert E. Johnson, Arch.D., AIA
Email: rejohnson@tamu.edu
Tel: 2-4560

ARCH 451 – EMERG STRAT ARCH MGMT

Catalog Description
Emerging strategies in the architecture and construction industry, with an emphasis on understanding the changing structure of the industry and the management of both firms and projects. Prerequisite: Senior classification or approval of degree coordinator.

DESCRIPTION
This seminar will investigate the theories, processes and procedures that are used at a variety of architectural firms to take design ideas from concept to reality. The topics of this seminar are designed to be especially applicable to students who are interested in learning about what it means to be a practicing professional.

While this course focuses primarily on the profession of architecture, the issues are similar for other professional firms and therefore it is open to students of all professions.

LEARNING OBJECTIVES
There are two major learning objectives of this course.

1. Students taking this course will learn what they can expect during the first few years of working in an architecture firm.

2. Students will learn how they can evaluate the potential of an architecture firm within the context of their own career inclinations and prospects. Each session will endeavor to link an essential body of knowledge - theory - to the application of that knowledge in a complex and constantly evolving professional situation - practice. Subjects to be discussed in class include the business of design practice, ethics, the sociology of the design workplace and how these
influence the distinctive qualities of the design firm.

3. Students will investigate these issues primarily through the case method of teaching. Therefore, writing about subjects discussed will be an important part of the learning process.

CONTENT/METHOD

The course will meet two times for 1-1/4 hours each week. Most sessions will require you to read and evaluate a case from the professional world. These cases will require that the student identify problems, evaluate possible solutions, and make a specific recommendation to resolve the problem identified. Readings will be required for most sessions. This course will use the following methods to facilitate learning:

SHORT PAPERS AND STUDENT PRESENTATIONS/DISCUSSIONS

Students will be asked to write **three** short papers (approximately 3 typewritten pages each) on a case covered in class of their choosing. These papers will be a written analysis and recommendation for class discussions and will be due at the **start** of the class session. Grades for these papers will be based on the ability to articulate a persuasive, in-depth and **critical understanding** of a major professional practice issue. These papers are to be a minimum of 3 pages (750 words) in length. Assignments will be written and will be due at the start of the relevant class session. There three types of short paper case analyses:

a) **Mandatory case short paper analysis.** All students will be required to write a short paper analysis of the case presented for the topic: INTERNING AND ETHICS. This will be an introduction to the process for writing drafts and reviewing cases throughout the rest of the semester.

b) **Student-selected case analyses:** Students will vote to select two (2) cases of their choosing. The student peer review of these two cases will take place **outside of class** using the approach introduced above for CASE 1.

The following is an example of student-selected case due dates. These will be established more specifically after students have selected the two cases.

- **Session N:** CASE DRAFT due
- **Session N+1:** Peer-reviewed (outside class) CASE DRAFT given to instructor
- **Session N+2:** Instructor returns CASE DRAFT to student with his comments
- **Session N+3:** CASE Final paper due. The CASE will be discussed in this class.

c) **Other case analyses.** All other cases will be analyzed by the student at various times and in various ways during the class. These analyses will often include a mini-writing assignment, usually followed by class discussion or a peer-review session.

FIRM ANALYSIS PAPER

An important part of this course will be the written analysis of a professional design firm. This project will enable students to develop insights about the design profession through an in-depth analysis of a firm of their choosing. It will also give them an opportunity to focus on that part of design practice that is of the greatest interest to them. The analysis will be a minimum of 10 pages (1,250 words) and will include photos of projects completed by the firm and other,
relevant graphics. Additionally, students will prepare a Power Point presentation and present their findings to the class at the end of the semester.

This analysis may be done in teams of two persons per team. If you elect to form a team, each member of the team will have the primary responsibility for writing specific sections of the team's report. The heading or sub-heading of the section should be followed by the name of the student who was primarily responsible for that section. However, both team members must peer review each other’s work and jointly decide on the organization of the paper. The instructor will review these papers. If students decide to form a team for analyzing a firm, the grade on the paper will be typically the same grade for each unless it becomes obvious that this would not be a reasonable option. In this case, grades will be based on the sections written by each member.

Information about this final assignment will be available in two parts. Part A, a list of project tasks for this assignment is in Appendix A in this syllabus. Part B, rubrics for evaluation, will be provided during the first part of the semester and will be similar but more comprehensive, especially regarding content, than the rubrics for the case analyses. For those students electing to work as a team, readings and discussions will be incorporated into the course regarding collaborative writing under the “teams and leadership” section of the course.

OTHER WRITING EXERCISES

A variety of activities will be used to help you to improve your analysis and writing of cases. These activities will include:

   a) Provide models and/or possible outlines for analyzing cases and the final analysis paper.
   b) In-class peer review of papers, with a focus on content, organization and argument. A peer response review sheet will be provided for the peer review of case analyses and for the final firm analysis.
   c) Student written self-critique of assignments.
   d) Instructor written comments on drafts of assignments.
   e) Mini in-class writing assignments often followed by peer review or class discussion.
   f) Anonymous in-class surveys to determine what students find difficult in their writing.
   g) Mini lectures on specific aspects of writing as determined by in-class surveys and issues identified on drafts of student papers.
   h) References to appropriate writing web sites.

OTHER PRESENTATION FORMATS

   a) Invited presentations by professionals.
   b) Field trips to architectural firms.

CLASS PARTICIPATION

Class preparation, attendance, and participation are particularly important in this class. Absences will be excused only for valid reasons – see next section for the university definition of
excused absences. At some time during the semester, students will be called on to orally present their individual analysis and recommendations. Therefore, preparation prior to each class is essential.

In communicating analyses and recommendations, quality is more important than quantity. Meaningful content that extends beyond mere factual recall, brevity and persuasiveness are positive attributes. Grades for class participation will be a function of both attendance and substantive contribution to class discussion.

A FINAL NOTE

As stated by noted architect Charles B. Thomsen, FAIA, FCMAA, “Our clients are busy, so brevity is golden. Take time to make your writing short. Good writing, like good design, has no unnecessary parts. Look for wordiness everywhere. Question the need for every paragraph, every sentence, every word. The more words you use, the more you risk blurring important ideas. Get lean.” (Thomsen, no date, p. 4)

REQUIRED READING AND EMAIL

Required reading will be either handed out in class or available on-line. See Appendix C for a preliminary list of reading references.

All email communications will be through the NEO system. Please check this regularly.

STUDENT RESPONSIBILITIES AND GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Three Short-Papers (Case Analysis: 2,250 words total)</td>
<td>45%</td>
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<tr>
<td>Firm Analysis (Term Paper: 1,250 words+PowerPoint)</td>
<td>40%</td>
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100%

IMPORTANT: Rubrics that outline grading criteria will be provided for both the case analysis short papers and the final analysis paper. Papers that are handed in late without a valid, university excused absence will be marked down by one full grade each week or part of a week they are late. Any papers that are not turned in at all will receive zero credit. Each assignment will receive a numerical grade that will then be weighted using the weights (above) to arrive at the final score. This final score will be converted into a letter grade as follows: A (≤ 100 and ≥ 90), B (< 90 and ≥ 80), C(< 80 and ≥ 70), D(< 70 and ≥ 60), F(< 60).

EXCUSED ABSENCES

Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.
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 Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

ACADEMIC INTEGRITY STATEMENT AND PLAGIARISM
“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Much of the grade for this course is determined by writing assignments. Plagiarism has occasionally been a problem in some of these assignments. Plagiarism is defined by Texas A&M University as: “Failing to credit sources used in a work product in an attempt to pass off the work as one’s own; Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” Plagiarism is a serious offense, and students who plagiarize will be dealt with according to university rules.

**TOPIC OVERVIEW (PRELIMINARY, dates to be provided prior to start of class)**

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<thead>
<tr>
<th>Sess</th>
<th>Topic</th>
<th>Due</th>
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<tr>
<td>1</td>
<td><strong>INTRODUCTION-PROFESSIONAL WRITING</strong></td>
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<td>2</td>
<td><strong>TRENDS-CHANGING PRACTICE</strong></td>
<td>Select 2 cases (3 pages each)</td>
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<td>3</td>
<td><strong>PEER REVIEW WORKSHOP</strong> (by Writing Center)**</td>
<td><strong>CASE 1 draft (required for all students)</strong></td>
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<td>4</td>
<td><strong>Internships-Guest: Gary Dunn</strong></td>
<td>Instructor returns <strong>CASE 1 draft</strong></td>
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<tr>
<td>5</td>
<td><strong>CASE 1: INTERNING AND ETHICS</strong></td>
<td><strong>CASE 1 final</strong></td>
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<td>6</td>
<td><strong>No class-Rowlett Lecture attendance required</strong></td>
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<td>7</td>
<td><strong>ORGANIZATIONAL CULTURE</strong></td>
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<td>8</td>
<td><strong>Visit to local architectural firm</strong></td>
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<td>9</td>
<td><strong>CASE 2: PRACTICING</strong></td>
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<td>10</td>
<td><strong>CASE 3: ORGANIZING</strong></td>
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<td>11</td>
<td><strong>CASE 4: DELIVERING PROJECTS</strong></td>
<td><strong>Schedule interview now</strong></td>
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<td>12</td>
<td><strong>CASE 5: BALANCING</strong></td>
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<td>13</td>
<td><strong>CASE 6: STRATEGIC PLANNING</strong></td>
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<td>14</td>
<td><strong>CASE 7: MARKETING CONCEPTS</strong></td>
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<td>15</td>
<td><strong>CASE 8: THE EVOLUTION OF FIRMS</strong></td>
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<td>16</td>
<td><strong>INTERVIEWING &amp; WRITING YOUR ANALYSIS</strong></td>
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<td>17</td>
<td><strong>SPRING BREAK (March 16-20)</strong></td>
<td><strong>Firm interviews here?</strong></td>
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<td>18</td>
<td><strong>PROJECT BUDGETING WORKSHOP</strong></td>
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<td>19</td>
<td><strong>DESIGN NEGOTIATING</strong></td>
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<td>20</td>
<td><strong>CASE 9: MANAGING PROJECTS</strong></td>
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<td>21</td>
<td><strong>CASE 10: SERVICING CLIENTS</strong></td>
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<td>22</td>
<td><strong>PROFIT PLANNING WORKSHOP</strong></td>
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<td>23</td>
<td>In-class peer review of firm papers</td>
<td><strong>DRAFT of firm analysis + Power Point</strong></td>
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<td>24</td>
<td><strong>CASE 11: DESIGN TEAMS &amp; LEADERSHIP</strong></td>
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<td>25</td>
<td><strong>Legal Issues: Guest Speaker</strong></td>
<td>Instructor returns <strong>DRAFT of FINAL analysis + Power Point</strong></td>
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<td>26</td>
<td><strong>CASE 12: COMMUNICATING</strong></td>
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<tr>
<td>27</td>
<td><strong>PRESENTATION OF PROJECTS</strong></td>
<td><strong>FINAL firm analysis paper + Power Point due</strong></td>
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<td>28</td>
<td><strong>PRESENTATION OF PROJECTS</strong></td>
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<td>29</td>
<td><strong>PRESENTATION OF PROJECTS</strong></td>
<td><strong>Last day of this class</strong></td>
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Note: Two CASES will be scheduled as short papers after decided by the class.
APPENDIX A: PROJECT TASKS

The following is Part A of the final firm analysis assignment. This describes the tasks that are part of the project to analyze a firm. Part B, minimum content requirements, will be distributed approximately mid-semester.

1. Identification of the Design Organization
Select a firm that you think you might be interested in learning more about. This might be a firm that you have worked for in the past (summer job?) or one that you might be interested in working for in the future. Think about your own personal values and the type of firm that might have similar values. You are not limited to "traditional" design firms. Exploration of innovative or non-traditional design organizations is perfectly acceptable. In the past, students have selected firms from around the country and, in some cases, the world.

If there is duplication in the firms that have been selected, students may be asked to choose another firm. In addition, a very few firms sometimes decline to participate after being contacted. So have a back-up firm ready.

2. Identification of Team
At the same time that you identify the design organization you will be asked to determine whether or not you wish to do this project as part of a team. If you are forming a team for this project, let me know the names of all team members. Teams should have not more than two persons.

3. Write a Letter of Introduction
You are to write a letter that introduces yourself (your team) to one of the principals of the firm, outlines the purpose of the project, and requests an interview (see example in Appendix C). Plan to contact this firm not later than three weeks before your interview.

4. Pre-Interview Research and Evaluation
Collect as much information as you can about the firm prior to your interview.

   a) Make use of reference sources in the Technical Reference Center and the Library. Check the Internet to see if the firm has a web site. See also the Architect Finder in http://www.aia.org.

   b) Locate stories or news articles that may have been published about projects done by the firm. Some of the larger, well-known firms have had books published about them.

   c) If possible, visit several projects that seem to representative of the work of the firm. What values do they seem to reflect? Consider taking project photos for the poster. Maybe you can talk to a few of the people that use the building to get their views about the effectiveness of the design.

   d) Informally discuss the firm with other knowledgeable persons (faculty, other students, or employees of the firm).
5. **Contact Firm; Establish Interview Date**
Telephone the principal of the firm about one week after you send your letter in order to schedule your interview.

6. **On-Site Visit (Interview)**
Complete your interview with the design organization. Your first contact should be with either the principal of the firm or a knowledgeable associate of the firm. You should have already formed some opinions about the design firm before the interview. The interview will give you an opportunity to test those opinions and to develop additional insights about the firm.

A two-person team is sometimes helpful during the interview, since one person can be asking a question while the other can be taking notes or thinking about the next question to ask. Be sure that you cover the key, most important issues in no more than one hour. You can fill in details later by telephone, if necessary. It might also be possible for you to ask to talk with others in the firm. In addition to the principal, it might be useful to ask permission to talk with someone who is an intern or a relatively recent graduate. We will have a mock interview in class to help you develop your interviewing skills.

7. **Post-Interview**
Write-up the results of your interview as soon as possible after the interview. If you wait too long you may forget important information that may not have made it into your notes. This write-up of the interview will serve as raw material for your paper. You must hand in a typed transcript of your interview.

8. **Draft Report and Review Process**
You must hand in a marked-up, peer-reviewed (by a fellow student) draft of your firm analysis. If you are doing this as part of a team, you may peer-review sections that were written by your team mate (see section 9, below). This will be reviewed and returned to you by the instructor.

9. **Final Report**
The final report must be in an 8-1/2 by 11” format. If you are doing this as part of the team each section must be identified with the name of a team member that was the principal author of that section.

10. **Student Presentations**
Each student (or student team) will be expected to give a short presentation summarizing the essential elements of their report and conclusions about the firm that was analyzed.

11. **Grading**
All firm analysis papers will be given a numerical grade between 0 and 1.00. They will be reviewed by the instructor and comments written as needed.
APPENDIX B: EXAMPLE OF LETTER TO DESIGN FIRM

February 16, 2008
800 University Drive
College Station, TX 77840

Ms. I. M. Professional
G B & Best, Architects and Planners
1234 Construction Ave.
New York, NY 12202

Dear Ms. Professional:

Body of letter goes here. Use this format or something very similar. If your address is going to be on the right-top of the page as shown above, use the tab key to make sure the text is properly lined up. Do not "space" over with the space key. Try to keep the letter brief -- business letters are generally limited to not more than one page. If you wish, I will review the letter before you send it. Consider the following outline for the body of the letter:

1. Introduce yourself (your team).
2. Indicate why you are writing the letter.
3. Elaborate briefly on the purpose of the project.
4. Request an interview of about one hour with a knowledgeable person in order to learn about the firm.
   Include a brief outline of topics that you wish to discuss.
5. Indicate that you will call in about one week to schedule the interview.
6. (Optional) Ask in the letter if it would be OK to tape record the interview. Then ask again when you call to schedule the interview.
7. (Optional) Say that you would be willing to provide a copy of the completed project.

Sincerely,

John/Jane E. Student
APPENDIX C: PRELIMINARY LIST OF READINGS

INTRODUCTION
Thomsen, Chuck. *Writing*. Parsons Corporation. No date. pg 1-34.

TRENDS-CHANGING PRACTICE

INTERNING AND ETHICS
Johnson, Robert, Key Financial Terms and Relationships, 2009, 1.
-----, AIA, "What Every Student Needs to Know About IDP"

PRACTICING

ORGANIZING
-----, HKS Values, 2006, 1 page.

BALANCING
CASE: Hanson Assoc & ABC/Prieto Haskell [REVIEW].

STRATEGIC PLANNING

MARKETING CASE

MARKETING CONCEPTS
CASE: Hanson & Associates, ABC | Prieto Haskell and Harris Johnson[REVIEW].

THE EVOLUTION OF FIRMS

ORGANIZATIONAL CULTURE

PROFIT PLANNING WORKSHOP

INTERVIEWING

DESIGN NEGOTIATING

DELIVERING PROJECTS
-----, “Project Delivery Assessment Matrix”, 1.

MANAGING PROJECTS

SERVICING CLIENTS

COMMUNICATING
CASE: Archer Architects and Casey Kovacs [REVIEW].

PROJECT BUDGETING WORKSHOP

DESIGN TEAMS & LEADERSHIP
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Stefanie Harris, Department of European & Classical Languages & Literatures
Richard Golsan, Head, Department of European & Classical Languages & Literatures
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: November 9, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: GERM 315

We recommend that GERM 315 Literary Investigations: Short German Fiction 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: 2000
4. Instructor to student ratio for one section: 1:18

Students in GERM 315 write two analysis essays, a descriptive essay, and a final formal essay comparing texts. Undergraduate students who are competent in German help students in GERM 315 with their writing. All writing assignments include at least one draft with feedback before the final version is submitted. Formative feedback is provided to students through peer-review during writing workshops and exercises designed to guide students in editing and critiquing each other's work. In addition, they receive written instructor feedback on drafts of all their papers (via rubrics). A midterm meeting with the instructor ensures they receive oral feedback after the completion of their second essay. During this meeting, they discuss individualized plans for the final two essays. Writing instruction covers rhetorical forms and principles addressed through lecture and appropriate models; a detailed writing rubric presents best practices for writing a critical essay on German literature in German. Further language skills are targeted as needed through short in-class grammar exercises and review.
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):

   GERM 315, "Literary Investigations: German Short Fiction"

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: Stefanie Harris
Printed name and signature
(Date)

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

Approvals:

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

Richard J. Galsan
Department Head:
(Printed name and signature) (Date)
GERMAN 315 – Literary Investigations: German Short Fiction

Dr. Stefanie Harris  
office: Academic 229C  
phone: 845-0825

office hours: WF 10-12p, or by appointment  
e-mail: stefanieharris@tamu.edu

Course description
In this course students will read representative short stories by German-language authors from the early 20th century to the present, highlighting major themes, stylistic trends and formal devices, and motifs of the genre. The course emphasizes principles of literary analysis and interpretation, and advances reading, listening (class lecture and discussion), speaking (organizing and leading class discussion, responding to discussion questions), and writing skills (critical essays) in German. By the end of the semester, students will be familiar with an important genre in 20th century German literature; master the skills for stating, developing and organizing a critical argument in German; and advance their German language skills in all four areas of linguistic competence (reading, listening, speaking, writing).

Prerequisites
GERMAN 202 or equivalent.

Course requirements and evaluation
Final course grade will be based on writing (four essays of increasing complexity: 5% + 15% + 15% + 35% = 70%); two quizzes on course readings (10% + 10% = 20%); and discussion leader (10%). You must pass the writing component of the course in order to earn a passing grade for the course. Reading assignments, due dates for writing assignments, and quiz dates are noted on the schedule. Please read each text carefully, and maintain an on-going detailed vocabulary list, so you are fully prepared to discuss the stories in class.

Essays
You will write four critical essays of increasing complexity during the semester, emphasizing different principles of literary analysis and interpretation. All essays will be written in two stages (draft and final). Reviewing and revising drafts are a critical component of the writing process and your final grade for each essay will take these stages into account. We will create collaborative, detailed writing rubrics for each assignment to guide you. We will be conducting peer review of essay drafts in class so it is critical that you bring a typed, hard-copy of your draft to class on the due date listed on the syllabus. Instructor feedback on drafts will address points from the writing rubric and individual grammatical/linguistic areas. Final papers must include a short note indicating how your final paper addresses these issues. Due dates for final versions are noted. Because you will be graded on your use of the language in addition to content and organization, short grammar reviews will be held in class as needed to polish written language skills.

#1: 250-300 words (5%)
#2: 500-600 words (15%)
#3: 500-600 words (15%)
#4: 750-1000 words (35%)

Quiz
Two in-class quizzes will test comprehension of texts and understanding of major themes. (20%)

Discussion Leader
Each student will serve as discussion leader during the first ten minutes of one class period. Your task is to prepare a short statement highlighting what you consider an important aspect of the reading assigned for the day, a set of substantive follow-up discussion questions, and (possibly) an activity for your classmates. You must prepare a hand-out (in German) that includes highlights of your presentation and any important vocabulary. Students must sign up for their date by the end of the second week of classes. (10%)

Absences
For each unexcused absence in excess of two, your final course grade will be penalized 2.5%. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit
will be required in order to count the absence as university-excused; for absences of three days or more, the note
must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**Academic Integrity**

*An Aggie does not lie, cheat, or steal, or tolerate those who do.* You are expected to be aware of the Aggie Honor

**Disabilities**

The *Americans with Disabilities Act* (ADA) is a federal anti-discrimination statute providing comprehensive civil
rights protection for persons with disabilities. Among other things, this legislation requires that all students with
disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If
you believe that you have a disability requiring an accommodation, please contact the Office of Disability Services,
B-118 Cain Hall (phone: 845-1637).

**Calendar of assignments**

*Week One*
Topics: What is a short story? Literary terms in German.
Reading: Robert Musil, “Das Fliegenpapier”

*Week Two*
Topics: What is an analytic essay? Collaborative construction of writing rubric.
Reading: Thomas Mann, “Anekdote”
In-class writing: Crafting a thesis statement.

*Week Three*
Topics: What is a literary device? How do I write about it effectively?
Reading: Hermann Hesse, “Der Dichter”
Writing: Draft essay #1 due. In-class peer review and writing workshop.

*Week Four*
Topics: What is irony?
Reading: Bertolt Brecht, selections from “Geschichten von Herrn Keuner”
Writing: Final essay #1 due

*Week Five*
Topics: What is metaphor?
Reading: Wolfgang Borchert, “Die Kegelbahn” and “Die Küchenuhr”
Writing: Draft essay #2 due. In-class peer review and writing workshop.

*Week Six*
Topics: How do I pick effective examples to demonstrate my argument?
Reading: Heinrich Böll, “Mein teures Bein” and “An der Brücke”
Writing: Final essay #2 due

*Week Seven*
Topics: Surprise endings
Reading: Elisabeth Langgässer, “Saisonbeginn” and “Untergetaucht”
** Instructor/Student meetings to discuss individualized writing plans **

*Week Eight*
Topics: Representing social problems
Reading: Wolfdietrich Schnurre, “Der Verrat”; Max von der Grün, “Kinder sind immer Erben”
Quiz #1
** Instructor/Student meetings to discuss individualized writing plans **
**Week Nine**
Topics: Fantasy and surrealism: the formal qualities of a text
Reading: Friedrich Dürrenmatt, “Der Tunnel”

**Week Ten**
Topics: Perspective and point-of-view
Reading: Günter Kunert, “Alltägliche Geschichte einer Berliner Straße”
Writing: Draft essay #3 due. In-class peer review and writing workshop.

**Week Eleven**
Topics: Comparing two or more texts.
Reading: Gabriele Wohmann, “Wiedersehen in Venedig”; Marie-Luise Kaschnitz, “Das dicke Kind”
Writing: Final essay #3 due

**Week Twelve**
Topics: Representing historical events.
Reading: Helga Schubert, “Das verbotene Zimmer”
Presentation of final paper proposals.

**Week Thirteen**
Topics: Linguistic registers: high and low
Reading: Uwe Timm, “Eine Wendegeschichte”
Writing: Draft of ½ of essay #4 due. Final writing workshop.

**Week Fourteen**
Wrap-up and conclusions. Overview of literary terms and strategies. Focus on sustaining a longer interpretive argument.
Quiz #2

Final paper due date according to final exam schedule.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Michael Greenwald, International Studies Program
Donald Curtis, Associate Dean, College of Liberal Arts
DATE: November 9, 2009
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: INTS 491

We recommend that INTS 491 Research: Senior Seminar be certified as a writing (W) course for the next four academic years (9/09 to 9/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (50%)
2. Course content appropriate to the major
3. Total number of words (5000+)
4. Instructor to student ratio for one section: 1:1 with 50-60 students per year

INTS 491 may be used as a substitute for INTS 481 Senior Thesis. It uses the same criterion as INTS 481 (20-25 page paper) and same grading standards as defined by the INTS 481 directive. The course requires a student to write a 20-25 page paper in steps (bibliography, statement of thesis, drafts-in-progress). Professors provide oral and written feedback on each step of the paper; students provide peer review on their drafts. Selected student writing is used to demonstrate writing strategies, strengths, and weaknesses. Students use the MLA Handbook and How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper (2005) as primary texts. These materials are discussed for both content and writing style. Samples of student writing are also discussed.
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):

   NTS 491: Research Senior Thesis

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.

   DIRECTOR: NTS
   Instructor/Coordinator: Michael L. Greenwald 10-24-2009
   Printed name and signature

   Received: Valerie Balester 10/29/09
   (W Course Coordinator, University Writing Center)

   Approvals:

   College Dean: Dan Curtis David O. Carter 10/30/07
   (Date)
   Printed name and signature

   NTS Program
   Department Head: Michael L. Greenwald 10-29-2005
   Printed name and signature

   (Date)
INTS 491: Research (Senior Thesis)

Instructor: Various.

Prerequisites: You must be classified as an INTS junior or senior. You must have also passed the gateway course (INTS 201) and have completed an INTS-approved International Experience. All academic work for the required minimum three credit hours while abroad should be completed before taking this course. Proof of travel must be submitted during the drop/add period in order for you to remain in this course. This seminar assumes that you already have done some background research into your topic during your international experience.

Structure
The student meets with the professor/supervisor regularly as agreed upon. Therefore, your active participation is important.

Course Syllabus: INTS 481 focuses on student research as well as readings, that investigate international and intercultural issues. For this semester, the thematic emphasis will be on recent global transformations in their impact on culture and the nation state, and on modern civil war and the recovery of facts about inter-ethnic violence.

INTS 481 is intended to be a near-honors level course in which students are expected to take an active part in discussion. Students should also be able to relate assigned readings and issues to their familiarity with their chosen country’s recent history and current events. The course aims to integrate current issues central to international studies with students’ individual research interests, foreign language proficiency, and international experiences.

In consultation with the instructor/supervisor, students pursue their chosen research topics and write a thesis (20-25 pages) that represents their accomplishments in the International Studies Degree Program. Designated by the University as a writing-intensive W-course, the central concept will be to emphasize writing as a learning process involving drafts, collaboration, and peer critiques. Additional benefits to taking this course include:

- **Critical thinking:** Students will be able to critically analyze academic texts, international news, maps, histories, and their own received ideologies and received wisdom for assumptions, political and cultural points of view, and stated and unstated biases.

- **Applying disciplinary contexts:** Students will understand how to use historical background, geographical context, political systems, economic structures, and socio-cultural milieu to better understand regional and global developments.

- **Connections:** Students will learn to appreciate the connections between world events and the multiple contexts that inform them, and learn that these seemingly disparate factors are always already interconnected and in flux.

- **Skills:** Students develop and improve their core liberal arts skills: reading unfamiliar information and making sense of it; thinking critically about what they're reading; synthesizing material; coming to a conclusion about it; and articulating that conclusion verbally and in writing.

- **Representation:** Students develop a recognition that all acts of representation are always partial because they are shaped by the questions asked and the perspectives of those creating the representation. Therefore, students will be more critical consumers of such representations in the future.

- **Diversity:** Students should gain an awareness of international diversity and learn to think about what the world, or specific issues, might look like from other points of view.

Required Texts: A copy of each of these texts is available in the INTS office.
Office Conferences: During the first two (2) weeks of the semester, the student must come in for an appointment to discuss the planned/in progress research thesis project with the instructor during office hours (or by arrangement). At the meeting, bring a printed early draft (2-3 pages) plus a working bibliography (at least six non-Web-based sources) of your project; at least one source should annotated. It should reflect active research rather than mere intention. The student will then meet with the professor on a regularly scheduled basis to assess progress, discuss drafts, revisions, etc.

Thesis Draft and Working Bibliography

- During the fifth week of the semester, turn in a 5-8 page draft (absolute minimum five full pages of text, not counting your bibliography) of your work-in-progress that articulates your focus and – probably not yet conclusive – central argument. The draft should be coherent, reasonably well edited and thus amount to more than just a collection of notes. Normally, the draft will simply be an early section of your work-in-progress; it does not yet have a conclusion.

- The bibliography should contain at least eight (8) substantive (not Web-based) sources, two of which must be annotated (one an annotation from a foreign-language source). An annotated bibliography entry provides a summary of the text and a statement about how this text figures into your research. The annotation (at least one substantial paragraph per source) must show that you are indeed familiar with the text. One of the annotated entries should be about a full-length, one/two author book.

- In terms of style, all sources must be cited in MLA style in your draft. Turn in a stapled copy of the draft/bibliography to the instructor during the class. Once it is returned to you, save the draft with the instructor’s comments and turn it in with the final version of the thesis.

Formatting:

Use Times New Roman font, size 11 or 12. Double-space. For citing and crediting your sources, use the MLA standard. Include:

a. Title page (unnumbered)
b. Text (numbered, starting with page 1)
c. Optional endnotes (not footnotes), after the text but before “Works Cited” section (page numbers continuing)
d. “Works Cited” (page numbers continuing)

Grading:

First draft, end notes, bibliography (includes quotes) 25%
Discussions with instructor/supervisor 25%
Thesis 50%
• “A” grades will be backed by indisputable evidence of consistently outstanding effort, accomplishment and attendance (see Item 1, above).
• “B” grades will be supported by credible evidence of consistently good work, accomplishment and attendance.
• ‘C’ grades will reflect satisfactory work and attendance.
• “D” grades will reflect unsatisfactory work and attendance.
• “F” grades will indicate failing.

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

TAMU Policy re Academic Dishonesty

Aggies do not lie, steal, or cheat, or tolerate those who do.

All instances of academic dishonesty, especially plagiarism, will be referred to University authorities and the Office of Academic Integrity. See the current edition of TAMU Rules and Regulations for the University policy and guidelines concerning Academic Dishonesty. Each student will sign a declaration of her/his resolve to adhere to the Aggie Honor Code.

WARNING: TAMU SUBSCRIBES TO A PLAGIARISM DETECTION SERVICE; PAPERS THAT HAVE BEEN LIFTED OFF THE INTERNET CAN MORE EASILY BE DETECTED.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Hugh McCann, Department of Philosophy
     Daniel Conway, Head, Department of Philosophy
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: November 9, 2009
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 361

We recommend that PHIL 361 Metaphysics 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:25

Students begin with a short paper to help them get practice and then write a final term paper. In addition, they write essay exams for 50% of the final grade. The purpose of the short paper is to give students a taste of writing in metaphysics early in the course, and to gain and provide for them an early assessment of their efforts. Students receive feedback on their graded term paper outline regarding the structure and content of the student’s end-of-term-project in advance of their actually writing the paper. Review and discussion of the outlines occur in class and in personal conferences as needed. In addition, students are invited to turn in drafts of the term paper for comment. Students receive information about how to construct a philosophy paper both during class and in written assignments. When the short papers are returned, class time is also devoted to this topic.
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 361, Metaphysics

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: Hugh J. Mccann
Printed name and signature
9/29/2009 (Date)

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

Approvals:

Pamela R. Matthews
Printed name and signature
(Date)

College Dean:

(Date)

Department Head:

(Date)

[Signature]

Received
Date: OCT 06 2009
By: [Name]
PHILOSOPHY 361. Metaphysics. (3-0). Credit 3.

Topics concerning the fundamental nature of reality, such as what exists, the mental and the physical, universals and individuals, space and time, God.

Sec.  Time   Place       Instructor    Office   Hours       Phone
      500  TR 2:20-3:35  BLTN 018    H.J. McCann  302F BOLT  TR 11-12:30  845-7133

E-MAIL: h-mccann@tamu.edu


Course Requirements:

- Short Paper, 15%
- Midterm Examination, 25%
- Term Paper Outline, 10%
- Term Paper, 25%
- Final Examination, 25%

Course Description:

Some of the most basic concerns of metaphysics are to decide what sorts of things exist, how the objects of our experience are composed, how those objects are able to change and persist through time, and whether the world of our experience may be at least in part constructed by our conceptualizations of it.

These concerns will be pursued in this course through reading and class discussions. Most of the readings will be from our text, but at times we may look at supplementary material. The object of the course will not be to solve the problems considered but to learn to think better about them, and along the way to gain a critical appreciation of some representative positions philosophers have taken on these issues.

This is a W (writing intensive) course, designed in part to help you develop your skill as a philosophical writer. The writing portion is built around a brief paper (500 words) on an assigned topic, due on February 20; and on your term paper (1750 words) on a topic of your choice, due on April 23. A detailed outline for your paper will be due on Thursday, April 2. Instructions for all writing topics will be provided well in advance.

NB: University regulations require that in order to receive a W credit for any course, a student must receive a passing grade in the writing component of the course.
# SYLLABUS

Below is a very tentative schedule of topics to be discussed, and the reading for each topic (these are simply the chapters of our text). Note well the dates for the examinations. There is a penalty of one letter grade for make-up examinations unless prior arrangement is made, or you have a documented excuse.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 16, 21, 23</td>
<td>The Problem of Universals: Realism</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan. 28, 30, Feb. 4</td>
<td>Universals (cont’d.): Nominalism</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Feb. 6, 11, 13</td>
<td>The Nature of Concrete Particulars</td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

**SHORT PAPER DUE, Thursday, February 20**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 18, 20, 25, 27</td>
<td>Propositions, Facts, SOA’s, Events</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

**MIDTERM EXAM, Tuesday, March 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 5, 17, 19</td>
<td>The Necessary and the Possible</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>(Spring Break, March 9-13)</td>
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<tr>
<td>Mar. 24, 26</td>
<td>Causation</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Mar. 31, Apr. 2</td>
<td>Time</td>
<td>Chapter 7</td>
</tr>
</tbody>
</table>

**(Last day for Q-drop, Tuesday, March 31)**

**TERM PAPER OUTLINE DUE: Thursday, April 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 8, 10</td>
<td>Temporal Persistence</td>
<td>Chapter 8</td>
</tr>
</tbody>
</table>
TERM PAPER DUE: Thursday, April 23

FINAL EXAM, Wednesday, May 6, 1:00-3:00 p.m.

Grading Scale:

All assignments are graded on a numerical basis. The scale for determining final letter grades is as usual:

- 90-100 = A
- 80-89  = B
- 70-79  = C
- 60-69  = D
- Below 60 = F
IMPORTANT INFORMATION

ADA Policy Statement

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Academic Integrity: 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. The Honor System Rules and Procedures may be found on the web at <http://www.tamu.edu/aggiehonors>

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

FROM: Valerie Balester, Chair, W Course Advisory Committee

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

DATE: November 9, 2009

SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 419

We recommend that PHIL 419 Current Continental 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: 100%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:25

Students in PHIL 419 write two take-home essay examinations, a text summary and abstract, and a final course paper of at least eight pages. Students receive critical responses from the instructor about their text summary and abstract to help them prepare their final papers. In addition, a peer review is conducted for their final papers. At least one full class session is devoted to instruction in philosophical writing, and shorter portions of other class sessions in the course of the semester are also reserved for this topic. Instruction includes review of different forms of philosophy papers and how to present philosophical ideas in writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

PHIL 419: CURRENT CONTINENTAL PHILOSOPHER

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: THEODORE WERNER

Printed name and signature

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals: Pamela R. Matthews

Printed name and signature

(Date)

College Dean: Matthew

(Date)

Department Head: DANIEL CONWAY

Printed name and signature

(Date)
Phil 419: Current Continental Philosophy

Dr. Theodore D. George
Bltn 302d
(979) 845-8582
t-george@philosophy.tamu.edu

Purpose of Course

The principal aim of this course is to examine some of the crucial figures and themes in recent continental philosophy. This focus will lead us to consider issues of language, power, and difference. This course will include instruction in philosophical writing. This instruction will seek to help students complete written assignments that are formed in a compelling and clear style, that are well organized, and that present ideas by means of careful and concise argumentation.

Required Texts

The following text is required for this course, and is available at the campus bookstore. In addition to this book, students may receive handouts in class from time to time.


Course Structure and Expectations

Students must fulfill a number of requirements to earn credit for the course. In the first portion of the course, students are expected to complete two take-home essay exams concerned with some fundamental concepts in current continental philosophy. For each take-home exam, students are expected to submit a four page answer. In the second portion of the course, students are expected to complete assignments that culminate in a final paper: a) a two-page text summary of the material on which they wish to focus in their final papers and one page abstract of the paper they plan to write; and, b) an eight to ten page final paper.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Take-home essay exam #1 (3–4 pp)</td>
<td>20%</td>
</tr>
<tr>
<td>Take-home essay exam #2 (3–4 pp)</td>
<td>20%</td>
</tr>
<tr>
<td>Text summary/abstract (3–4 pp)</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper (8–10 pp)</td>
<td>40%</td>
</tr>
</tbody>
</table>
Finally, students are expected properly to prepare for each meeting of class and to contribute thoughtful and reasoned questions and comments to class discussions. Exemplary attendance and participation in class discussion can raise borderline grades at the end of the semester.

Students are expected to carry out all work in this course in accord with university standards for academic integrity, and so to follow the “Aggie Code of Honor,” which states, “an Aggie does not lie, cheat, or steal, or tolerate those who do.” 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 information about this and other items see Texas A&M University’s web sites on the Aggie Honor System Office (http://www.tamu.edu/aggiehonor/) and on student rules (http://student-rules.tamu.edu).

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

**Grading policy**

It is important that students feel comfortable asking questions about the grades I assign to their work. However, when graded materials are returned, students should not come to discuss their grades with me immediately. Rather, students are asked to take their assignments home, and then to read them and my comments carefully. If students still have questions or need further clarification of their grades, they are encouraged to make arrangements to meet with me.

**Copies of work**

Students are responsible for insuring that everything turned in to me includes their names and the date. Students are also responsible for keeping copies of all written work submitted, including copies of tests on which they seek further clarification, in case I need an additional copy.
Class Schedule

This schedule is tentative. Modifications will be announced in class.

Week 1  Daniel, “Introduction,” 1–21

Critical Theory

Week 3  Adorno, Negative Dialectics, 75–86. See also Daniel, 72–74
Week 4  Instruction on philosophical writing (hand out first take-home exam assignment). Habermas, “Discourse Ethics,” 123–130. See also Daniel, 109–115

Philosophical Hermeneutics

Week 5  Gadamer, “Universality,” 91–100. See also Daniel, 87–90

From Structuralism to Poststructuralism

Week 7  Saussure, “General Course,” 165–176. See also Daniel, 161–164.
Week 11  Irigaray, “The Power of Discourse,” 201–212. See also Daniel, 196–201

Postmodernism

Week 14  In-class peer review of final paper. “What is Postmodernism?” 454–458

Final paper due on scheduled date of final examination
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair  
CC: James Smith, Department of Construction Science  
     Joe Horlen, Head, Department of Construction Science  
     Leslie Feigenbaum, AOC Dean, College of Architecture  
DATE: November 6, 2009  
SUBJECT: REPORT ON PROPOSED C COURSE: COSC 440

We recommend that COSC 440 Design-Build Capstone 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 quality: 80%
2. Course content appropriate to the major
3. Total number of words: 7500 individual
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:25

COSC 440 has a construction industry sponsor and is known for introducing students to realistic scenarios requiring communication skills. Professionals from the sponsoring company present guest lectures on appropriate topics and act as owner-jurors on student written and oral proposals in response to a real Request for Proposal. The grading by the jurors influences the student’s final grade. Students get both a written (rubric) and oral critique of their work from industry professionals. All other evaluation is by the instructor. Students write weekly assignments and a research report individually; in addition, they do a response to a RFP and an oral presentation as a team.

Each student team [usually three students] must deliver a part of the team oral proposal before a jury of professionals. The presentations are typically 30 minutes with 10 minutes for Q&A; each student assumes a role as a representative of the student team company and must speak a minimum of five minutes to deliver the team’s proposal.

Feedback includes weekly assignments that allow ample practice, encouragement to revise and resubmit weekly assignments, and feedback on outlines for the research report. Instruction is provided by guest lectures from industry professionals and the instructor, and topics include discussion of sample written proposals and previous class projects. Students attend at least one oral presentation done by design or construction firms competing for a real project under the direction of the TAMUS Office of Facilities Planning and Construction at their offices.
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):

   COSC 440-444 and 446 CAPSTONE COURSES

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: James O. Smith

Received: Valerie Balester

(Approvals:

College Dean: L. Feigenbaum

Department Head: Joe Horlen

(Date)

(Date)

(Date)

(Date)

(Date)
**Course Policy, Procedures, and Syllabus**

**Course No:** COSC 440 – Section: 500 – C09 – Dr. Solis

**Course Title:** DESIGN-BUILD CAPSTONE

<table>
<thead>
<tr>
<th>Class Days:</th>
<th>Monday, Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Times:</td>
<td>01:50 PM – 02:40 PM</td>
</tr>
<tr>
<td>Lab time:</td>
<td>03:10 pm – 04:25 PM</td>
</tr>
<tr>
<td>Location:</td>
<td>ARC A 303</td>
</tr>
</tbody>
</table>

**Prerequisites:** COSC 475, COSC 484 or COSC 494, or approval of instructor

**Semester:** Fall, 2009

**Instructor:** José L. Fernández-Solís, Ph.D. / Dr. Solís

**Office Room:** Jack Williams Administration Building Room 006E (CRS Offices)

**Office Phone:** 979-458-1058

**Cell Phone:** 404-966-7969

**Email Address:** jsolis@tamu.edu

**Instructor Web page:** [http://archone.tamu.edu/faculty/jsolis](http://archone.tamu.edu/faculty/jsolis)

**Office Hours:** MTWR 10:00 am – 11:00 am or by appointment

**Teaching Assistant:** Vishal Porwal

**TA email address:** vishalporwal@gmail.com

**Instructor:** Dr. Solis has achieved the rank of Director of Integrated Projects in a large regional construction company and has extensive professional experience in all aspects of construction, construction management, project delivery systems, integrated projects, contracting as well as all aspects of architecture and design. Dr. Solis is a registered architect and achieved the rank of Vice-President, Director of Contract Administration in his 30 plus years of experience with projects in 35 states in the USA. Dr. Solis is the academic mentor of Company A-2 of the Corps (created mainly to serve the students enrolled in COA) and academic advisor of the Texas A&M Post-Graduate Built-Environment Research, CIB Endorsed Chapter. Dr. Solis research interest is in the area of Sustainability and the Environment in relation to building construction. In 2008, Dr. Solis received the first Construction Science Scholarly Activities and Research Award of the Texas A&M Construction Science Department and was awarded the Most Innovative Research in the Human and Built Environment by the 5th International Post-graduate Research Conference in Salford University, Manchester, UK 2005.

**Required Textbooks:**


**Optional Text References:** Students are encouraged, but not required, to purchase—

- *The Design-Build Manual of Practice* by the Design Build Institute of America

**Required Equipment:** Hard hats, safety glasses and steel toe boots on site visits

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**Issue date:** 07/06/09  
**Page:** 1 of 6  
**Revision #1 date:** 07/17/09
Course No: COSC 440 – Section: 500 – C09 – Dr. Solis

Course Description (University Catalogue): A senior capstone course for students preparing to enter the construction industry; integration of the design, pre-construction and construction processes into a single, cohesive project delivery system, starting with project inception, and carrying through construction, operation and maintenance. The course will use the proposed TAMU New Multi-disciplinary Construction Science building as the teaching vehicle. An industry sponsor, Satterfield and Pontikes Construction, Inc., will provide guest speakers and act as owner’s representative to review and critique student team work. Student teams will be created to respond to a real world RFP for the design and construction of the project.

Goal: One of the goals of this course is to integrate the different areas of knowledge (the breadth and depth of multiple subjects) as a foundation for professional practice. A second goal is to advance an understanding of the complexities involved in construction, and provide a basis for the reasoning skills required to shepherd a project through the process of design and construction. The last goal of the class is to re-affirm and apply the discipline and ethos of the Construction Industry which requires responsive, responsible, unambiguous and timely work.

Objectives: Using the base of knowledge from previous Construction Science coursework, learn to work in a team environment on a real project. Program analysis and interpretation, Charrette, Schematic design, Company financial data, Organization chart, Pre-construction plan, Value engineering plan, Site logistics plan, SWPPP, Safety and risk management plan, Conceptual estimating with assumptions, Preliminary milestone scheduling, Staffing, subcontracting and HUB plan, QA/QC and commissioning plan, Close Out policy. LEED plan (going for platinum), Company Code of Ethics, Professional written proposal and oral presentation.

Policies and Expectations: This will be an intense educational experience requiring that we all contribute to its success. You are expected to complete readings and other assigned work, including group assignments, prior to class in order to participate fully. Learning is a participating process, benefiting from student/teacher and student/student interaction. We all learn from each other. You are responsible for all material covered during class meetings and assignments.

Student’s Performance: Our industry is based on responsive, responsible, timely and unambiguous performance.

- Responsiveness means that you comply with the scope of the work, that is:
  o It is your assignments and projects are complete regarding requirements;
  o Regarding class, it means that your readings are completed before class and you are prepared to participate according to the expectations on this syllabus.
- Responsible performance means that you are responsible for reading and participating to the best of your abilities in a team learning effort.
- Timely means that:
  o LATE ASSIGNMENTS WILL NOT BE ACCEPTED
  o Regarding class, it means that you are present and on time.
- Unambiguous means that:
  o You will strive for clarity in your writing and words so that there is no misinterpretation of what is intended and what is communicated.

Challenge for Adopting a Positive Personal Attitude: Think of your professor as an executive in a very attractive company whom you want to impress with your work and performance in the hopes of gaining a very sought-after position or promotion. Act accordingly every day, every time, and at the end of your
Course No: COSC 440 – Section: 500 – C09 – Dr. Solis

academic years you will be prepared for THE position that you are aiming for. Start by fully understanding the content of this syllabus.

Quizzes: Evaluations will cover the reading and classroom presentations. Quizzes are every week and cover the material from previous classes and for the class of that day; THERE ARE NO MAKE-UP provisions. There are no ‘curves’ in the grades. Note: Situations sanctioned by the institution and with acceptable back-up documentation may constitute excusable absences that will be addressed on an individual case. For example: Quiz #1 will be given at the beginning of the class and covers the material presented class #1 AGC chapters 1 & 5. Quiz #2 covers all the material of quiz #1 plus the material covered in class #2 and so on including RFP issues. The last quiz therefore can be on any topic covered in previous classes. Note: The date of the quiz posted in the schedule is indicative of the week in which the evaluation window will take place and not of an exact date.

Attendance/Participation Policy: It is your decision to enroll in this class, and your decision includes participating in group learning. Attendance is required for participating in class. Attendance policy and procedures of the University can be accessed from http://student-rules.tamu.edu/rule7.htm.

You should exchange phone numbers or email addresses with several other students in the class to facilitate note sharing etc. It is YOUR RESPONSIBILITY to obtain information/notes/assignments from missed classes from fellow students.

Professional Organizations. The class schedule includes a listing of professional organizations which students are expected to become familiar with using the internet. Students are expected to be knowledgeable of the primary information concerning each organization on the date shown in the class schedule. Questions on these organizations may be used in the quizzes.

Weekly writing assignments. There will be weekly writing assignments to help the student prepare for professional communications requirements. Students may resubmit any graded assignment to improve their grade; re-graded assignments will be re-graded no higher than 70%.

Research Report. Each student will select a research topic, conduct necessary research and write a research report using ASCweb.org guidelines. A separate tasking document will be provided. The research report will be due in accordance with the schedule and will account for 15% of the student’s grade.

Capstone Project. The capstone project will be a real Design-Build project. The class will be broken into teams and each team will be required to make a written proposal and an oral presentation in response to a Request For Proposal (RFP). The proposals and presentations will be reviewed and ranked by a jury of construction industry professionals. One ranking will be done for the written proposals; a separate ranking will be done for the oral presentations. Grades will be influenced by team rankings as determined by outside jurors.

Evaluation: Final grades will be based on aggregate point total for quizzes, paper and project. Course grading is as follows:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 90%</td>
<td>≥ 80%</td>
<td>≥ 70%</td>
<td>≥ 60%</td>
<td>≤ 60%</td>
</tr>
<tr>
<td>WOW = 100</td>
<td>Very Good = 85</td>
<td>Above Average = 75</td>
<td>Poor = 65</td>
<td>Unacceptable = 55</td>
</tr>
<tr>
<td>Excellent = 95</td>
<td>Good = 80</td>
<td>Average = 70</td>
<td>Very Poor = 60</td>
<td>Not submitted = 0</td>
</tr>
</tbody>
</table>

Issue date: 07/06/09
NOTE: You must earn a “C” grade in this class in order to graduate.

Bb/Vista: Quizzes, announcements and materials will be posted in Bb/Vista that you can access through: [http://elearning.tamu.edu](http://elearning.tamu.edu). Evaluations provide feedback on the student learning process and serve as a diagnostic for improving both the student learning and the teaching methods.

Methods of Communicating: Discussions and announcements are posted via Bb/Vista. It is your responsibility to frequent and participate in all class activities. You can ask for clarification via e-mail, in class, or by visiting me at office. I encourage every student to make an appointment during the semester so that we can get to know each other better.

When sending an email within the Bb/Vista COSC 442 class, please strictly observe the following format on the “subject line:”

- FYI <For Your Information> - Topic
- RFI <Request for Information> - Topic
- RFA <Request for Action> - Topic
- RFV <Request for Variance> - Topic
- Gotcha! <Issue to Correct> - Topic

Points: The following table summarizes the points for this course. Group presentations will be graded by professionals as a group. Project and exam grades will become final two weeks after they are returned in class. Class participation will contribute to the final grade and you have to be present in order to participate. **You must have a C in this class in order to graduate.**

<table>
<thead>
<tr>
<th>Grading points distribution</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Project 10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quizzes (10 at 20 points each)</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Assignments (10 at 30 points each)</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>Research paper</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Organization Research and Presentation</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>RFP written proposal</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>RFP oral proposal</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Disabilities: Any student who believes or feels that he/she may need an accommodation for any sort of disability should contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building (phone number 979-845-1637) and contact Dr. Solis during the first week of the semester.

Computer Specifications: Students (especially those outside the College of Architecture - COA) should become familiar and access [http://thelab@langford.edu](http://thelab@langford.edu) and those that require remote access must first access the system in the COA at [http://thelab.tamu.edu/remoteaccess.asp](http://thelab.tamu.edu/remoteaccess.asp). Direct any questions to the IT Annex and call 979-862-2800, Extension 5055.

Issue date: 07/06/09  Revision #1 date 07/17/09
**Course No:** COSC 440 – **Section:** 500 – **C09** – **Dr. Solis**

lab located on the first floor of the Langford building. Personal laptops with WIFI are required by the COA and TAMU and thus this class.

**Guest Speakers and field trips:** Guest lectures and field trips to construction sites may be included in the course content.

**Cell Phones:** All cell phones must be turned off in the classroom. Failure to comply will result in your expulsion from the class and receive a ‘no attendance record for the day’.

**Method of Instruction:** The course will consist of a combination of lecture, discussion, site visits, videos, presentations by the industry professionals, and teamwork. Learning is approached as a participatory process, benefiting from student/teacher and student interaction. The class format is:

- Review of material, instructions, announcements
- Historical background of the subject matter
- Subject matter
- Feedback of what you have learned in this session,
  - Take-away
  - Questions and answers

**Lecture and Assigned Readings:** The detailed list of lecture topics and assigned readings are provided. It is necessary for the students to complete the reading before the lecture date so that issues and cases may be discussed more fully. The lectures may not follow the book reading exactly, but are designed to bring diverse information for various sources. The reading assignments, problems cases and discussion forums are an integral element of the course.

**Research Project:** Each student will be given a research project topic. The student must prepare a ten-page, double-spaced research paper on their topic and prepare and deliver a 15-minute presentation on the topic. Research papers will be due as shown in the schedule and will be graded on format, grammar and content. Details of the research project requirements will be furnished separately.

**Capstone Project.** The capstone project will be a real project. The class will be broken into teams and each team will be required to prepare a written response to a Request For Proposal, and to make an oral presentation. The proposals and presentations will be reviewed and ranked by a jury of construction industry professionals. One ranking will be done for the written proposals; a separate ranking will be done for the oral presentations. Grades will be influenced by team rankings as determined by outside jurors.
A primary objective of any firm is to successfully acquire a project. Capstone is a course designed around a company response to an RFP in order to secure a project.

By your signature below, you are indicating that you understand the intent of this course and agree to pursue the goals and objectives of the course and the honor code.

Instruction: Print, sign, print your name and date this page, bring it to the second class and give it to the professor.

______________________________ ______________________________ _________
Printed Name      Signature      Date

Academic Misconduct/Honor Code: Students in this course are responsible for behaving in accordance with TAMU Student Rules. The University Student Honor System is found at: www.tamu.edu/aggiehonor/

NOTE: Every assignment needs to have the following statement along with student signature as shown:

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

“One my honor, as an Aggie, I have neither given nor received aid on this academic work, including test, quizzes and exams.”

______________________________ ______________________________ _________
Printed Name      Signature      Date
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: James Smith, Department of Construction Science
     Joe Horlen, Head, Department of Construction Science
     Leslie Feigenbaum, AOC Dean, College of Architecture
DATE: November 6, 2009
SUBJECT: REPORT ON PROPOSED C COURSE: COSC 441

We recommend that COSC 441 Residential Capstone 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 quality: 80%
2. Course content appropriate to the major
3. Total number of words: 7500 individual
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:25

COSC 441 has a construction industry sponsor and is known for introducing students to realistic scenarios requiring communication skills. Professionals from the sponsoring company present guest lectures on appropriate topics and act as owner-jurors on student written and oral proposals in response to a real Request for Proposal. The grading by the jurors influences the student’s final grade. Students get both a written (rubric) and oral critique of their work from industry professionals. All other evaluation is by the instructor. Students write weekly assignments and a research report individually; in addition, they do a response to a RFP and an oral presentation as a team.

Each student team [usually three students] must deliver a part of the team oral proposal before a jury of professionals. The presentations are typically 30 minutes with 10 minutes for Q&A; each student assumes a role as a representative of the student team company and must speak a minimum of five minutes to deliver the team’s proposal.

Feedback includes weekly assignments that allow ample practice, encouragement to revise and resubmit weekly assignments, and feedback on outlines for the research report. Instruction is provided by guest lectures from industry professionals and the instructor, and topics include discussion of sample written proposals and previous class projects. Students attend at least one oral presentation done by design or construction firms competing for a real project under the direction of the TAMUS Office of Facilities Planning and Construction at their offices.
COSC 441-500- Residential Capstone- SPRING 2009
Course Syllabus

Credit: Three Hours

Learning Objectives: A student successfully completing COSC 441 will be able to:

1. Understand and apply the fundamental concepts necessary to analyze a region for its housing market potential
2. Know how to apply the key decision variables in analyzing and developing sites for optimum housing layout
3. Understand the principles and procedures of housing design
4. Be familiar with residential building codes, their origin, and their application
5. Understand and apply common financing options for residential projects
6. Demonstrate knowledge of estimating, scheduling, and project planning procedures for residential projects
7. Be familiar with residential contracting and subcontracting, and documentation procedures
8. Understand and demonstrate residential project marketing techniques and principles
9. Understand the global economy’s impact on U.S. homebuilders

Course Description: A senior capstone course for students preparing to enter the residential construction industry; project management of residential projects, including: market analysis, site analysis, residential design, building codes, estimating, scheduling, financing, subcontracting, marketing, business planning and current trends in design and construction.

Prerequisites: COSC 475; and, COSC 484 or COSC 494

Required Textbooks:


Time/Location: MW: 1:50-2:40PM, MW: 3:00-4:15PM (Lab)  
Room 317, MILS

Instructor: Dr. J. Russell Peterson  
Ph: 458-4458  
Office: 130, Building A, Langford Architecture Center  
Email: Peterson@tamu.edu

Office Hours: TR: 3:45-5PM, W: 10-11:00AM, or by appointment

Format: Classes during the first session, 1:50-2:40PM, will consist of lectures, guest lectures, or discussions of case studies/assignments. The second session, 3:00-4:15PM, will normally be utilized for lab and research time but will also consist of guest lectures and assignment presentations, and the like.

Course Requirements: There will be exams, quizzes, assignments, and a semester project.

There will be two scheduled exams. Pop quizzes may be given at any time.

Grading: 

<table>
<thead>
<tr>
<th>Grade Average (%)</th>
<th>Evaluation Percentages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 – 100</td>
<td>Assignments/ Quizzes 25%</td>
</tr>
<tr>
<td>B 80 – 89</td>
<td>Project 35%</td>
</tr>
<tr>
<td>C 70 – 79</td>
<td>Written (30%)</td>
</tr>
<tr>
<td>D 60 – 69</td>
<td>Oral (5%)</td>
</tr>
<tr>
<td>F Below 60</td>
<td>Peer Evaluation*</td>
</tr>
<tr>
<td></td>
<td>Exams (2) 40%</td>
</tr>
</tbody>
</table>

Total 100%

*Peer evaluation applied to overall project grade

Other Class Policies: No Late Homework or Make-up Exams: (excuses for such are defined by the University regulations)

Class Regulations: The rules and regulations of the Department of Construction Science, the College of Architecture, and Texas A&M University must be complied with at all times. Department guidelines for expected student behavior can be found on the Department of Construction Science Website. Other guidelines are posted on the College’s and University’s websites.

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

**Important Semester Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Last day to add/drop class</td>
</tr>
<tr>
<td>2/5-2/6</td>
<td>Career Fair, Session 1</td>
</tr>
<tr>
<td>2/17</td>
<td>Career Fair, Session 2</td>
</tr>
<tr>
<td>3/16-3/20</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>4/6</td>
<td>Last day to Q drop or withdraw</td>
</tr>
</tbody>
</table>

**Academic Integrity Statement:**

- **AGGIE HONOR CODE.** The instructor will apply strict standards of academic honesty. Students are encouraged to approach each assignment using their own background and knowledge to produce an original work product. Using other’s work, including samples from the internet [which are usually of poor quality], without crediting the source, is plagiarism.

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

Honor Council Rules and Procedures may be found on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

At the end of each writing assignment [or in a separate attachment as appropriate], include the following [failure to include this statement will cause the assignment to be graded -20 points for incorrect format]:

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

___________________________________________

Signature of student
## RESIDENTIAL CAPSTONE: Tentative Course Schedule*

### Spring 2009

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic or Subject</th>
<th>Reading Assignments (Partial List)</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>M,W</td>
<td>Class Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/26, 1/28</td>
<td>M,W</td>
<td>Introduction, History of Homebuilding, Market Analysis</td>
<td>Kone, Ch. 1</td>
<td>1, 4, 9</td>
</tr>
<tr>
<td>3</td>
<td>2/2, 2/4</td>
<td>M,W</td>
<td>Master Plan, Site Selection</td>
<td>Kone, Ch. 3 &amp; 6</td>
<td>1, 4, 9</td>
</tr>
<tr>
<td>4</td>
<td>2/9, 2/11</td>
<td>M,W</td>
<td>Land Development</td>
<td>Kone, Ch. 4</td>
<td>2, 4, 9</td>
</tr>
<tr>
<td>5</td>
<td>2/16, 2/18</td>
<td>M,W</td>
<td>Basics of Homebuilding</td>
<td>Allen, Ch. 1, 2</td>
<td>3, 9</td>
</tr>
<tr>
<td>6</td>
<td>2/23, 2/25</td>
<td>M,W</td>
<td>Design</td>
<td>Allen, Ch. 3, Kone, Ch. 9</td>
<td>3, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Exam #1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/2, 3/4</td>
<td>M,W</td>
<td>Estimating and Scheduling</td>
<td></td>
<td>1-4, 9</td>
</tr>
<tr>
<td>8</td>
<td>3/9, 3/11</td>
<td>M,W</td>
<td>Financing, Financials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/16, 3/18</td>
<td>M,W</td>
<td>SPRING BREAK</td>
<td>Kone, Ch. 2</td>
<td>5, 9</td>
</tr>
<tr>
<td>11</td>
<td>3/30, 4/1</td>
<td>M,W</td>
<td>Management Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/6, 4/8</td>
<td>M,W</td>
<td>Marketing Strategy, Customer Service</td>
<td></td>
<td>6, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Exam #2</strong></td>
<td></td>
<td>5-9</td>
</tr>
<tr>
<td>13</td>
<td>4/13, 4/15</td>
<td>M,W</td>
<td>Special Topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/20, 4/22</td>
<td>M,W</td>
<td>Project Work</td>
<td></td>
<td>1-9</td>
</tr>
<tr>
<td>15</td>
<td>4/27, 4/29, 5/4</td>
<td>M,W</td>
<td>Project work, Project Presentations</td>
<td></td>
<td>1-9</td>
</tr>
</tbody>
</table>

*This Course Schedule is subject to change with appropriate notification*
TO: Faculty Senate Executive Committee

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

CC: James Smith, Department of Construction Science
    Joe Horlen, Head, Department of Construction Science
    Leslie Feigenbaum, AOC Dean, College of Architecture

DATE: November 9, 2009

SUBJECT: REPORT ON PROPOSED C COURSE: COSC 442

We recommend that COSC 442 Commercial Capstone 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 quality: 80%
2. Course content appropriate to the major
3. Total number of words: 7500 individual
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:25

COSC 442 has a construction industry sponsor and is known for introducing students to realistic scenarios requiring communication skills. Professionals from the sponsoring company present guest lectures on appropriate topics and act as owner-jurors on student written and oral proposals in response to a real Request for Proposal. The grading by the jurors influences the student’s final grade. Students get both a written (rubric) and oral critique of their work from industry professionals. All other evaluation is by the instructor. Students write weekly assignments and a research report individually; in addition, they do a response to a RFP and an oral presentation as a team.

Each student team [usually three students] must deliver a part of the team oral proposal before a jury of professionals. The presentations are typically 30 minutes with 10 minutes for Q&A; each student assumes a role as a representative of the student team company and must speak a minimum of five minutes to deliver the team’s proposal.

Feedback includes weekly assignments that allow ample practice, encouragement to revise and resubmit weekly assignments, and feedback on outlines for the research report. Instruction is provided by guest lectures from industry professionals and the instructor, and topics include discussion of sample written proposals and previous class projects. Students attend at least one oral presentation done by design or construction firms competing for a real project under the direction of the TAMUS Office of Facilities Planning and Construction at their offices.
COSC 442 – SENIOR CAPSTONE-COMMERCIAL

FALL - 2009

INSTRUCTOR: Dr James C. Smith
Office: Room 015 D, Williams Building
Phone: 979-845-7004
Email: jsmith@archone.tamu.edu
Office Hours: MW 9:00am-noon

CLASS MEETING TIMES: MW 1:50-2:40pm [Lecture]; 3:10-5:40pm [Lab]

LOCATION: ADMN 009; Williams Building

COURSE DESCRIPTION: A senior capstone course for students preparing to enter the commercial sector of the construction industry; integration of the design, pre-construction and construction processes into a single, cohesive project delivery system, starting with project inception, and carrying through construction, operation and maintenance. An industry sponsor, Skanska, will provide guest speakers and act as owner’s representative to review and critique student team work.

STUDENT OBJECTIVES: Using the base of knowledge from previous Construction Science coursework, learn to work in a team environment on a real project. Understand the different project delivery systems available in the commercial sector. Understand the requirements to successfully acquire new work in the commercial sector. Accomplish a research, essay project, culminating in a written essay. Hone your professional writing skills.

PREREQUISITES: COSC 475, COSC 484 or COSC 494, or approval of instructor


COURSE REQUIREMENTS:

   Communication: The instructor will communicate with the class via the student’s TAMU DIRECT email account. Students are responsible to insure that that their email address is current and that they check their account at least daily.

   Attendance: Attendance is mandatory for this course.
   • Attendance will be recorded by roll call, recording assignments turned in, or via other means. If you are present in class and do not have a completed assignment to turn in, you may turn in a signed and dated paper with the notation “Assignment not completed, but class attended”.
   • After the first unexcused absence, five points will be taken off your final grade for each additional unexcused absence.
   • More than four unexcused absences will result in a grade of “F” for the course.
   • You will NOT get an excused absence for job interviews; plan accordingly.
   • TAMU Student Rules set forth reasons for excused absences.
      o Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule7.htm.
In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible.

- In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. This notification must be in the form of a hard copy memo, attaching any supporting documentation.

- If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

Professional Organizations. The class schedule includes a listing of professional organizations which students are expected to become familiar with using the internet. Students are expected to be knowledgeable of the primary information concerning each organization on the date shown in the class schedule. Questions on these organizations may be used in quizzes.

College Research Symposium. Students are required to attend the College of Architecture Research Symposium on Oct 19, 2009. Classes in the college are cancelled for that day.

Weekly writing assignments. There will be weekly writing assignments to help the student prepare for professional communications requirements. Writing assignments will account for 20% of the student’s grade. Writing assignments will be graded based on format, grammar and content. Writing assignments may be in-class assignments or homework.

Quizzes. There will be 11 quizzes as shown on the schedule. These quizzes will be short—about 10 questions—and will cover material presented in class as well as material covered in the texts.

Allhands Essay. The Associated General Contractors Research and Education Foundation sponsors a student essay writing contest each year. Details of the essay requirements are found at http://agc.org/cs/about_agc/recognition_programs/agc_foundation_awards.

Each student must write an essay, complying with the AGC format requirements. A separate, detailed instruction sheet will be provided.

- A hard copy of the student’s essay outline is due Sep 23, 2009 as a weekly writing assignment. This outline must include the definition of an essay and the research references found to date. It must also include a grading sheet that the student will use to evaluate all other essays.
- The completed essay is due October 21, 2009. A hard copy is due at the start of class and an electronic copy is due the same day.
- Students will receive electronic copies of all essays with the author’s names deleted for peer review. Students will be required to read and rank the essays in accordance with a grading sheet prepared by the student.
- The instructor will determine the overall top five essays based on student peer review and the top five essays will be submitted to the AGC for the essay competition.

Capstone Project. The capstone project will be a real Construction Management at Risk project. The class will be broken into teams and each team will be required to make a written proposal and an oral presentation in response to a Request For Proposal. The proposals and presentations will be reviewed and ranked by a jury of construction industry professionals. One ranking will be done for the written proposals; a separate ranking will be done for the oral presentations. Grades will be influenced by team rankings as determined by outside jurors.
Extra Credit. Students may earn up to 10 extra credit points by organizing and participating in a service project. Students are encouraged to consider working in the political election process for the Presidential election. In order to earn this extra credit, the service project must satisfy the following requirements:

1. The project must involve a team of at least three students in the class. The team must work together to accomplish the project.
2. The project must require at least eight total hours of service participation by each team member. No effort of less than four consecutive hours will count toward the eight hour requirement.
3. A brief memorandum describing the service project must be submitted to the instructor by the date shown in the class schedule.

GRADES: [You must have a grade of “C” or better in this class to graduate.]

Grade Distribution:
A--90-100
B--80-89
C--70-79
D--60-69

Grade Weights:
Weekly Writing Assignments—20%
Quizzes—20%
Allhands Essay—20%
Capstone Project—[40%]
• RFP Written Proposal—20%
• RFP Oral Presentation—20%
Extra Credit—10%

SCHEDULE: See Attachment A

SPECIAL PROVISIONS:

• 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, Rm. B118, or call 845-1637.

• AGGIE HONOR CODE. The instructor will apply strict standards of academic honesty. Students are encouraged to approach each assignment using their own background and knowledge to produce an original work product. Using other’s work, including samples from the internet [which are usually of poor quality], without crediting the source, is plagiarism.

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

Honor Council Rules and Procedures may be found on the web at http://www.tamu.edu/aggiehonor
At the end of all written requirements, include the following statement, signed by the author[s].

"On my honor, as an Aggie, I [we] have neither given nor received unauthorized aid on this academic work."
TO: Faculty Senate Executive Committee

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

CC: James Smith, Department of Construction Science
    Joe Horlen, Head, Department of Construction Science
    Leslie Feigenbaum, AOC Dean, College of Architecture

DATE: November 6, 2009

SUBJECT: REPORT ON PROPOSED C COURSE: COSC 443

We recommend that COSC 443 Industrial Capstone 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 quality: 80%
2. Course content appropriate to the major
3. Total number of words: 7500 individual
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:25

COSC 443 has a construction industry sponsor and is known for introducing students to realistic scenarios requiring communication skills. Professionals from the sponsoring company present guest lectures on appropriate topics and act as owner-jurors on student written and oral proposals in response to a real Request for Proposal. The grading by the jurors influences the student’s final grade. Students get both a written (rubric) and oral critique of their work from industry professionals. All other evaluation is by the instructor. Students write weekly assignments and a research report individually; in addition, they do a response to a RFP and an oral presentation as a team.

Each student team [usually three students] must deliver a part of the team oral proposal before a jury of professionals. The presentations are typically 30 minutes with 10 minutes for Q&A; each student assumes a role as a representative of the student team company and must speak a minimum of five minutes to deliver the team’s proposal.

Feedback includes weekly assignments that allow ample practice, encouragement to revise and resubmit weekly assignments, and feedback on outlines for the research report. Instruction is provided by guest lectures from industry professionals and the instructor, and topics include discussion of sample written proposals and previous class projects. Students attend at least one oral presentation done by design or construction firms competing for a real project under the direction of the TAMUS Office of Facilities Planning and Construction at their offices.
COSC 443 – INDUSTRIAL CAPSTONE –SPRING 2009
01:50PM-02:40PM MW (LECTURE), 03:00PM-04:15PM MW (LAB)
ARCC 111 – LANGFORD BUILDING C

Instructor Dr. Julian Kang

Contact Information Office: 422C Langford A, Phone: 458-0910, Email: juliankang@tamu.edu

Office Hours MTWR 4:00-5:00 or by Appointment

Prerequisite COSC 475; must be taken last full semester or summer before graduation.

Catalog Course Description COSC 443 - Industrial Capstone. (2-3). Credit 3. A senior capstone course for students preparing to enter the industrial construction sector; project management of industrial construction projects including: project acquisition, planning and staffing, engineering, procurement, construction, start-up, close out, operations and maintenance, and turn-around.

Course Objectives A student completing COSC 443 will be able to:
1. To develop an understanding of the construction system elements and contractual and ethical relationships
2. To develop an understanding of industrial construction practice and project management principles.
3. To develop an understanding of project acquisition, planning and staffing, engineering, and construction of industrial projects.
4. To develop an understanding of procedures used for start-up, close out, operation and maintenance and turn-around for industrial projects.
5. To develop an understanding of the importance of scheduling, updating and controlling the project in such a fashion as to maximize the efficient use of resources.

Course Policies
1. No late homework or make-up exams (excuses for such are defined by the university rules and regulations).
2. Students are encouraged to attend their classes. If absence is necessary, instructors are to be notified before the fact, if possible.
3. Each and every student is entitled to as much consultation time as may be required. To preserve the privilege of obtaining individual assistance, each student is expected to attend class regularly.
4. In-class participation and questions are encouraged. They may positively influence grading decisions in borderline cases.
5. All cell phones must be off, not vibrate, but off while in class. All cell phones will be inside back packs or otherwise stored away from the student during all examinations.
6. All students are required to have a University network account to access the computers and WebCT.

Course Material & Resources Required Course Materials, Project Information and Handouts will be provided by the instructor in digital format through WebCT.

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.

Academic Integrity Statement 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: www.tamu.edu/aggiehonor/

Grade Policy

15% from Capstone Project – Phase 1 25% (50pts-Written, 50pts Oral)
35% from Capstone Project – Phase 2 25% (50pts-Written, 50pts Oral)
40% from Research Paper (50pts-Written, 50pts Oral)
10% from Quizzes

GRADE SCALE: A ≥ 90, B 80 – 89, C 70 – 79, D 60 – 69, F ≤ 59

Course Schedule

1/21 Introduction and Course Requirements
1/26 Resource Analysis and Planning
1/28 Resource Analysis and Planning
2/2 No Class – Rowlett Lectures
2/4 Planning and Leadership
2/9 Planning and Leadership
2/11 Competitive Bidding
2/16 Competitive Bidding
2/18 No Class – ACCE Meeting
2/23 Introduction to Industrial Construction 1
2/25 Introduction to the Class Project – Jerry Mayer @ McCarthy
3/2 Introduction to Industrial Construction 2
3/4 Building Information Modeling @ C105
3/9 Project Acquisition and Logistics
3/11 Procurement and Materials
3/16 Spring Break
3/18 Spring Break
3/23 Guest Speaker from KBR
3/25 ** Field trip to the McCarthy’s jobsite for the class project
3/30 Staffing – ACCE Team Visit
4/1 ASC Conference
4/6 ** Class Project Presentation 1: Work package and Construction Method
4/8 Guest Speaker from Mustang Engineering
4/13 ** Class Project Presentation 2: Construction Sequence and Schedule
4/15 Research paper presentation 1
4/20 ** Class Project Presentation 3: Preliminary Presentation
4/22 Commissioning and Startup
4/27 ** Class project presentation 4: Final Presentation @ McCarthy in Dallas
4/29 Research paper presentation 2

** This Schedule is subject to change with appropriate notification.

Class Project

Phase 1

Students work on the following items for the Houston Bayport Terminal project
- Work package
- Construction Method
- Construction Sequence
- Construction Schedule
- Construction Cost
- Other items requested by McCarthy

Deliverables: Document and Presentation.

Phase 2

Final presentation about the Houston Bayport Terminal project. The intra-team evaluation method will be used for fair grading.

Research

Write a paper about “What wakes up the industrial construction project manager at 2 o’clock in the morning?”

This paper should address
- General Introduction to a specific process plant – Configuration, What does it produce, How does it run, etc.
- General construction process – project acquisition, engineering, procurement, and construction
- Critical issues to be considered and the reason why.

The paper should not longer than 4 pages. Detail format is going to be provided in class. Ten minute oral presentation is also required.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: James Smith, Department of Construction Science
    Joe Horlen, Head, Department of Construction Science
    Leslie Feigenbaum, AOC Dean, College of Architecture
DATE: November 6, 2009
SUBJECT: REPORT ON PROPOSED C COURSE: COSC 446

We recommend that COSC 446 Specialty Capstone 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 quality: 80%
2. Course content appropriate to the major
3. Total number of words: 7500 individual
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:25

COSC 446 has a construction industry sponsor and is known for introducing students to realistic scenarios requiring communication skills. Professionals from the sponsoring company present guest lectures on appropriate topics and act as owner-jurors on student written and oral proposals in response to a real Request for Proposal. The grading by the jurors influences the student's final grade. Students get both a written (rubric) and oral critique of their work from industry professionals. All other evaluation is by the instructor. Students write weekly assignments and a research report individually; in addition, they do a response to a RFP and an oral presentation as a team.

Each student team [usually three students] must deliver a part of the team oral proposal before a jury of professionals. The presentations are typically 30 minutes with 10 minutes for Q&A; each student assumes a role as a representative of the student team company and must speak a minimum of five minutes to deliver the team’s proposal.

Feedback includes weekly assignments that allow ample practice, encouragement to revise and resubmit weekly assignments, and feedback on outlines for the research report. Instruction is provided by guest lectures from industry professionals and the instructor, and topics include discussion of sample written proposals and previous class projects. Students attend at least one oral presentation done by design or construction firms competing for a real project under the direction of the TAMUS Office of Facilities Planning and Construction at their offices.
446. Specialty Capstone. (2-3). Credit 3.

Senior capstone course for students preparing to enter the mechanical, electrical or other specialty construction company; project management of specialty contracts, including: project acquisition, schematic system design, estimating/bidding, scheduling, systems integration, value engineering, management during construction of crews and procurement, contract administration, business planning and current industry issues. Prerequisites: COSC 475; must be taken last full semester or summer before graduation.

Section 500: Mon/Wed. 01:50 pm-02:40 pm (ARCB 209) MW 02:40 pm-05:10pm (ARCB 209)
Ms. Kimberly Carlson kcarlson@tamu.edu OFFICE: 400b Langford A

<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE TOPIC</th>
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</thead>
<tbody>
<tr>
<td>31-Aug</td>
<td>Introduction, Syllabus Distributed, Notes on Elearning</td>
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<tr>
<td>2-Sep</td>
<td>Business Development / Sales Cycle</td>
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<td>7-Sep</td>
<td>Quiz-1 Lecture</td>
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<tr>
<td>9-Sep</td>
<td>Writing Assignment1 Project Introduction / Expectations</td>
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<tr>
<td>14-Sep</td>
<td>Quiz-2 Lecture</td>
</tr>
<tr>
<td>16-Sep</td>
<td>Writing Assignment2 Mechanical / Plumbing Take-Off</td>
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<tr>
<td>21-Sep</td>
<td>Quiz-3 Lecture</td>
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<tr>
<td>23-Sep</td>
<td>Writing Assignment3 Pricing</td>
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<tr>
<td>28-Sep</td>
<td>Quiz-4 Lecture</td>
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<tr>
<td>30-Sep</td>
<td>Writing Assignment4 Lecture</td>
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<tr>
<td>5-Oct</td>
<td>Quiz-5 Lecture</td>
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<tr>
<td>7-Oct</td>
<td>Writing Assignment5 Scope Review / Document Conformance</td>
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<tr>
<td>12-Oct</td>
<td>Quiz-6 Lecture</td>
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<tr>
<td>14-Oct</td>
<td>Writing Assignment6 Lecture</td>
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<tr>
<td>19-Oct</td>
<td>Research Symposium - Required Attendance / Writing Assignment7</td>
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<tr>
<td>21-Oct</td>
<td>Project Logistics &amp; Special Considerations</td>
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<tr>
<td>26-Oct</td>
<td>Quiz-7 student research presentations</td>
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<tr>
<td>28-Oct</td>
<td>Writing Assignment8 [Potential Site Visit]</td>
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<tr>
<td>2-Nov</td>
<td>Quiz-8 student research presentations</td>
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<tr>
<td>4-Nov</td>
<td>Writing Assignment9 student research presentations</td>
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<tr>
<td>9-Nov</td>
<td>Quiz-9 student research presentations</td>
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<tr>
<td>11-Nov</td>
<td>Writing Assignment10 Bid Day / Presentation Package Preparations</td>
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<tr>
<td>16-Nov</td>
<td>Quiz-10 student research presentations</td>
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<tr>
<td>18-Nov</td>
<td>Writing Assignment11 student research presentations</td>
</tr>
<tr>
<td>23-Nov</td>
<td>Quiz-11 / Writing Assignment12/ student research presentations</td>
</tr>
<tr>
<td>25-Nov</td>
<td>[No Class - Thanksgiving Holiday]</td>
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<tr>
<td>30-Nov</td>
<td>Quiz-12 / Writing Assignment13 / student research presentations</td>
</tr>
<tr>
<td>2-Dec</td>
<td>Last Day of Class FINAL PRESENTATION</td>
</tr>
</tbody>
</table>

I reserve the right to adjust the schedule as needed

The requirements for this course include:

1. Research paper 25 points
2. Research presentation to the class 25 points
3. Twelve 'pop' quizzes 60 points (5 points per assignment)
4. Thirteen writing assignments 65 points (5 points per assignment)
5. Group Project (Corp. Sponsored) 100 points (50 points for proposal/50 points for presentation)
6. Attending Research Symposium 25 points

300 points
Your **final grade** is based on percentage of total score:

- **89.5% - 100%** - GRADE = 'A'
- **79.5% - 89.49%** - GRADE = 'B'
- **69.5% - 79.49%** - GRADE = 'C'
- **59.5% - 69.49%** - GRADE = 'D'
- **0% - 59.49%** - GRADE = 'F'

This semester, our group project will be sponsored by Brandt Engineering.
http://www.brandteng.com/
Brandt is a MEP subcontract that offers design, construction, service and retrofit of any mechanical, electrical or plumbing system. Brandt maintains offices in Dallas, Fort Worth, San Antonio, Waco, and Austin.

You can obtain all work requirements thru elearning...

**OFFICE HOURS 11 AM - 12 PM Tuesday/Thursday**

**ABSENCE PROCEDURE - MUST BE EXACTLY FOLLOWED TO MAKE-UP EXAMS**

7.3 Students **may** be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

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

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 Cain Hall, Rm. B118, or call 845-1637.

"An Aggie does not lie, cheat or steal, or tolerate those who do.”
the Aggie Honor Code
Please refer to Honor Council Rules and Procedures on the web:
http://www.tamu.edu/aggiehonor.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Jim Baker, Dept. of English
     Jimmie Killingsworth, Head, Dept. of English
     Donald Curtis, Associate Dean, College of Liberal Arts
DATE: November 9, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 353

We recommend that ENGL 353 History of Rhetoric 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: 80%
2. Course content appropriate to the major
3. Total number of words (6500)
4. Instructor to student ratio for one section: 1:25

In ENGL 353 students write two analysis essays and a research report; in addition, they keep an online journal that requires a critical summary of each work they study. The journal writing is less formal than the essays and provides a good place for students to gain fluency and to practice writing. They also help engage students in the theory they will need to understand to write their papers. For each of the three essays, students submit written proposals and receive written comments from the instructor. Students meet with the instructor in person to discuss their plans for their final papers. For each essay, students also engage in peer review and other writing workshop activities. Instruction is extensive and includes learning from scaffolded assignments, writing along with the instructor during class, and completing worksheets to guide drafting, and exercises.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGL 353, History of Rhetoric

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: Jim Baker  
   Printed name and signature  
   (Date)

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

   Approvals:

   College Dean: Donald Curtis, Jr.  
   Printed name and signature  
   (Date)

   Department Head: M. Jimmie Killingsworth  
   Printed name and signature  
   (Date)

   Received: SEP 25 2009
   By
English 353,900, History of Rhetoric  
Texas A&M University

Instructor: Dr. Jim Baker  
Office Hours: MW 9:00-11

Office Phone: 979-847-8550  
Office: Blocker 234A (Writing Programs Office)

Email: jimbaker@tamu.edu

Required Text

Prerequisite
ENGL 104: Composition and Rhetoric

About this Course

TAMU Course Catalog Description: Introduction to the major approaches to written communication from ancient Greece to the end of the 19th century; focus on such authors as Plato, Aristotle, Cicero, St. Augustine, Erasmus, Campbell and Whately.

This is a “survey” course, which means that you will learn a little bit about a lot of rhetoricians. We will discuss the historical, intellectual, political and cultural forces that first gave rise to rhetorical theory in ancient Greece, and then we will look at how the rhetorical tradition grew and changed throughout the next two and a half millennia.

However, the study of rhetoric involves more than a historical overview. An understanding of rhetoric is the basis for modern theory and practice of teaching writing. Furthermore, it is a basic tool for the development of critical thinking and analysis.

Course Objectives

This course will take a "primary text" approach. In other words, rather than reading about Aristotle or Cicero, we will go directly to the source and will read what each of the rhetoricians actually said. Through your engagement with these texts and class interaction, you will:
- discuss key developments in the history of rhetoric
- locate rhetorical texts in their historical and social context(s)
- explore the cultural, political, and intellectual forces that shaped rhetoric
- use rhetoric to analyze contemporary models of discourse
- learn how rhetorical strategies work
- read critically and write reflectively

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Writing Intensive Course

History of Rhetoric is classified as a “writing-intensive course.” Therefore, course aims are governed to a great extent by the TAMU requirements for writing-intensive (W) courses and by the newly minted student learning outcomes for English courses in Rhetoric, Writing, and Culture. By the end of the course, you should be able to apply your studies in the following ways:

1. Identify and demonstrate an understanding of key ideas, authors, and texts in the field.
2. Demonstrate an understanding of methods for studying texts and ideas.
3. Demonstrate an awareness of how cultural differences affect reading, writing, interpretation, and other forms of communication.
4. Apply methods and key ideas to the analysis or criticism of written texts, images, films, cultural practices, or other forms of communication and art from a variety of cultures.
5. Apply methods and key ideas to the improvement of your own writing and other communication practices.
6. Demonstrate an understanding of basic elements of communication; an appropriate competence in grammar, diction, and standard usage; and a willingness to revise and edit your papers as needed.
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8. Demonstrate creativity and critical insight in writing.

Course Requirements & Grading

This course uses the standard ten-point grade scale (A: 100-90). Your grade will be based on the following assignments:

- Online Journal/Critical Summary of Each Work (300-500 words each) = 10%
- Rhetorical Fallacies Quiz = 10%
- Rhetorical Analysis (750-1000 words) = 20%
- Comparative Analysis (750-1000 words) = 20%
- Research Report (2000 words) = 30%
- Group Presentation = 10%

Course Website

You will use the course website to access/complete the following graded assignments:

- A journal application you’ll use to complete Critical Summary assignments.
- Links for submitting all your major writing assignments via Turnitin.com.

Furthermore, you will be able to access the following electronic copies of course documents:

- Course syllabus.
- Assignment prompts.
• Lecture PowerPoint presentations.
• Handouts and other materials used for in-class lectures.
• Interactive learning activities to assist you in learning about rhetorical fallacies and figurative language.
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To register for Turnitin, go to http://www.turnitin.com and follow the instructions for creating a user profile (if you’ve used it before, you can use your existing account). The class ID is 2365141 and the password is pindrop.

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- **Recycled Papers**

  If you have taken this course before and already completed assignments or if you have taken any similar course and completed assignments, you may not turn in assignments turned in for other courses or in other sections of this same course for credit in this section. No credit will be given for any assignment that is recycled from another section of this course or from another course.
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Schedule of Assignments
English 353: History of Rhetoric
Texas A&M University, Fall 2007

RT—Bizzell & Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present, 2nd Ed.*

NOTE: Online Critical Summaries Journal Entries for each work are due no later than the class session in which the work is to be discussed.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Classical</td>
<td></td>
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<tr>
<td>August</td>
<td>27</td>
<td>Introduction: Classical Period (<em>RT 1-36</em>)</td>
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<td>29</td>
<td>Plato, <em>Gorgias</em> (<em>RT 80</em>)</td>
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<td>31</td>
<td>Plato, <em>Phaedrus</em> (<em>RT 138</em>)</td>
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<td>September</td>
<td>3</td>
<td>Aristotle, <em>On Rhetoric, Book 1</em></td>
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<td>Aristotle, <em>On Rhetoric, Book 3</em></td>
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<td>Comparative Analysis workshop</td>
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<td>17</td>
<td>Cicero, <em>De Oratore</em> (<em>RT 283</em>)</td>
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<td>Cicero, <em>De Oratore</em> (<em>RT 283</em>)</td>
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<td><strong>Quiz on Fallacies</strong>; Quintilian, <em>Institutes of Oratory</em> (<em>RT 359</em>)</td>
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<td>Medieval</td>
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<td>October</td>
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<td>Introduction: Medieval Period (<em>RT 429-449</em>)</td>
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<td>1</td>
<td>Augustine, <em>On Christian Doctrine</em> (<em>RT 450</em>)</td>
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<td>Renaissance</td>
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<td>Introduction: Renaissance Period (<em>RT 553-580</em>)</td>
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<td>Erasmus, <em>Copia</em> (<em>RT 581</em>)</td>
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<td>Ramus, <em>Arguments in Rhetoric Against Quintilian</em> (<em>RT 674</em>)</td>
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<td>Enlightenment</td>
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<td>Introduction: Enlightenment Period (<em>RT 789-813</em>)</td>
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<td>15</td>
<td>Astell, <em>A Serious Proposal</em> (841)</td>
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<td>Campbell, <em>The Philosophy of Rhetoric</em> (<em>RT 898</em>)</td>
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<td>Film: <em>An Inconvenient Truth</em></td>
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<td>Introduction: 19th Century Period (<em>RT 429-449</em>)</td>
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<td>Whately, <em>Elements of Rhetoric</em> (RT 1000-1032)</td>
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<td>Emerson (handout)</td>
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<td>Nietzsche, <em>On Truth and Lies in a Nonmoral Sense</em> (RT 1168)</td>
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<td>November</td>
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<td>Frege (handout) <em>Critical Analysis of Film due</em></td>
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<td>7</td>
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<td>Burke intro (RT 1295) and <em>A Rhetoric of Motives</em> (RT 1324)</td>
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<td>Burke, <em>Language as Symbolic Action</em> (RT 1340)</td>
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<td>16</td>
<td>Toullmin, <em>The Uses of Argument</em> (RT 1410)</td>
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<td>19</td>
<td>Derrida, <em>Signature, Event, Context</em> (RT 1471)</td>
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<td>21</td>
<td>Group Presentations Workday</td>
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<td>22-23</td>
<td>Thanksgiving Holiday</td>
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<td>3</td>
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<td>Group Presentations</td>
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</tbody>
</table>

The Research Report is due at the time of the Final Exam
TO: Faculty Senate Executive Committee

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

CC: Jim Baker, Dept. of English
Jimmie Killingsworth, Head, Dept. of English
Donald Curtis, Associate Dean, College of Liberal Arts

DATE: November 9, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 354

We recommend that ENGL 354 Modern Rhetorical Theory 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: 80%
2. Course content appropriate to the major
3. Total number of words (6500)
4. Instructor to student ratio for one section: 1:25

In ENGL 354 students write two analysis essays and a research report; in addition, they keep an online journal that requires a critical summary of each work they study. The journal writing is less formal than the essays and provides a good place for students to gain fluency and to practice writing. They also help engage students in the theory they will need to understand to write their papers. For each of the three essays, students submit written proposals and receive written comments from the instructor. Students meet with the instructor in person to discuss their plans for their final papers. For each essay, students also engage in peer review and other writing workshop activities. Instruction is extensive and includes learning from scaffolded assignments, writing along with the instructor during class, and completing worksheets to guide drafting, and exercises.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGL 354, Modern Rhetorical Theory

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: Jim Baker

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

Approvals:

College Dean: Donald Curtis, Jr.

Department Head: M. Jimmie Killingsworth

RECEIVED
SEP 25 2009
By
English 354, 900, Modern Rhetorical Theory TR 11:10-12:25 120 Bloc

Texas A&M University

Instructor: Dr. Jim Baker
Office Hours: MW 9:00-11

Office Phone: 979-847-8550
Office: Blocker 234A (Writing Programs Office)

Email: jimbaker@tamu.edu

Required Texts
- A pack of index cards

Film
*Super Size Me: A Film of Epic Proportions*

Prerequisite
ENGL 104: Composition and Rhetoric

About This Course
*TAMU Course Catalog Description:* Introduction to 20th Century rhetorical theorist, focusing on such figures as Kenneth Burke, Walter Ong, Chaim Perelman, Michel Foucault, and Jacques Derrida; application to text interpretation and criticism. Prerequisite: ENGL 104.

English 354 is both a course in writing and an introduction to modern rhetoric—the theory and practice of communication in our own times as informed by a tradition that goes back to the ancient Greeks and Romans but has been reinterpreted to account for the shifting contexts of modern life. Rhetoric has been influenced and partially absorbed by the competing fields of linguistics, literary criticism, the philosophy of language, communication science in various forms, journalism, advertising, mass media, and high technology. Though there are many ways and means of communicating in the modern world, this course contends that rhetoric still has something to offer students of writing, speech, public affairs, the arts, and general culture.
The reading for the course mingles works of theory and practice. The theory is covered mainly in a text that grew out of previous sections of English 354 at TAMU: *Appeals in Modern Rhetoric: An Ordinary Language Approach*, by Professor M. Jimmie Killingsworth, which offers a new approach that focuses on the concept of rhetorical appeals—including traditional appeals to authority, evidence, and logic, as well as contemporary appeals to time, place, race, and the body. The theory of appeals amounts to an informal approach to argument that draws upon the standard theorists of modern rhetoric—Kenneth Burke, I.A. Richards, and Wayne Booth, for example—as well as related fields in communication studies and the resources of ordinary language and practical experience. The chapters provide ten lessons that we will apply to analyses of essays on various themes from *The Dolphin Reader*, class handouts, and two book-length works of modern writing by Ishiguro and Levitt & Dubner, and a film we will watch later in the semester. We will use the same rhetorical principles to generate topics of our own and to write creative works of nonfiction prose.

**Course Objectives**

At the conclusion of the course, students will be able to apply principles of modern rhetorical theory to the interpretation of texts and will be able to evaluate the use of rhetoric by various authors in a variety of discourse situations. To accomplish this objective, students will:

- Discuss the principles of modern rhetoric through in class lectures and learning activities;
- Employ information they have learned through assigned readings and class lectures in the completion of assignments;
- Perform rhetorical analyses by comparing and applying critical examination to arguments from a variety of authors. Specifically, this will involve examining various rhetorical strategies with regard to the use of logical fallacies and figures of speech;
- Analyze visual and aural forms of rhetoric.

**Writing Intensive Course**

The course aims are governed to a great extent by the TAMU requirements for writing-intensive (W) courses and by the newly minted student learning outcomes for English courses in Rhetoric, Writing, and Culture. By the end of the course, you should be able to apply your studies in the following ways:

1. Identify and demonstrate an understanding of key ideas, authors, and texts in the field.
2. Demonstrate an understanding of methods for studying texts and ideas.
3. Demonstrate an awareness of how cultural differences affect reading, writing, interpretation, and other forms of communication.
4. Apply methods and key ideas to the analysis or criticism of written texts, images, films, cultural practices, or other forms of communication and art from a variety of cultures.
5. Apply methods and key ideas to the improvement of your own writing and other communication practices.
6. Demonstrate an understanding of basic elements of communication; an appropriate competence in grammar, diction, and standard usage; and a willingness to revise and edit your papers as needed.

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## Schedule of Assignments

### English 354: Modern Rhetorical Theory
Texas A&M University, Fall 2008

**NOTE:** Online Critical Summaries Journal Entries for each work are due no later than the class session in which the work is to be discussed.

<table>
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<tr>
<th>Month</th>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January</td>
<td>15</td>
<td>Course Introductory Lecture Part 1: Foundations of Rhetorical Theory</td>
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<td>17</td>
<td>Course Introductory Lecture Part 2: Rhetoric After Frege and Nietzsche—20th Century</td>
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<td>22</td>
<td><em>Appeals in Modern Rhetoric</em>: Preface and Chapter 1</td>
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<td>Putnam, in <em>Dolphin</em> 197ff.; Pollitt, in <em>Dolphin</em> 214ff.</td>
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<td><em>Appeals in Modern Rhetoric</em>: Chapter 2</td>
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<td><em>Appeals in Modern Rhetoric</em>: Chapter 3</td>
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<td>Rich, in <em>Dolphin</em> 27ff.; Hogan, 77ff.; Rodriguez, in <em>Dolphin</em> 124ff.; Orwell, 156ff</td>
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<td>Quiz on Fallacies; <em>Appeals in Modern Rhetoric</em>: Chapter 4</td>
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<td>Film: <em>Super Size Me</em></td>
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<td>Discussion on Film</td>
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<td><strong>Rhetorical Analysis due: Appeals in Modern Rhetoric</strong>: Chapter 10</td>
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<td>Ishiguro, <em>Never Let Me Go</em> (Part 1)</td>
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<td><em>Appeals in Modern Rhetoric</em>: Chapter 9</td>
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<td><strong>Critical Analysis Due: Appeals in Modern Rhetoric</strong>: Chapter 7</td>
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|       | 29   | *Last Day of Spring Classes*  
|       |      | *Group Project Presentations* |
| May   | 2    | *Research Report Due* |
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair  
CC: Leonardo Lombardini, Dept. of Horticulture  
Tim Davis, Head, Dept. of Horticulture  
Ann Kenimer, Associate Dean, College of Agriculture and Life Sciences  
DATE: November 9, 2009  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HORT 418

We recommend that HORT 418 Nut Culture 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: 36%
2. Course content appropriate to the major
3. Total number of words (2400)
4. Instructor to student ratio for one section: 1:15

HORT 418 requires that students write a review article and two short summaries of a presentation they have attended. Students are guided in their review articles through topic approval by the instructor and a rough draft commented on by the instructor and sometimes an Undergraduate Writing Assistant as well. The instructor has devised a rubric that helps students attend to their weakest areas. A second draft is encouraged but not required. Students are given a sample review article as a model and a rubric that will be used in evaluating their work early in the semester, and one class is devoted to discussion of common problems identified in the first draft.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   HORT 418 - Nut Culture

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: Leonardo Lombardini
Printed name and signature

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

Approvals:

College Dean: Ann L. Kenimer
Printed name and signature

Department Head: Tim D. Davis
Printed name and signature

Attachment G

Received
OCT 27 2009
By
Horticulture 418 - Nut Culture
Spring Semester 2011
Syllabus

<table>
<thead>
<tr>
<th>Credits:</th>
<th>3 (three hours lectures); Writing Intensive Course for Horticulture Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture time:</td>
<td>TR 2:20-3:35, Heep Center 123</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Leonardo Lombardini</td>
</tr>
<tr>
<td></td>
<td>Department of Horticultural Sciences, 426 HFSB</td>
</tr>
<tr>
<td></td>
<td>Office phone: 458-8079</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:l-lombardini@tamu.edu">l-lombardini@tamu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office hours: anytime, by appointment</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>HORT 319 or approval of instructor</td>
</tr>
<tr>
<td>Course topics:</td>
<td>The course covers the ecology, cultivation, processing, marketing, and consumption of pecans, walnuts, almonds, hazelnuts, pistachios, and chestnuts. In addition, the course includes sections covering up-to-date information on health benefits and nutrition facts of nut consumption.</td>
</tr>
<tr>
<td>Grading:</td>
<td>Points</td>
</tr>
<tr>
<td>Five lecture quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Two Pecan short course presentation summaries</td>
<td>60</td>
</tr>
<tr>
<td>Three multiple choice/essay exams (180 points each)</td>
<td>540</td>
</tr>
<tr>
<td>One review article</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

1 There will be 10 weekly quizzes during the lecture period. These will be short (5 questions T/F or multiple choice) and will be worth 20 points each. Only the best 5 quizzes will be counted. The subject matter for the quizzes will be from the lectures following the previous quiz. **Quizzes cannot be made up.**

2 During the week of **January 24-28**, Texas AgriLife Extension will hold on the A&M campus the Texas Pecan Short Course. The course is targeted to current and future pecan growers who are interested in getting a full-immersion course on pecan management. The course includes several presentations given by experts in pecan physiology, entomology, production, marketing, etc. Students will have to attend at least two of these presentations of their choice (complete program is attached to the syllabus – only highlighted sessions qualify) and turn in two 200-word summaries (one for each presentation) by **February 10**. An example of a summary from the past course is attached. Students are also encouraged to attend additional presentations of their choice.

3 The review article should be on a topic of your choice, but it has to be pertinent with the material covered in class and approved by the instructor. The title/topic and the outline of the review are due on **February 11**. A first draft is due on **March 4**, a second (voluntary) draft is due on **April 6** and the final version is due on **April 20**. The review should be double spaced and at least 8 page-long (approximately 2000 words). Submission of the draft and final versions of the review article will be done using turnitin.com, which is a website to help identifying papers containing unoriginal material. The originality report from Turnitin should show that no more than 15% of the paper is from other sources.

**Extra Credit:** students can receive up to 60 extra credit points by attending two additional sessions of the Texas Pecan Short Course (see attached document for detailed session schedule). Extra credit summaries should also be turned in by **February 10**.

**Grading scale:**
- 900-1000 points = A; 800-899 pts. = B; 700-799 pts. = C; 600-699 pts. = D; <600 pts. = F

**Recommended textbook:** "Texas Pecan Handbook", 2007, $20
Book will be available from Mrs. Tammy Landry, AgriLife Extension, Rm. 214, HFSB.
| Attendance: | The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. To check a list of possible reasons absences are considered excused by the university, please refer to TAMU Student Attendance Rule (http://student-rules.tamu.edu/rule7.htm). For an injury or illness of three or more days, a student may be asked to provide a class excuse completed by a medical professional. For an injury or illness less than three days, a student may be asked to complete the Explanatory Statement for Absence from Class form (available at http://attendance.tamu.edu/). To be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, the student must notify the instructor in writing or e-mail prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If needed, the student must provide additional documentation substantiating the reason for the absence, which must be satisfactory to the instructor, within one week of the last date of the absence. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. |
| Assigned Readings: | Thematic articles will be provided electronically or on hardcopy |
| Late assignments: | Late assignments/term papers are penalized at a rate of 10% loss in points per day late including weekends. |
| Attendance: | Students are expected to attend all classes, complete assignments on time, and participate fully in class discussions. |
| Changes in schedule: | The instructor reserves the right to change the order and content of lectures as necessary. Exam dates (assignment/term paper due dates) may be changed by the instructor, but at least 5 days notice will be given. |
| 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 Dept. of Student Life, Services for Students with Disabilities in Cain Hall or call 845-1637. |
| Copyrights: | Please note that most 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. |
| Scholastic Dishonesty: | As commonly defined, plagiarism consists of passing off as one's own ideas, 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 "Scholastic Dishonesty." |
# Lecture schedule

<table>
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<tr>
<th>Week</th>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
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<td>1/19</td>
<td>Course Introduction</td>
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<tr>
<td></td>
<td>2</td>
<td>1/21</td>
<td>Pecan: history</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>1/26</td>
<td>Pecan: distribution, ecology, and anatomy - QUIZ</td>
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<tr>
<td></td>
<td>4</td>
<td>1/28</td>
<td>Pecan: reproductive structure, fruit growth and development</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>2/2</td>
<td>Pecan: orchard planting and establishment (Dr. George Ray McEachern) - QUIZ</td>
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<tr>
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<td>6</td>
<td>2/4</td>
<td>Pecan: site selection and preparation; soil management</td>
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<td>7</td>
<td>2/9</td>
<td>Pecan: cultivars, breeding, and grafting - QUIZ</td>
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<td></td>
<td>8</td>
<td>2/11</td>
<td>Pecan: orchard irrigation</td>
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<tr>
<td>5</td>
<td>9</td>
<td>2/16</td>
<td>Pecan: pests (Mr. Bill Ree, AgriLife Extension Entomologist) - QUIZ</td>
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<td>10</td>
<td>2/18</td>
<td>Pecan: fertilization</td>
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<tr>
<td>6</td>
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<td>2/23</td>
<td>FIRST EXAM</td>
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<td>11</td>
<td>2/25</td>
<td>Pecan: diseases and harvesting</td>
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<td>7</td>
<td>12</td>
<td>3/2</td>
<td>Pecan: processing, post-harvest, marketing - QUIZ</td>
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<tr>
<td></td>
<td>13</td>
<td>3/4</td>
<td>Visit to the orchard</td>
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<td>8</td>
<td>14</td>
<td>3/9</td>
<td>Hickories</td>
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<td>15</td>
<td>3/11</td>
<td>Walnut: introduction, orchard planting, establishment and management. Harvesting, processing and marketing - QUIZ</td>
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<td>3/15-19</td>
<td>Spring break</td>
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<td>16</td>
<td>3/23</td>
<td>Walnut: pest and diseases - QUIZ</td>
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<td>17</td>
<td>3/25</td>
<td>Walnut: black walnut, allelopathy</td>
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<td>3/30</td>
<td>SECOND EXAM</td>
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<td>Pistachio: anatomy, characteristics, and cultivation</td>
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<td>11</td>
<td>19</td>
<td>4/6</td>
<td>Pistachio: Diseases, pests, harvesting, production - QUIZ</td>
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<td>Week</td>
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<td>Topic</td>
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<td>20</td>
<td>4/8</td>
<td>Almond: anatomy, vegetative and reproductive structure, cultivation</td>
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<td>12</td>
<td>4/13</td>
<td>Almond: pest, diseases - QUIZ</td>
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<td>22</td>
<td>4/15</td>
<td>Almond: orchard planting, establishment and management, harvest, processing post-harvest, marketing</td>
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<td>13</td>
<td>4/20</td>
<td>FIELD TRIP (2:00-5:00 – tentative date and time) REVIEW: FINAL VERSION DUE</td>
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<td>24</td>
<td>4/22</td>
<td>Hazelnut</td>
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<tr>
<td>14</td>
<td>4/27</td>
<td>Tropical and subtropical nut crops: Macadamia, Brazilian Nut, Cashew - QUIZ</td>
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<tr>
<td>26</td>
<td>4/29</td>
<td>Nuts as a healthy food</td>
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<td>TBA</td>
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<td>FINAL EXAM (1:00-3:00 p.m.)</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Michael Golla, Dept. of Engineering Technology & Industrial Distribution
    Walter Buchanan, Head, Dept. of Engineering Technology & Industrial Distribution
    Jo Howze, Associate Dean, Dwight Look College of Engineering
DATE: November 9, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: IDIS 303

We recommend that IDIS 303 Mechanical Power Transmission 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: 40%
2. Course content appropriate to the major
3. Total number of words (5000+)
4. Instructor to student ratio for one section: 1:8

Although IDIS 303 requires a great deal of collaborative writing, a significant amount is also required of individuals. Individuals write ten lab memos and five lab reports. In teams, students write up a group project, with five related progress reports and eight lab reports. The instructor comments on all the progress reports in detail to guide in the writing of the final report, and students get instruction through handouts, examples, a library lecture on research, and frequent student conferences (not required). In addition, the instructor lectures on writing and reserves the first five minutes of every class to answer questions about writing in progress.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   JDLS 303 Mechanical Power Transmission

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

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

   Received: Valerie Balester 10/29/09
   (W Course Coordinator, University Writing Center) (Date)

   Approvals:
   College Dean: Ray W. James 10/29/09 (Date)
   Department Head: Walter Buchanan 10/29/09 (Date)
IDIS 303- MECHANICAL POWER TRANSMISSION
SYLLABUS, Fall 2009, 3 Credits

Mr. Michael Golla
845-6765
117B Thompson Hall

Email: WEBCT ONLY
Office Hours: MW 10am-11am

Lectures: MW 8:00– 8:50, Ferm.Hall 303, Sections 901-903
  MW 9:10–10:00, Ferm.Hall 303, Sections 904-906
Lab: 901 M 3:00pm–4:50 Thom 009B
  902 T 8:00am–9:50 Thom 009B
  903 F 9:00am–10:50 Thom 009B
  904 W 3:00pm–4:50 Thom 009B
  905 R 8:00am–9:50 Thom 009B
  906 T 5:30pm–7:20 Thom 009B

Teaching Assistants:
Shreyas Bhimani, MSME
Reza “Blade“ Karimi, Ph.D, AERO
Nellie Rajarova, Ph.D,ME

Email: WEBCT
Email: WEBCT
Email: WEBCT


Scholastic Dishonesty: I will enforce the Aggie Code of Honor, “Aggies Don’t Lie, Cheat or Steal, nor
tolerate those who do.” There is a zero tolerance policy for academic dishonesty, this includes previous semester’s
labs, homework, old exams, projects, copied materials from other students or any other form of plagiarism or
dishonesty described in the university handbook. Violations will result in an "F" for the course and additional
repercussions will be determined by the ID program, and Texas A&M University. http://www.tamu.edu/aggiehonor

Attendance Policy: Excused absences will only be allowed by following the procedure as stated by “Student
Rule #7, Excused Absences” in the student handbook. An excuse absence will be allowed only by submitting the
following 2 items to the professor and lab instructor with in 1 academic week of the absence. This policy will be
enforced for both lecture and lab.
A. Texas A&M University “Explanatory Statement for Absence from Class” forms
   available at http://attendance.tamu.edu and WEBCT.
B. Confirmation of visit to a health care professional affirming date and time of visit.

Grades: I DO NOT CURVE! Curving is a form of socialism and I am not a socialist. I do not negotiate for
grades, this is a performance based class that is developed for you to receive the grade you work for. I have
modeled this course on how the “real world” works. Hard work = Rewards, Poor performance = Poor
compensation. Total values will NOT be rounded 449.999 is not 450 it is a “B.”

Exams: There will be a comprehensive final exam scheduled by the University and two exams in class. There
will be no makeup for the final exam and no extra credit assignments. A University approved absence will qualify
for make-up of in class exams. All examinations can be: true/false, matching, multiple choice, short answer and
calculations or essay. The questions will be from the assigned reading, lecture notes, web sites cited in class,
homework, lab practice, videos and guest lecturers.

Homework/Quizzes: Suggested homework will be assigned by the instructor periodically throughout the
semester and will be based upon coursework topics, but will not be collected for a grade. Quizzes will be
unannounced and at the discretion of the instructor and will be counted toward the 25pt section of your grade.
**Lab:** There will be 10 lab practices, the lab accounts for 100pts towards your final grade. Daily lab quizzes will be given at the beginning of the lab. Late or no lab attendance will result in missing the quiz and will not be made up unless university excused. If you show up late you will be penalized on your individual grade. Late lab reports will not be accepted and will be considered a zero. There will be a lab practical, TBA. See lab syllabus for more details.

**Professional Project:** To facilitate a better learning environment you will have to develop a professional project that will be based upon a system in the Mechanical Power Transmission sector. You will submit multiple semester progress reports with the final deliverable as stated on the syllabus; no late assignment will be accepted. Topics will be determined by the students own interests but will remain within the scope of the course and final topic must be approved by the professor. Teams will be assigned by lottery the 2nd week of class. A list of topics will be suggested, but you may choose your own to be approved by the instructor. See Professional Project Guidelines for more details.

**Students with Disabilities:** Americans with Disabilities Act Policy Statement. The ADA is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities call 845-1637. If you feel you need special accommodations because of a disability, see the professor within the first two weeks of class. I will make special arrangements for accommodations, no testing will be allowed through the Department of Student Life.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Lab</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>M 8/31</td>
<td>Syllabus, WebCT, PTDA Careers Video</td>
<td>PTH 1 &amp; Golla Ch. 1</td>
<td>No Labs</td>
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<tr>
<td>W 9/2</td>
<td>Fundamentals: Units, Mass, Force, Work</td>
<td>PTH 1 &amp; Golla Ch. 1</td>
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<tr>
<td>Wk 2</td>
<td>M 9/7</td>
<td>Fundamentals: Torque, Power, HP</td>
<td>PTH 1 &amp; Golla Ch. 1</td>
<td>Lab#1</td>
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<tr>
<td>W 9/9</td>
<td>Fundamentals: Efficiency &amp; Friction</td>
<td>PTH 1 &amp; Golla Ch. 1</td>
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<tr>
<td>Wk 3</td>
<td>M 9/14</td>
<td>Prime Movers</td>
<td>PTH 11, Golla Ch 9</td>
<td>Lab#2-</td>
<td>Teams Formed</td>
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<td>W 9/16</td>
<td>Prime Movers</td>
<td>PTH 11, Golla Ch 9</td>
<td>Progress Report</td>
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<tr>
<td>Wk 4</td>
<td>M 9/21</td>
<td>MPT components: Brakes</td>
<td>PTH 5, Golla Ch. 2</td>
<td>Lab#3-</td>
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<td>W 9/23</td>
<td>MPT components: Clutches</td>
<td>PTH 5, Golla Ch. 3</td>
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<td>Wk 5</td>
<td>M 9/28</td>
<td>Exam #1</td>
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<td>Progress Report</td>
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<td>Wk 6</td>
<td>M 10/5</td>
<td>MPT Components: Belts &amp; Pulleys</td>
<td>PTH 3, Golla Ch.5</td>
<td>Lab #4</td>
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<td>W 10/7</td>
<td>MPT Components: Belts &amp; Pulleys</td>
<td>PTH 3, Golla Ch.5</td>
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<tr>
<td>Wk 7</td>
<td>M 10/12</td>
<td>MPT Components: Chains and Sprockets</td>
<td>PTH 4, Golla Ch 6</td>
<td>Lab#5</td>
<td>Progress Report</td>
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<tr>
<td>W 10/14</td>
<td>MPT Components: Chains and Sprockets</td>
<td>PTH 4, Golla Ch 6</td>
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<td>Wk 8</td>
<td>M 10/19</td>
<td>MPT Components: Intro to Gears</td>
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<td>W 10/21</td>
<td>MPT Components: Gear Types</td>
<td>PTH 8, Golla Ch4</td>
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<td>Wk9</td>
<td>M 10/26</td>
<td>MPT Components: Gear Boxes</td>
<td>PTH 8, Golla Ch4</td>
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<td>PTH 7, Golla Ch 8</td>
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<td>Lab#9</td>
<td>Progress Report</td>
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<td>MPT Components: Bearings</td>
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<td>Wk 12</td>
<td>M 11/16</td>
<td>MPT Components: Bearings</td>
<td>PTH 2, Golla Ch 7</td>
<td>Lab#10</td>
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<td>W 11/18</td>
<td>MPT Accessories: Lubrication</td>
<td>PTH 14, Golla Ch 10</td>
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<td>Wk 13</td>
<td>M 11/23</td>
<td>MPT Accessories: Lubrication</td>
<td>PTH 14, Golla Ch 10</td>
<td>Lab Practical Review</td>
<td>Turn in Project</td>
</tr>
<tr>
<td>W 11/25</td>
<td>MPT Accessories: Linear Actuators</td>
<td>PTH 10</td>
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<tr>
<td>Wk 14</td>
<td>M 11/30</td>
<td>MPT component Failures</td>
<td>Golla Ch 11</td>
<td>Lab Practical</td>
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<tr>
<td>W 12/2</td>
<td>MPT Safety, last day of class</td>
<td>Class Notes</td>
<td></td>
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<tr>
<td>Wk 15</td>
<td>M 12/7</td>
<td>Redefined Day Attend Friday classes</td>
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<td></td>
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<tr>
<td>F 12/11</td>
<td>Final Exam, 10:00am-noon</td>
<td>Sections 901-903</td>
<td></td>
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</tr>
<tr>
<td>Wk 16</td>
<td>M 12/14</td>
<td>Final Exam, 8:00 – 10:00 am</td>
<td>Sections 904-906</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University

Explanatory Statement for Absence from Class

As identified in the instructor's course syllabus, this form is accepted as documentation for injury or illness related class absences for a period less than three business days (to include classes on Saturday). This form is NOT accepted for injury or illness related to class absences for a period of more than three business days. Please refer to Texas A&M Student Rule #7 for guidance on class attendance and absences.

Student Information

Last Name: Maroon
First Name: Sully
Student UIN: 200802010
Email: redassag@tamu.edu
Phone: 845-2010

Dates Missed

Begin Date: Monday, September 1, 2008
End Date: Monday, September 1, 2008

Course Information

Department, Course, and Section: ETIO, IDIS 303 - 901
Name of Instructor: Golla/Karimi
Missed Coursework: Lab #1 Fundamentals
Reason for Missed Coursework: Sick,
Desired Course of Action: Make up lab, during 902 or 904 lab or arranged hours T 5-7pm or W 5-7pm

Please give, if possible, the name of someone who can vouch for your illness. This need not be a health care professional.

Name: Dr. Sally Quack
Address: Butel "The Quack Shack" Medical Care Center, TAMU
Email: squack@tamu.edu
Phone: 845-help

I certify that the above statements are true to the best of my knowledge and belief, and that I understand that I will be in violation of the Aggie Honor Code and may be subject to student disciplinary action if the above statements are found to be falsified and/or if I am found responsible for abusing the excused student absence process.

Signature: ___________________________ Date: ________________
**IDIS 303 Mechanical Power Transmission**  
**Professional Project Guidelines – Fall 2009**

Mechanical Power Transmission in Industrial Distribution would not be complete without learning more about products and companies in the MPT marketplace. You have a two part objective for this project. The first is to analyze a component or topic with in the scope of the course. You should gain as much knowledge on the specifics of the product and the engineering technical knowledge needed to understand the functionality of the product. This is to include the technical knowledge on the functionality, reliability, limitations, purposes for use or even the life cycle and environmental impact of this engineered product. The other part of the assignment is to expand your scope by finding or developing an innovation or identifying a future challenge or use with the produce you chose. This is where your creativity should be included and expanded. This will be the hardest part of the paper. You are not restricted to discuss one innovation but could focus on multiple areas of impact. However, areas that will be highly encouraged to focus on are product innovation, new service development or a new method to overcome challenges in the marketplace. This can be a new business service or a improvement on a design, material enhancement or any other topic you may find that will make a change in the future operation, reliability or application of your product choice. Use all sources at your disposal, however no general internet sources will be accepted as a reference for your project, for example “Wikipedia” may not be used as a source but can be used for your general knowledge purposes.

Topics and organization of the final project is up to the group but must be related to the class and the Industrial Distribution profession. The report must be technically oriented toward the topics of the class and a heavy emphasis should be on the technical expertise that you will need to know to work for or service customers that use MPT components in application. All projects will be presented in class on the due date, to the instructor; no late assignment will be accepted. Late final projects will not be accepted and will be considered a zero for the entire project, no exceptions. On or before the final due date, you will upload your paper to “TURNITIN.com” and present a 10”x13”package envelope to the instructor which will include the following items: Evaluations, professional project, a soft copy of your project with an exact printable PDF file of your project. Your evaluation form will include a self evaluation along with an evaluation of each team member’s performance. This evaluation will be sealed in an envelope with only your last 5 digits of your UIN# on the outside. You will fill out the evaluation form anonymously and will not include your partner’s input on the evaluation process. Failure to comply with instructions will result in your overall individual project grade reduction or the final project will be considered a zero.

Most companies that recruit ID grads are technically oriented and expect individuals like you to have the basic fundamentals of understanding power technology systems i.e. Mechanical IDIS 303, Electrical IDIS 300, Fluid aka Hydraulics & Pneumatics IDIS 403 and Automation IDIS 400. In the future you or your classmates might work for a technical company and you will need the technical engineering knowledge of systems, & products. A professional job is required so go above and beyond the materials that are reviewed in lecture and lab. You should organize your information in a logical order so it can be understood how this product can influence a system or how they perform in the marketplace. You should focus your direction to the distributor, OEM or technician and present the project in such a fashion that it is easy to read and done professionally. I highly recommend using the UWC and our UWA, university writing assistant, his information can be found on WEBCT.

**Key Points**

1. All reports are due in class and will not be accepted late
2. 1st progress report, Memo format, includes group members names, a timeline, topic or topics of interest.
3. 2nd progress report will include your group members, topics you are interested in, project time line how well the group is functioning/meeting and if you met with the UWA, etc.
4. 3rd progress report topic/topics of interest narrowed down from my feedback, rough outline, member participation
5. 4th progress report abstract or part of your rough draft, main resources for your draft or abstract, group participation
6. 5th progress report part of your rough draft or abstract, this should include your main resources
7. You will meet only twice this semester with the UWA for consultation and must do so before the fourth progress report, after that date you are on your own
8. Final report length should be range from 14-25 double spaced pages of text and should meet all technical writing formats. Images, graphics, tables etc will not count toward the length of the paper, but you may have an appendix that can be expanded to support the body content.
9. You will be graded on content and presentation of the material. Content includes: thoroughness of research, depth of technical data, expansion beyond in class education, and the emphasis of future developments or innovation. Presentation grade will include organization, documentation, and length
10. A packet with a hard and soft copy will be turned in on the final due date and the soft copy will not be returned. The soft copy should have the exact printable report this is turned in.
11. All evaluations must be included in your packet before you turn it in, no late deliverable accepted.
TO: Faculty Senate Executive Committee

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

CC: Michael Golla, Dept. of Engineering Technology
    Walter Buchanan, Head, Dept. of Engineering Technology
    Jo Howze, Associate Dean, Dwight Look College of Engineering

DATE: November 9, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: IDIS 403

We recommend that IDIS 403 Fluid Power Technology 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: 40%
2. Course content appropriate to the major
3. Total number of words (5000+)
4. Instructor to student ratio for one section: 1:8

Although IDIS 403 requires a great deal of collaborative writing, a significant amount is also required of individuals. Individuals write ten lab memos and five lab reports. In teams, students write up a group project, with five related progress reports and eight lab reports. The instructor comments on all the progress reports in detail to guide in the writing of the final report, and students get instruction through handouts, examples, a library lecture on research, and frequent student conferences (not required). In addition, the instructor lectures on writing and reserves the first five minutes of every class to answer questions about writing in progress.
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):

   MDES 404 Fluid Power Technology

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

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

Instructor/Coordinator: Michael H. Apiel

Printed name and signature (Date)

Received: Valerie Balester

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

Approvals:

College Dean: Ray W. James

Printed name and signature (Date)

Department Head: W. H. Bachman

Printed name and signature (Date)
IDIS 403- FLUID POWER TECHNOLOGY
SYLLABUS, Fall 2009, 3 credits

Mr. Michael Golla
117B Thompson Hall, 845-6765

Email: WEBCT ONLY
Office Hours: M, W 10-11am

Lecture: MW 12:40– 1:30, Thom.Hall 112D, Sections 901-903
MW 01:50–2:40, Thom.Hall 112D, Sections 904-906

Lab: 901 M 8:00am–9:50 Thom 116
902 M 4:10pm–6:00 Thom 116
903 T 8:00am–9:50 Thom 116
904 M 6:00pm–7:50 Thom 116
905 M 3:00pm–4:50 Thom 116
906 W 8:00am–9:50 Thom 116

Teaching Assistants:
Shreyas Bhimani, MSME
Reza “Blade” Karimi, Ph.D, AERO
Nellie Rajarova, Ph.D, ME

FPT Lab Manual, Golla, Fall09 Edition, Notes –N- Quotes (846-2255)

Scholastic Dishonesty: I will enforce the Aggie Code of Honor, Aggies Don’t Lie, Cheat or Steal, nor tolerate those who do. There is a zero tolerance policy for academic dishonesty. Violations will result in an "F" for the course. Additional repercussions will be determined by the program coordinator in compliance with Texas A&M regulations. http://www.tamu.edu/aggiehonor/

Attendance Policy: Excused absences will only be allowed by following the procedure as stated by “Student Rule #7, Excused Absences” in the student handbook. An excuse absence will be allowed only by submitting the following 2 items to the professor with in 1 academic week of the absence. This policy will be enforced for both lecture and lab.

A. Texas A&M University Explanatory Statement for Absence from
   Class form available at http://attendance.tamu.edu
B. Confirmation of visit to a health care professional affirming date and time of visit.

Grades: I DO NOT CURVE! Curving is a form of socialism and I am not a socialist. I do not negotiate for grades, this is a performance based class that is developed for you to receive the grade you work for. I have modeled this course on how the “real world” works. Hard work = Rewards, Poor performance = Poor compensation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>125</td>
</tr>
<tr>
<td>2 Exams (100pts each)</td>
<td>200</td>
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<tr>
<td>Quizzes/Progress Reports/Misc.</td>
<td>25</td>
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<tr>
<td>Lab</td>
<td>100</td>
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<tr>
<td>Professional Project</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

Exams: There will be a comprehensive final exam scheduled by the University and taken in class on that exam day. There will be no makeup for the final exam and no extra credit assignments and an university excused absence will be required for any make up exam. All exams/quizzes can be: true/false, matching, multiple choice, short answer, calculations or essay. Questions will be from the assigned reading, lecture notes, web sites cited in class, homework, lab practice and videos.

Lab: There will be 10-12 lab assignments, the lab accounts for 100pts towards your final grade. Daily lab quizzes will be given at the beginning of the lab. Late or no lab attendance will result in missing the quiz and will not be made up unless university excused as set by “Student Rule #7, Excused Absences” in the student handbook. Late lab reports will not be accepted and will be considered a zero. There will be a lab practical the last week of scheduled lab worth 25 pts.
**Homework/Quizzes:** Suggested homework will be assigned by the instructor periodically throughout the semester and will be based upon coursework topics, but will not be collected for a grade. Quizzes will be unannounced and at the discretion of the instructor and will be counted toward the 25pt section of your grade.

**Professional Presentations:** TBA, paper, project, case study. Teams will be assigned by lottery the 2nd week of class. A list of topics will be provided, but you may choose your own. More details will be provided. Progress reports are graded.

**Students with Disabilities:** Americans with Disabilities Act Policy Statement. The ADA is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room 126 of the Koldus Building, or call 845-1637. If you feel you need special accommodations because of a disability, see the professor within the first two weeks of class. I will make special arrangements for accommodations, no testing will be allowed through the Department of Student Life.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Lab</th>
<th>Project</th>
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<tr>
<td>Wk 1</td>
<td>M 8/31</td>
<td>Syllabus, WebCT, FPDA, Careers,</td>
<td>Class Notes</td>
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<td></td>
<td>W 9/2</td>
<td>Intro to Fluid Power, Industrial, Mobile, Fluid Transfer, Fluid Power Symbols</td>
<td>Class Notes</td>
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<td>Wk 2</td>
<td>M 9/7</td>
<td>Physical Properties of Hyd. Fluids, Density, Specific Gravity, Viscosity</td>
<td>Ch2, Ch 3</td>
<td>Lab#1-</td>
<td>Teams Formed</td>
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<td>W 9/9</td>
<td>Fluid Power Concepts, Pressure, Pressure Head and Pascal’s Law</td>
<td>Ch 1</td>
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<tr>
<td>Wk 3</td>
<td>M 9/14</td>
<td>Pascal’s Law</td>
<td>Ch1</td>
<td>Lab#2-</td>
<td>Progress Report</td>
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<td>W 9/16</td>
<td>Continuity Equation, Flow rate and Velocity</td>
<td>Ch 1</td>
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<td>Wk 4</td>
<td>M 9/21</td>
<td>Hydraulic Energy, Power, HHP</td>
<td>Ch 1, class notes</td>
<td>Lab#3-</td>
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<td>W 9/23</td>
<td>Pumps and Pumping Theory, Cavitation</td>
<td>Ch 15</td>
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<td>Wk 5</td>
<td>M 9/28</td>
<td>Pumps, Pos. Displacement</td>
<td>Ch 15</td>
<td>No Labs</td>
<td>Progress Report</td>
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<td>W 9/30</td>
<td>Exam 1</td>
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<td>Wk 6</td>
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<td>FP Valves, Directional, Pressure &amp; Flow</td>
<td>Ch 8, 10, 11</td>
<td>Lab#4-</td>
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<td>W 10/7</td>
<td>FP Valves, Cartridge</td>
<td>Ch 12</td>
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<td>Wk 7</td>
<td>M 10/12</td>
<td>FP Valves, Proportional</td>
<td>Ch 13</td>
<td>Lab#5</td>
<td>Progress Report</td>
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<td>W 10/14</td>
<td>Filtering, Standards Contamination Control</td>
<td>Ch 6</td>
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<td>Wk 8</td>
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<td>Filtering, Standards Contamination Control</td>
<td>Ch 6</td>
<td>Lab#6-</td>
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<td>W 10/21</td>
<td>Filtering, Standards Contamination Control</td>
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<td>Wk 9</td>
<td>M 10/26</td>
<td>Fluid Power Reservoirs &amp; Actuators</td>
<td>Ch 5, 7</td>
<td>Lab#7</td>
<td>Progress Report</td>
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<td>W 10/28</td>
<td>Fluid power Conductors &amp; Accumulators</td>
<td>Ch 4, Ch 17</td>
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<td>Wk 10</td>
<td>M 11/2</td>
<td>Pumps, Non-pos. Displmt, Pump Selection</td>
<td>Ch 15, class notes</td>
<td>Lab#8</td>
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<td>W 11/4</td>
<td>Pumps, Non-pos. Displmt, Pump Selection</td>
<td>Ch 15, class notes</td>
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<td>Wk 11</td>
<td>M 11/9</td>
<td>Pumps, Non-pos. Displmt, Pump Selection</td>
<td>Ch 15, class notes</td>
<td>Lab #9</td>
<td>Progress Report</td>
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<td>W 11/11</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>Wk 12</td>
<td>M 11/16</td>
<td>Pneumatic Theory (Drying, Filtering, Lubricating)</td>
<td>TBA</td>
<td>Lab 10</td>
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<td>W 11/18</td>
<td>Pneumatics (Compressors)</td>
<td>TBA</td>
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<td>Wk 13</td>
<td>M 11/23</td>
<td>Pneumatics (Actuators – cylinders, motors)</td>
<td>TBA</td>
<td>Lab 11</td>
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<td>W 11/25</td>
<td>Fluid Transfer Valves</td>
<td>TBA</td>
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<td>Turn in Project</td>
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<td>Wk 14</td>
<td>M 11/30</td>
<td>Safety in Hydraulics</td>
<td>Class Notes</td>
<td>Lab Practicals</td>
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<td>W 12/2</td>
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This schedule may change based upon instructor evaluation of the class’s performance.
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Email: redassag@tamu.edu

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Course Information

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Reason for Missed Coursework: Sick,

Desired Course of Action: Make up lab, during 902 or 904 lab or arranged hours T 5-7pm or W 5-7pm

Please give, if possible, the name of someone who can vouch for your illness. This need not be a health care professional.

Name: Dr. Sally Quack

Address: Bute! "The Quack Shack" Medical Care Center, TAMU

Email: squack@tamu.edu

I certify that the above statements are true to the best of my knowledge and belief, and that I understand that I will be in violation of the Aggie Honor Code and may be subject to student disciplinary action if the above statements are found to be falsified and/or if I am found responsible for abusing the excused student absence process.

Signature: ___________________________  Date: ___________________________

Explanatory Statement for Absence from Class.pdf - Revised 07/10/06
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8. Final report length should be range from 14-25 double spaced pages of text and should meet all technical writing formats. Images, graphics, tables etc will not count toward the length of the paper, but you may have an appendix that can be expanded to support the body content.
9. You will be graded on content and presentation of the material. Content includes: thoroughness of research, depth of technical data, expansion beyond in class education, and the emphasis of future developments or innovation. Presentation grade will include organization, documentation, and length
10. A packet with a hard and soft copy will be turned in on the final due date and the soft copy will not be returned. The soft copy should have the exact printable report this is turned in.
11. All evaluations must be included in your packet before you turn it in, no late deliverable accepted.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair  
CC: Fred Pearl, Dept. of Maritime Studies  
Donna Lang, AOC Dean, TAMU Galveston  
DATE: October 15, 2009  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MAST 411

We recommend that MAST 411, International Maritime Cultures, 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: 47.5%
2. Course content appropriate to the major
3. Total number of words (5400+)
4. Instructor to student ratio for one section: 1:16

Students write six abstracts, two reaction papers, a major paper, and a term paper. Time is allotted for peer review sessions. Students may revise most of the assignments for a new grade. The term paper is preceded by a draft on a suitable topic. Since this class includes numerous assignments, each leading to the development of a major paper, feedback on each is preparation for the next. Later assignments are weighted more heavily in computing a final grade; therefore, development of writing skills is progressive. Several classes are devoted specifically to conventions in writing related to the discipline. The TAMUG Writing Lab will conduct scheduled in-class presentations and out-of-class workshops on specific topics related to assignments in progress. As students prepare papers, parts of each class are devoted to discussion of papers in progress. Students are given sample documents to use as models.

No other significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   MAST 411

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

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

Signature: Valerie Balester (Course Instructor / Coordinator) 6/15/09

Received: Valerie Balester (W Course Coordinator, University Writing Center) 6/17/09

Approvals:

College Dean: Donald Long 4/5/09

Department Head: 6/5/09

Attachment G
International Maritime Culture

Maritime Studies 411-900                     Professor: Dr. Frederic B. Pearl
Fall Term 2009                                Office location: CLB 217
Mondays & Wednesdays 2:00-3:50                Office Hours: MW 11-12
Room: MERC 145                                 Appointments: 740-4975

mast@tamug.edu  (CW)

Course Description:
Maritime Studies 411 is intended to introduce you to peoples and cultures of the world who have made successful maritime or seafaring adaptations. In our class discussions and readings we will cover a broad range of topics, from aboriginal subsistence whaling to contemporary commercial fishing culture. We will examine both industrial and non-industrialized maritime cultures.

Learning Objectives

Knowledge skills: The primary objective of MAST 411 is to become familiar with international maritime culture and to learn to effectively communicate your ideas through your writing. This goal is accomplished by learning about maritime culture through readings, lectures, films, and discussions; writing extensively on the topics you’ve learned; and providing and receiving peer and instructor feedback. Because this is a senior level class I expect each student to participate heavily in class discussion. It is through our weekly discussions that most learning will take place. You will come to better understand the following:

• How social organization and social change are cultural adaptations.
• Understand the role of maritime adaptations in complex non-capitalist cultural systems.
• Understand the social, political, and economic issues facing contemporary indigenous fishermen.
• Understand the social, political, and economic issues facing contemporary commercial fishermen.

However, content (knowledge) is only one hurdle in this class. In order to pass this class you must be able to conduct research on unfamiliar topics, synthesize large amount of written information into oral or written reports, critically analyze opposing viewpoints, and communicate effectively in writing and speaking.

Academic skills: At this level you will be expected to demonstrate the academic skills necessary to succeed in life after college. The assignments are designed to exercise your skills in the following areas: individual responsibility, appropriate use of technology, record-keeping, mental toughness, teamwork, and professionalism.
Communication skills: Because written and oral communication are at the heart of success in the social sciences and humanities, this course will develop your ability to formally communicate ideas in person (oral presentations), summarize literature effectively in writing, develop discussion ideas into short essays; and make persuasive arguments by bringing together multiple scholarly sources.

Required Texts (given in APA format)


Grading Policy

When quantification is permitted I use a percentage score to determine your grade (i.e. A 100-91, B 90-81, C 80-71, D 70-61, F 60 and below). When subjectively scoring your work I use a 5-point ordinal scale with appropriate values (e.g. 1 inadequate, 2 needs significant improvement, 3 average, 4 above average, 5 excellent). I record your grades in 3 areas: Knowledge, Communication, and Academic Skills. Your final grade is determined by weighting these three categories in a 40:40:20 ratio. You will receive 2 mid-semester progress reports.

Grading Scale

Written Work 50%
Major Presentation 30%
Portfolio 20%

Written Work Grade Calculation

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<thead>
<tr>
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<th>Quantity</th>
<th>Value (ea)</th>
<th>Value-total</th>
<th>Word Count</th>
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<tr>
<td>Abstracts</td>
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<tr>
<td>Reaction Papers</td>
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<td>10</td>
<td>20</td>
<td>1000</td>
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<tr>
<td>Major Paper</td>
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<td>15</td>
<td>15</td>
<td>1200</td>
</tr>
<tr>
<td>Draft (Final Paper)</td>
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<td><strong>Total Points</strong></td>
<td></td>
<td></td>
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<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Note: Your written work will comprise 50% of the semester grade. The bibliographies, front and back matter, and preparatory activities will be included as part of the grade for your portfolio.

**Record-Keeping**

You are required to keep all assignments and tests that get returned to you and keep them in a well-organized folder. Twice during the year and once at the final exam I will require you to submit your portfolio as part of your mid-semester evaluation process. You MUST keep backups of any work you submit to me. In the event that your portfolio or any work within it is lost, stolen, or destroyed, you are responsible for reproducing and submitting it when asked. I reserve the right to request your portfolio at any time during the semester, and your portfolio will not be returned to you after the final exam.
Attendance

“Eighty percent of life is just showing up” - Woody Allen

Attendance is mandatory for this class. You are expected to be in class every session, having read all assigned readings. You should be prepared to comment on and discuss the readings and other issues related to class each week. If you are going to miss a class, notify me as soon as possible to avoid a penalty. University Rules for excused absences may apply to your situation (see http://student-rules.tamu.edu/rule07).

Academic Dishonesty

As traditionally expressed in the Aggie Code of Honor, “Aggies neither lie, cheat, or steal, nor tolerate those who do.” I fully subscribe and endorse this ethic, but in case that is not explicit enough, the University has well-established rules that govern against cheating. If you are caught cheating on an exam you will receive a zero on it. Other academic sanctions may follow. All other work conducted in this class must be your own, even for group assignments. Please don't cheat. It doesn't do anybody any good, and it carries with it severe penalties that can affect your academic standing.

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/

NOTICE: All students in my classes must attend annual training in plagiarism detection with the TAMUG Writing Center. As soon as you have completed your training submit verification to Catherine Warrington in the MAST Office (CLB 217).

The 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 Counseling Office, Northern Student Center, or call (409) 740-4587.

Notice Concerning Technology in the Classroom

I am generally approving of the use of computers, PDAs, and other technological gadgetry designed to give you an academic edge. However, please pre-approve their use in the classroom. Cellphones should be silenced, or better yet, deactivated if you do not need them during class. Texting in class is generally considered to be in poor form.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Homework</th>
</tr>
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<tbody>
<tr>
<td>Oct 5, 2009</td>
<td>Writing for Maritime Studies part I: how to research and organize</td>
<td>Bibliographies van Ginkel chapter 1</td>
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<tr>
<td>Oct 7, 2009</td>
<td>Writing for Maritime Studies part II: writing</td>
<td>Prewriting</td>
</tr>
<tr>
<td>Oct 12, 2009</td>
<td>In-Depth: Issues in Maritime Anthropology</td>
<td>van Ginkel chapter 2 Discussion notes Major paper</td>
</tr>
<tr>
<td>Oct 14, 2009</td>
<td>Bloody rituals: the Sicilian <em>Mattanza</em> and the Faroese <em>Grindadráp</em> (student presentations)</td>
<td>van Ginkel chapter 3 Discussion form</td>
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<td>The Makah whale hunt and the leviathan’s death: reinventing tradition and disputing authenticity (student presentations)</td>
<td>van Ginkel chapter 4 Discussion notes</td>
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<td>Pigs, priests and other puzzles: fishermen’s taboos in a comparative perspective (student presentations)</td>
<td>van Ginkel chapter 5 Discussion notes</td>
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<td>Oct 26, 2009</td>
<td>An ounce of luck is better than a pound of wisdom’: success and the idiom and ideology of dutch shellfish planters (student presentations)</td>
<td>van Ginkel chapter 6 Discussion notes</td>
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<td>Oct 28, 2009</td>
<td>A matter of honor’: the fishing prowess of Texel Beam trawler skippers (student presentations)</td>
<td>Group 2: Study Group Portfolio</td>
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<td>Nov 2, 2009</td>
<td>Summary and Review</td>
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<td>Nov 4, 2009</td>
<td>Midterm 2</td>
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<td></td>
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<td>Major paper due</td>
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<td>Study guides due</td>
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</table>
## Semester Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Nov 9, 2009</td>
<td>2:00 pm Student Presentations Group A</td>
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</tbody>
</table>
| Nov 11, 2009| 9:30 am Student Presentations Group A  
2:00 pm Student Presentations Group B |                          |
| Nov 16, 2009| 9:30 am Student Presentations Group B  
2:00 pm Student Presentations Group C |                          |
| Nov 18, 2009| 9:30 am Student Presentations Group C  
2:00 pm Student Presentations Group D |                          |
| Nov 23, 2009| 9:30 am Student Presentations Group D  
2:00 pm Student Presentations Group E | Reading TBD  
Abstract                  |
| Nov 25, 2009| 9:30 am Student Presentations Group E  
Special topic (top article selected by student) | Reading TBD  
Abstract                  |
| Nov 30, 2009| Special topic (top article selected by student) | Portfolios               |
| Dec 2, 2009 | Closing Ceremonies, Review  
Portfolios due | Group 3: Study Group |

**No Final Exam**
Writing Assignments
Description of Assignments

Key to Types of Feedback

**Grade only**  You will receive a grade on this paper, but will not receive individual feedback without an office visit.

**Grade plus**  You will receive a grade on this paper, as well as written comments.

**In-class**  The writing assignment will be discussed in class. Feedback will be of a more general nature, although some individual feedback might be offered, particularly in response to questions.

**No-grade**  This assignment will be checked for thoroughness, but not receive a grade. These assignments may be factored into your participation.

**Peer-review**  You will receive feedback from other students in the class.

**Revision**  You will receive individual feedback and may be required to revise and resubmit your work.

Key to Formats

**Paper**  A standard written paper. Unless otherwise specified, papers must follow the general formatting guidelines (section 2) published in the 2009 APA (Style) *Lite for College Papers*. The main variance from this style is that the student’s name should appear in the headers in place of the Short Title page header. Do not submit a Title Page or Abstract. Unless otherwise specified in the assignment, all papers must be submitted in person during class on the due date. *Papers are not accepted via email*. Papers not submitted when due will be penalized 10% immediately, with an additional 10% penalty for each day late after the first¹. Papers more than one week late will receive an “F”, but submission is still required for feedback purposes.

**Oral**  An oral presentation.

¹ University Rules on excused absences take precedence (see http://student-rules.tamu.edu/rule07)
Title: Abstract
Audience: Scholarly journal

Instructions

Compose a concise summary of the article or chapter you were assigned to read. Follow the APA Lite guidelines for Title pages with abstracts (sec 2.1).

Type the abstract itself as a single paragraph in block format (i.e., without paragraph indentation), and do not exceed 120 words. Type all numbers--except those that begin a sentence--as arabic numerals (APA, 2001, p. 298).

For each abstract you must also complete a discussion form (handout). Use the form as a cover sheet, stapling in the upper left hand corner.

Word Count Guidelines: 150 words maximum in the body of the abstract
Format: Paper
Feeback: Revision

Due: Monday, September 7
       Wednesday, September 9
       Monday, September 14
Title: Discussion Notes
Audience: self

Instructions

Take complete discussion notes following the (handout) for the assigned reading.

Whereas discussion of the material covered in the text is essential; and whereas I have been lecturing far too much; be it resolved that from now on I will try to tell you in advance what questions I will raise to stimulate discussion. Please prepare notes (at least mental ones if not physical) that address these very issues. You will be called on in class for your comments, opinions, and answers. You are not required to hand in your notes.

Your grade will be based upon your ability to discuss the material intelligently in class.

Word Count Guidelines: N/A
Format: N/A
Feedback: in-class

Due: Monday, September 7
       Wednesday, September 9
       Monday, September 14
       Monday, September 21
       Monday, September 28
Title: Indigenous Perspectives and Arctic Council issues
Short Title: Presentation 1
Audience: class

Instructions

Give a 5-minute presentation on the assigned topic

Requirements
Do not go over 5 minutes
if you use presentation software, use google docs
Turn in a typed outline of your presentation

Your grade will be based upon your ability to discuss the material intelligently in class.

Professionality
Thoroughness
Poise/Presence

See the grading rubric for details.

Word Count Guidelines: 5 minute presentation
Format: N/A
Feedback: in-class

Due: Monday, September 21

Topics
1. Arctic Council Overview
2. Permanent Participants Overview
3. Gwich’in
4. Inuit
5. Raipon
6. Saami
7. Athabaskan
8. United Nations
9. USA
10. Canada
11. Finland, Norway Sweden
12. Russia
13. Sustainable Development
14. Climate Change
15. Oil and Gas
16. Human Rights
17. Wildlife, Caribou, Seal Hunting

Your presentation should give a good introduction to your presentation topic. Research your topic wherever and however you want. The baseline content, however, must be based on information the Arctic Council websites: http://www.arctic-council.com and http://www.arctic-peoples.com. The latter site has all of the topics covered from an
Indigenous perspective (navigate to the category list on the lower right). I expect you to have excellent coverage of those issues.
Title: Video Response

Audience: College graduates

Instructions

On the Arctic Peoples website look for and view the video “Through Arctic Eyes” (28 minutes). You will be viewing an indigenous perspective.

Write an essay that a) fairly describes the indigenous perspective; b) whether that perspective is consistent with what you have read so far in class and heard in the student presentations; and, c) whether or not their perspective has legitimacy.

Word Count Guidelines: 250 words
Format: Paper
Feedback: Grade-Only

Due: Monday, September 21
Title: Reaction Paper I
Short Title: Indigenous knowledge essay

Audience: College graduates

Instructions


The author writes, “The claim advanced for indigenous knowledge by indigenous peoples is that, despite its traditional and culturally specific nature, it can be used to inform local, regional and global discourses on environmental protection and sustainable development.” (p. 89)

Write an essay reacting to this claim (either in support of, or against).

Special Instructions: This is not an opinion paper; I expect you to make an effective argument based on evidence provided in the chapter and from at least one outside source. I will accept the items from the Arctic-Peoples website as outside sources. See APA Style Lite section 6 (see sec 6.9 for the references example) for instruction on citation style.

Word Count Guidelines: 500 words
Format: Paper
Feedback: Revision

Due: Monday, September 23
Title: Reaction Paper II
Short Title: Indigenous whaling essay

Audience: College graduates

Instructions


There is no culture in the world that needs whale meat to survive. Many whale stocks are endangered, and some people feel even those that aren’t endangered are intelligent. Explain the case FOR aboriginal subsistence whaling in such a way that I can’t determine your opinion on whether it is right or wrong. In the last paragraph of your essay, report on some current news items regarding aboriginal subsistence whaling that might be of interest to people following the subject. Your writing style should allow for a seamless transition to the current events, without seeming that it has been tacked on as an afterthought.

Word Count Guidelines: 500 words
Format: Paper
Feedback: Revision

Due: Wednesday, September 30
Title: Major Paper  
Audience: Professor

Instructions

This semester you will research and write a paper on a special topic that interests you in Maritime Anthropology. You will be given a series of smaller assignments that lead up to the final paper, which is due on Wednesday, November 2nd. Class lecture on October 5 and 7 will cover many details of the assignment, including topic selection, how to research your topic, where to get help, etc.

Special Instructions: cite a minimum of 10 sources, abstract required in final version only, follow strict APA Lite guidelines (disregard the special formatting requirements in this syllabus).

Word Count Guidelines: 1200 words, not including bibliography or abstract  
Format: paper  
Feedback: Final Paper: Grade only; see individual assignments

1st Bibliography Due: Wednesday, October 7
Outside Sources Due: Wednesday, October 14
Prewriting Due: Monday, October 19
Draft Due: Monday, October 26
Final Paper Due: Wednesday, November 2
Title: 1st Bibliography
Audience: Professor

Instructions

1. You will be given a complete citation in class. You are to obtain a complete copy of that article.

2. Use search engines to find 5 other articles in peer reviewed journals, chapters in edited books, or books that relate to the same or similar subject.

3. Pick four other scholarly sources on any interesting Maritime Anthropology subject that you can find using any search method.

4. Make a bibliography of these 10 sources, formatting it following the APA Lite guidelines.

5. Staple the complete article obtained in #1 above to the back of the bibliography and submit by the due date.

Word Count Guidelines: n/a
Format: paper
Feedback: revision

Due: Wednesday, October 7
Title: Outside Sources
Audience: Professor

Instructions

Once you have selected your final topic, compile a potential bibliography of 5+ sources (it is understood that this is a work-in-progress; it’s not expected to be the final bibliography). Ensure that at least 3 of these are reputable scholarly sources. You may use any available method to find these sources, but your efforts to find them are expected to be extensive. Make a bibliography of these sources, formatting it following the APA Lite guidelines.

Special Instruction: Write a working title for your paper and put it somewhere near the top of the page.

Word Count Guidelines: n/a
Format: paper
Feedback: revision

Due: Wednesday, October 14
Title: Outline
Audience: Professor

Instructions

Create an outline for your final paper the follows the “Academic pattern for argument and persuasion papers” (discussed in class).

Word Count Guidelines: n/a
Format: paper
Feedback: No grade

Due: Monday, October 19
Title: Draft
Audience: Professor

Instructions

Submit a high-quality, well-written paper that builds on your previous research and pre-writing. Your paper must submit 2 Copies of your paper. I will retain one-copy for grading and you must pick up the other at the TAMUG writing center. You may start making appointments at any time, as I will deliver your paper to the writing center after class.

Special Instructions: cite a minimum of 10 sources, follow strict APA Lite guidelines (disregard the special formatting requirements in this syllabus).

Word Count Guidelines: 1200 words, not including bibliography or abstract
Format: paper
Feedback: Revision, grade plus

Due: Monday, October 26
Title: Final Paper
Audience: Professor

Instructions

After getting comments from the writing center, rewrite your paper as directed.

Special Instructions: cite a minimum of 10 sources, abstract required in final version only, follow strict APA Lite guidelines (disregard the special formatting requirements in this syllabus).

Word Count Guidelines: 1200 words, not including bibliography or abstract
Format: paper
Feedback: Final Paper: Grade only; see individual assignments

Due: Wednesday, November 2
Title: Study Group, Study Guide
Audience: Professor

Instructions

Develop a study guide and lead a study group for MAST 289 Introduction to Maritime Studies students. Your study guide should consist of a detailed outline of each chapter. This study guide will be submitted to me on the deadlines given below (depending on your group assignment). Approximate page length, 1 to 2 pages per chapter for Nuttall (1998), and half a page per chapter for van Ginkel (2007). You are to distribute this to the attendees of the study group (see below).

This is a group project. You will be assigned to a group, and your group must submit the study guide together. Everyone in your group will receive the same grade on the study guide.

Your group will then be responsible for scheduling a group study session that may be attended by students in MAST 289 preparing for their exam. Your study session should be about an hour long, and will be team-led (by your team). Your team is responsible for setting the time and securing a location, and reporting this to me by the deadline so that I may announce it to the MAST 2889 students. Your presentation to them should consist of you going over the outline and elaborating on the significant issues/considerations of the chapters. The attendees will provide evaluations of your group.

Content

Group 1: Nuttall 1998, chapters 1, 2, and 3
Group 2: Nuttall 1998, chapters 4, 5, 6
Group 3: van Ginkel 2007 (all)

Word Count Guidelines: n/a
Format: Paper+Oral
Feedback: Grade-only

Study Guide and Room Schedule Due:

Group 1: Wednesday, September 23
Group 2: Wednesday, October 28
Group 3: Monday, November 30
Title: Major Presentation
Audience: College Students

Instructions

You are to give a presentation to MAST 289 Introduction to Maritime Studies on an assigned topic. Your presentation must be 15 minutes and use some form of presentation software (e.g. PowerPoint, KeyNote, Google Docs, etc.).

Your presentation must be ready to go on your assigned date (see below). You will give the presentation in our class (MAST 411) once and get immediate feedback. You will then make your presentation the following class day to the MAST 289 students during their class period.

This is partly a group project. The group you are assigned to will cover the topic in its entirety. It is up to the individual group members to divide the subject into manageable parts that may be presented in 15 minutes, and that flow logically from one person to the next. However, your grade will be based on your own work. The MAST 289 students will also have a chance to evaluate your presentation.

Word Count Guidelines: n/a
Format: Oral
Feedback: In Class

Topics and Presentation Dates

<table>
<thead>
<tr>
<th>Group</th>
<th>Topic</th>
<th>MAST 411</th>
<th>MAST 289</th>
</tr>
</thead>
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<tr>
<td>B</td>
<td>The Makah whale hunt and the leviathan's death: reinventing tradition and disputing authenticity</td>
<td>Nov 11, 2009</td>
<td>Nov 16, 2009</td>
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<td>C</td>
<td>Pigs, priests and other puzzles: fishermen's taboos in a comparative perspective</td>
<td>Nov 16, 2009</td>
<td>Nov 18, 2009</td>
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<td>Nov 18, 2009</td>
<td>Nov 23, 2009</td>
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<tr>
<td>E</td>
<td>A matter of honor*: the fishing prowess of Texel Beam trawler skippers</td>
<td>Nov 23, 2009</td>
<td>Nov 25, 2009</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Patricia Wiese, Dept. of Teaching, Learning, and Culture
     Dennie Smith, Head, Dept. of Teaching, Learning, and Culture
     James Kracht, Associate Dean, College of Education
DATE: November 9, 2009
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RDNG 472

We recommend that RDNG 472, Teaching Writing in Elementary and Middle Grades, be certified as a writing-intensive (W) course for the next four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 63%
2. Course content appropriate to the major
3. Total number of words (5900)
4. Instructor to student ratio for one section: 1:30

Multiple sections of this course are taught by TLAC faculty, and they are assisted by 13 Undergraduate Peer Mentors (UPMs) who review submitted work and meet with students to review their papers and offer feedback. The Undergraduate Peer Mentors' actual grading is limited to 10% or less of the course. The Undergraduate Peer Mentors are supervised by Pat Wiese, who meets with them as a group once a month.

The students get weekly feedback on their written reflections. One workshop uses the Calibrated Peer Review (CPR) system as a peer review exercise; students are required to provide expanded comments of three peers' papers, and they are graded on the quality of their peer comments. Students then get the anonymous comments through CPR and revise their papers before the final grading by the professor. Even after students get their final grades, they can meet with the professor and resubmit. The final research paper is peer reviewed in class. The final research paper is graded through the CPR system, which involves reviews of the paper by peers. Lectures, mini-lessons, in-class writing assignments, and team-teaching are all used to teach writing.

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):
   CNG 472 (old EDCI 489) Teaching Writing in Elementary and Middle Grades

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: Patricia P. Wiese
Printed name and signature Oct. 29, 2009
(Date)

Received: Valerie Balester 11/3/09
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Becky Cline for Jan Kracht 11/2-09
(Date)

Department Head: Cindy Boettcher 11/2-09
(Date)

For: Bernice Smith
Read this _very_ carefully

Everything you need to know about the class is in this syllabus

Department of Teaching Learning, & Culture
EDCI 472: Teaching Writing in the Elementary and Middle Grades Classroom
Fall 2009

Professor Name: Lynne Masel Walters, Ph.D.
Title: Associate Professor
Office: 362 Harrington Tower
Office Hours: Tuesdays, 1-5 pm (or by appointment)
            Online: Monday, Wednesday-Friday, 10am -12noon
Telephone: 281-363-0678 (home); 979-458-3314 (office)

If I don’t answer in my office, please do not leave a message because I probably will not get it. Call my home any time you can’t reach me at the office, or email me.

E-mail address: lynne-walters@tamu.edu

Please email me on elearning instead of using the above email in matters concerning this course. Also, as future language arts teachers, I expect your email correspondence to be grammatically correct with proper salutations and closings. These will be considered a part of coursework.
Class Meeting: Tuesday 5:30-8:00 HECC 202

Required Textbooks:


McCourt, Frank, *Teacher Man*


Hesse, Karen, *Out of the Dust*

Course Description:

Focuses on effective methods of writing instruction and assessment for the elementary and middle-grades; also reviews and reinforces sound writing practices and exposes students to theory and research in the area of writing instruction. This is a writing intensive course.

Prerequisite Courses: Junior Classification

Corequisites: Recommend INST 322

Objectives and Standards for EDCI 472

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>SBEC – ENGLISH/LA</th>
<th>SBEC - PEDAGOGY</th>
<th>INTASC</th>
<th>ISTE</th>
<th>IDA</th>
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<tbody>
<tr>
<td>Objective 1:</td>
<td>Standard IV:</td>
<td>Standard I, II, III and IV as noted above.</td>
<td>Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development</td>
<td>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
<td>A</td>
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<td></td>
<td>Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.</td>
<td>Principle #5: The teacher uses an understanding of individual and group development</td>
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<td>Objective 2: Using knowledge of written communication development, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused.</td>
<td>Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</td>
<td>Standard I, II, III and IV as noted above</td>
<td>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</td>
<td>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
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<td>Objective 3: Using knowledge of writing conventions, the beginning teacher will plan instruction that</td>
<td>Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and</td>
<td>Standard I, II, III and IV as noted above</td>
<td>Principle #3: The teacher understands how students differ in their approaches to learning and creates</td>
<td>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes</td>
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<td>Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</td>
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<td>Objective 4: Using knowledge of assessment and instruction leading to developing literacy, the beginning teacher will plan instruction that is based upon assessment, is culturally relevant, developmentally appropriate, and technology infused.</td>
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<td>Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.</td>
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**Standard VII:**

- **Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
| Objective 5: | Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills. | Standard I, II, III and IV as noted above | Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | . Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A |
| --- | --- | --- | --- | --- | |
| Objective 6: | Standard XII: Teachers understand how to interpret, analyze, evaluate, and produce. | Standard I, II, III and IV as noted above | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Principle #4: The teacher | . Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A |
understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Other Concurrent Objectives:**

Upon completion of the course, the student should:

1. be familiar with various types of student writing including journal, letter, descriptive, biographical, expository, narrative, poetry and persuasive writing,
2. be able to write in those genres,
3. have knowledge of and be able to implement different types of writing assessment,
4. understand the connection between literature and writing and be able to effectively facilitate a reading/writing workshop combining the two,
5. have knowledge and skills to integrate writing across the social studies and language arts content areas,
6. have knowledge of basic grammar rules and be able to design and implement minilessons to address various mechanical and punctuation issues that can impact student success in writing and
7. be able to read and analyze scholarly research in the area of writing instruction
8. be able to adapt teaching techniques and writing assignments to meet students’ needs based on their culture, learning style and language proficiency.

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

**Required Assignments:** All class materials will be posted on the RDNG 472 website on elearning ([elearning@tamu.edu](mailto:elearning@tamu.edu)). This will be your lifeline for this course. Here you will find course notes, announcements, assignments, readings, etc. The syllabus and any updates will be posted here. You will email your classmates and me on webct. You and your classmates will post assignments here. Any discussions related to those assignments will take place here. You should check the website at least once a day.

**Technical Requirements:** YOU are responsible for ensuring that you have and can use the computer technology needed for this course. The instructor is not responsible for technical problems; each student must take care of his/her computer problems through the sources available. If assignments come in past the deadline, the grade will be adjusted accordingly. **Technical Problems are NOT an excuse for late or missing assignments. It is your responsibility to get them in by the deadline any way you can.**

Although this is a web-assisted course and not a full online course, you must have a DSL
connection or access to one (at a library, for example) in order to be a successful online student. If you are having problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the Help Desk Central by calling 979-845-8300. The computer center is staffed 24 hours a day, 7 days a week and someone is always ready to help you. They can be reached by phone or in person in the Computing Services Center / Teague Building. The south-facing doors are open 24 / 7 for walk-in access. If you are calling from out of town you can call toll free number: 866-857-4112

The staff of the CIS Open Access Labs offers hands-on help in using WebCT. There are five Open Access Labs located around campus-- one is sure to fit your schedule.

Request Assistance Web Page: https://webct.tamu.edu/requestassistance.html. Or email webct@tamu.edu

**How to Submit Assignments (and you MUST submit assignments through webct)**

Your written assignments will be submitted by clicking on the assignment icon within the appropriate week.

a.) Save your file using Microsoft Word. All TAMU students can purchase Microsoft Office software for $10. See this web site for more details: http://software.tamu.edu

b.) Name your file in the following manner (all lowercase, no spaces, no number characters): lastname_assignment Example: smith_reflection week 1.

c.) You must have Java VM (Virtual Machine) uploaded onto your computer to be able to upload assignments. For instructions to install Java VM see the following web page: https://hdc.tamu.edu/reference/documentation/?section_id=425

**At this point, you have two options. You can cut and paste your assignment into the dialog box or submit it as an attachment. The former is preferred for shorter assignment, the latter for longer ones. Just make sure, your name is one the attached document.**

**If you are attaching, click on "Add Attachments" to upload your assignment file.**

**Click "Upload File" and "Browse" to locate your file.**

**Click "Open." The filename you selected is now displayed in the "file" field.**

**If this is the correct file, click on "Save," make sure the file you just uploaded is displayed with a green checkmark, and then click on "Add Selected." At this point, you may write a message in the submission field that will appear with the file you submit.**

**Click "Submit." You will be returned to the list of assignments and the assignment you submitted will no longer appear. To view the assignment that you just submitted, click on the "Submitted" tab. You will see a listing of all assignments you have submitted. You can click on each assignment to view your submissions.**

Once you have submitted the assignment, you will not be able to add to or change it. Assignments that come in up 12 hours after the deadline will be marked "late." After that, the assignment will be marked “missed” and you will not be able to submit it through the assignment icon.
GRADE:

Your grade for this course will be determined by your involvement and productions as a result of the following activities:

1. Written Reflections on Readings: Throughout the semester, readings will be assigned from the class texts, and 300-400 word written reflections on these readings will be required on elearning. EACH WEEK’S REFLECTION WILL BE WORTH 20 POINTS (8 reflections for 160 points).

2. In class writing activities and other daily work: An integral part of this writing intensive course will be regular in-class writing activities and daily work (such as mini-lessons and class notes); all of this in-class work should be collected in a class notebook that will be turned in on the last regular class day. This writing is low-stakes writing in that the notebook will be graded on the basis of effort and completeness. EACH IN-CLASS ASSIGNMENT WILL BE WORTH 10 POINTS (approximately 5) or 50 Points.

3. R/W workshop: A reading/writing workshop will be conducted using Out of the Dust, including the various aspects of the writing project (prewriting, drafting, peer reviewing, revising, and publishing), with special attention to particular grammatical and rhetorical issues. The Calibrated Peer Review (CPR) on this workshop will be an important part of the overall assignment, with the CPR score accounting for 10% of your r/w workshop grade, the caliber of your peer assessment comments accounting for 20%, and your final essay accounting for 70%. Following the return of your graded essays, a week of class time will be set aside for individual writing conferences with Dr. Walters or one of our Undergraduate Peer Mentors (UPMs). UPM Office hours are posted on elearning; the UPM Office is located in Harrington Tower 344. Sign-in sheets for the conferences will be available, and students attending the conferences and then revising and resubmitting their papers will have the opportunity to improve their 70% final essay portion of the grade. THIS ASSIGNMENT WILL BE WORTH 80 POINTS.

4. Team Teaching of Writing Lessons Team Teaching or Writing Lesson – teams of four to six people will present a stated grade-appropriate writing lesson (approximately 35 -40 minutes) to the class containing an appropriate mini-lesson and an in-class writing activity addressing one of the following types of writing: journal, letter, biographical, descriptive, expository, narrative, poetry, or persuasive. Following the lesson, the teaching team will collect the “student” writing and assess the writing using recommended methods acquired from the course texts or activities. The teaching team will then turn in their final project including a formal lesson plan (using the approved TAMU lesson plan format) for the mini-lesson and writing activity, copies of the assessed student work, and a reflective analysis of how the lesson went and what, if any, changes could be implemented to enhance the lesson. THIS ASSIGNMENT WILL BE WORTH 80 POINTS, 60 OF THOSE ASSIGNED BY THE INSTRUCTOR, 10 BY YOUR TEAM MEMBERS AND 10 BY THE CLASS.

5. Writing portfolio: The Writing Portfolio should contain the following (each accounting for one-third of the portfolio grade): (1) a digital memoir (script, storyboard and final digital production), (2) a plan for a reading-writing workshop (similar to that used above), based on Teacher Man, and then the completion or “doing” of the assignment and (3) a properly written and documented (MLA format) analysis of a chosen issue in children’s literature/reading/writing, citing at least five scholarly journal articles on the subject (this paper will be assessed through the CPR process). THE DIGITAL STORY AND R/W WORKSHOP ARE EACH WORTH 60 POINTS. THE RESEARCH PAPER IS WORTH 80 POINTS.

6. Attendance and participation: Attendance is mandatory and will be taken. You will begin the semester with 12 attendance points. Each time you are not in class for the entire period, you will lose a point. It is your responsibility to sign the attendance sheet. If your name is not on it, you are considered absent. University excused absences (the list is in Student Rules) will be accepted, but only with proper documentation. This must be provided to the instructor during the class period following the absence. IN-CLASS WORK CANNOT BE MADE UP. The PICA survey (5 POINTS) is a course evaluation done on-line at the end of the semester. I will receive a list of students who have completed the evaluation around the first of December so I can recognize your participation. I will not be able to view the evaluation until after grades have been posted at Texas A&M University for the semester. THERE ARE 30 PARTICIPATION POINTS TOTAL (13 participation, 12 attendance, and 5 Pica).

Grading: The standard university grading scale will be used, following the point distribution as following:

A = 540-600 points
B = 480 – 539 points
C = 420 – 479 points
D = 360 – 419 points
F = Below 359 point

Please make an appointment to discuss the results of any assignment, class activity, or course concern in the privacy of my office. I cannot discuss grades on the phone or by email. We must meet in person.

Texas A&M University Rules and Regulations

Texas A&M Code of Honor

“Aggies do not lie, cheat, or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living 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, which 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.”

Please visit the Academic Integrity web-site at http://www.tamu.edu/aggiehonor/ to learn more about the Aggie Honor System Office at Texas A&M University.

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NOTE: SHOULD YOU HAVE ANY PROBLEMS AT ALL IN THIS CLASS, PLEASE DISCUSS THEM WITH ME AS SOON AS THEY ARISE. YOU HAVE MY PHONE NUMBERS, EMAIL AND PHYSICAL ADDRESSES. I HAVE REGULAR ONLINE AND FACE-TO-FACE OFFICE HOURS. I WANT YOU TO SUCCEED. IF WE AREN’T ABLE TO WORK OUT THE PROBLEMS TO OUR MUTUAL SATISFACTION, YOU CAN DISCUSS THESE WITH OTHER INDIVIDUALS IN THE COLLEGE OF EDUCATION. BUT PLEASE TALK IT OVER WITH ME FIRST.

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Helpful links

Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx
On-Line Catalog http://www.tamu.edu/admissions/catalogs/
Religious Observances http://dof.tamu.edu/faculty/policies/religiousobservance.php
NOTE: WHILE YOU ARE IN CLASS, YOU ARE NOT TO USE YOUR COMPUTER, CELL PHONE, PDA, OR OTHER PORTABLE ELECTRONIC DEVICE FOR ANY REASON. YOU ARE WELCOME TO USE THEM ON YOUR BREAK, IF YOU WISH. TURN OFF YOUR PHONE. IF IT RINGS DURING CLASS OR IF YOU ARE SEEN TEXTING, YOU WILL LOSE YOUR ATTENDANCE POINT.

Expanded Schedule

NOTE: In-class activities will involve active writing, discussions, and presentations. In addition to these activities, you will be required to read a chapter in each of your texts (Atwell and Tompkins) each week and to post a reflection on each of these chapters via elearning. After the second week of class, these postings should be completed by 11:00 p.m. on the Friday night PRIOR to the class. Unless stated otherwise, all assignments are due at 11 pm. These reflections do not need to be lengthy (300-400 word) and should not be summaries of the readings; instead, they should be concise, well-written reflections concerning the way the readings connected with you (things you agree or disagree with, perspectives you have from the way you were taught or hope to teach, connections between the readings and our class activities or your readings and activities in other courses, etc.). Assignments will include:

In class readings online

Week 1: September 1

Topics: 
- T = Thomkins; A = Atwell
- Introduction to Class
- Syllabus, course requirements
- Teams

Assignments:
- reading/writing surveys; permission slips;

Note: Out of the Dust should be read by September 22

Week 2: September 8

Topics:
- ch 1,3 (T)
- ch1,2 (A)
- The process of writing
- How children write
- Theories of reading/writing

Assignments:
- Mini-lesson on topics and genres
- Writing assignment: finding your topics
- Minilesson on Grammatical Issues (“Is there anything wrong with the sentence?”)
Week 3: September 15
Topics: ch, 3,4,5 (A) reading reflections Due9/11
Meet with team teaching teams ch. 2 (T)
(“tentative” plan for team teaching due 10/5)
Reading/writing workshop

Assignments:
Mini-lesson on writing conventions
Workshop writing

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Week 4: September 22
Assignment:
bring Out of the Dust Ch. 6, app A-I (A) Reading reflections 9/18
Begin R/W Workshop activity (final drafts
Due to class 9/29; in CPR 9/30

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Week 5: September 29
Topics:
Calibrated peer review ch7,9, app J,K (A) Final draft of R/W Workshop
Evaluating writing ch 4 (T) submitted to CPR by 9/30
Editing
Writing basics (spelling, punctuation, etc) Reading reflections 9/25

Assignments
Turn in final draft R/W workshop activity
Mini-lesson: evaluating and editing

Assess papers through CPR (this takes time to do well; so begin early and complete in stages. Make your comments in a word document, copy and paste into CPR system to avoid lost work) Due 10/14

tentative team teaching plans by 1 pm, 10/5

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Week 6: October 6
Topics:
Children begin to write: letters, journals ch 8, app P (A) Reading reflections 10/2
Conventions of writing ch. 5,6 (T)
Strengthening your writing

keep daily R/W journal for 5 days.
Use vista to mail entries to assigned

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Assignments:
Mini-lesson: leads, active words, transitions, etc.
Letters to the editor

**Week 7: October 13**

Topics:
- Expository writing ch. 8 (T)
- Writing a research-based paper

Assignments:
- Mini-lesson on trouble-shooting
- Mini-lesson on plagiarism and citations
- Itches to scratch in essays

(Note: after this session, you will have all the information to get started on your research-based paper. The first portion of the assignment is due on Week 10, with various CPR deadlines following that. This is not an assignment you want to do at the last minute, so I suggest you start finding your research articles now, while the presentation is fresh on your minds.)

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**Week 9: October 27**

Topics:
- Biographical writing/memoires ch. 7 (T)
- Digital story telling ch. 11 (A)

Assignments:
- Script for digital story (3-5 Minutes) due 11 pm 10/30

Presentation on how to create digital stories (meet in Verizon Lab, 2nd floor Harrington Tower)
Assignments:
mini-lesson on consideration of audience and point of view
questions for memoirists

Week 10: November 3
Topics:
Narrative writing ch 12 (A)
Descriptive writing ch 9, 10 (T)
Matching words to pictures and sound

Assignment:
Draft abstract and introduction
for research-based paper, completed references/works
cited page, and copies of all five articles (with clear
indications that they have been read and considered). Staple
securely. Bring to class today for peer review and turning in
to Dr. Walters.

Bring script to class for storyboarding assignment

also submit abstract, intro and reference page online by
5 pm, 11/3 (Dr. Walters will respond to that assignment
online by 11/10)

Deadline for final submission
Of research paper into CPR system is 11 p.m. on 11/21.
CPR process must then be completed by 11p.m. on
11/29. Hard printed copy of final CPR research-based
assignment should be included in final portfolio.

Groups 1, 2 Post final version
of team Teaching lesson 11/9

Week 11: November 10
Topics:
Writing poetry ch. 13, app M (A)
Reading to students

Assignment:
Mini-lesson on poetic forms
Podcast assignment

post first cut of
digital story 11 pm 11/13

Groups 3,4,5 post final
Week 12: November 17
Team Teaching Groups #1 and #2;

Remainder of time for writing workshop in class to include individual writing, peer reviews, conferences with Dr. Walters, etc. (Specifically designed for finishing work on portfolio pieces)

Week 13: November 24
Team Teaching Groups #3, #4, #5

Remainder of time for writing workshop in class to include individual writing, peer reviews, conferences with Dr. Walters, etc. (Specifically designed for finishing work on portfolio pieces)

Week 14: December 1
Post final cut of digital story

Note: Final Writing Portfolios are due at the final examination 12/16. Students will orally share their favorite writings and autograph their writings in their peers’ anthologies.

Don’t forget to complete online course evaluations—they are part of your course participation requirements.

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

Statement on Plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that
person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Thus, the punishment for this can range from failing the assignment to being expelled from the university. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

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

**Disposition Checklist: The National Council for Accreditation of Teacher Education (NCATE)**

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

A. Attendance and punctuality
   1. Unacceptable absenteeism
   2. Frequently tardy or leaves early
   3. Rarely absent or tardy
   4. Perfect attendance

B. Initiative
   1. Passive, depends on others out of the
   2. Has good ideas, works with limited supervision
   3. Creative and resourceful
   4. Demonstrates self-initiative and independence

C. Work habits
   1. Usually fails to complete assigned tasks
   2. Completed assignments turned in late
   3. Sometimes needs to be reminded of assignments
   4. Responsible, attends to syllabus, makes no excuses except under dire distress

D. Oral communication skills
   1. Makes frequent speaking errors
   2. Inarticulate, hesitates to express self

I. Collegiality
   1. Prefers to work alone
   2. Reluctant to work with others
   3. Works well on a team
   4. Freely shares ideas and materials

J. Respect (in action and speech) in and out of the classroom
   1. Creating classroom disruptions (such as cell phones ringing or rattling paper)
   2. Discusses inappropriate or personal topics
   3. Inappropriate remarks or actions
   4. Diplomatic, sensitive to others’ needs

K. Interactions with professors, field work personnel, and children (if applicable)
   1. Apathetic during field placement
   2. Often distracted during field placement
   3. Indifferent when talking with students or
   4. Collaborates willingly with field placement
3. Uses acceptable grammar
4. Articulate, uses standard English grammar if applicable

L. Professional dress during fieldwork –

1. Always dresses appropriately
2. Sometimes dresses appropriately

D. Written communication skills
1. Written work demonstrates frequent grammatical errors
2. Writing is often unclear and unorganized
3. Organizes and clearly expresses ideas
4. Frequently and effectively communicates with others

3. Usually dresses professionally
4. Always dresses professionally

M. Attitude toward learners

1. Lacks interest in subject content and/or learners
2. Makes negative comments regarding subject content and/or

3. Seeks help from cooperating teacher or instructor to

3. Poses thoughtful questions and/or to improve

4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help

4. Distinguishes between relevant and irrelevant material effectiveness of teaching.

F. Quality of work

1. Consistently hands in poor work
2. Asks for help, then does nothing
3. Completes the minimum required teaching – if applicable
4. Reaches beyond the minimum and turns in excellent work

N. Commitment to excellence in

1. No attempt to implement suggestions for improvement, defensive

2. Interested in teaching but displays little for improving one’s one skills

3. Applies suggestions from supervisors

4. Appears committed to teaching

G. Appropriate attributes for morals, ethics, and values for teaching

1. Exhibits behavior contrary to attributes immediately
2. Makes verbal comments contrary to professional attributes
3. Responds to improvement to use positive attributes
5. Exemplary evidence of attributes in behavior

Attachment G
TO: Faculty Senate Executive Committee

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

CC: Paul Keiper, Dept. of Health and Kinesiology
    Richard Kreider, Head, Dept. of Health and Kinesiology
    Jim Kracht, Associate Dean, College of Education and Human Development

DATE: November 9, 2009

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SPMT 482

We recommend that SPMT 482 Writing Seminar in Sport Management 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: 80%
2. Course content appropriate to the major
3. Total number of words (2300)
4. Instructor to student ratio for one section: 1:18

Since its original form, the course has been improved in minor ways. For example, a librarian now makes a presentation to help students with research. Students write about the literature in their field, with an annotated bibliography, definition of a question, summaries, and a synthesis as the primary assignments. Students also now do a brief oral presentation about their research. In-class workshops afford the students opportunity to get feedback from peers and their instructor, and the instructor also conducts lectures and discussion about writing, as well as provides models. The class allows students to explore sport management and relate it to their particular interests in the field.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   
   SPMT 482-900 Writing Seminar in Sport Management

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: Paul Keiper

Received: Valerie Balester

(Approvals)

College Dean: James B. Kraecht

Department Head: George Cunningham
SPMT 482-902
Writing Seminar in Sport Management
1 credit hour

General Course Information:
Paul E. Keiper, Ed.D
114 Dulie Bell
Phone: 979-458-2724
pkeiper@hlkn.tamu.edu
Office Hours: T/R 9:30-11 or by appointment
Class Time: W 1:50 -2:40 p.m.
Location: Bell 216

Course Description

The primary objective of this course is to acquaint you with a primary means of communicating contemporary research in sport management (organizational, marketing, sponsorships, law, etc). To accomplish this objective, you will need to complete extensive reading, as well as intensive writing, and an oral presentation. This writing intensive seminar is designed to complement the curriculum in sport management by introducing the application of sport management research to organizational decision making.

Course Format

SPMT 482 is designated as a writing intensive course, therefore, effectiveness of written communication will account for the majority of the grade. To support successful completion of this requirement you should spend considerable time in activities designed to enhance your writing. To this end, activities will include pre-writing (invention), drafting, revising, and proofreading. Furthermore, you will participate in peer review and guided revision.

Course Objectives:

1. To introduce you to the research process or the ways in which sport management researchers go about their work.
2. To develop your skills and knowledge to discriminate "good" from "bad" research.
3. For you to acquire skills to locate problem areas in organizations; and, plan, organize, design, and conduct research to help solve the identified problems.
4. For you to search and synthesize the primary scientific literature.
5. To have you integrate information from the primary sport management literature into written form in support of decision making in sport organizations.
6. To deliver accurate, concise, and effective oral presentations in support of decision making in sport organizations.
Course Evaluation

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<tr>
<th>Category</th>
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<td>Attendance</td>
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Course Portfolio

You will be required to turn in a course portfolio upon completion of the class. It would be wise to use a 3 ring binder to keep all of the assignments together using tabs to separate sections. A proof reading sheet will be given to you that should be included with the above sections listed in the course evaluation.
# Tentative Course Outline

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment completed prior to this class</th>
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<tr>
<td>September</td>
<td>2 Introduction and Syllabus</td>
<td>Assignment completed prior to this class</td>
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<td>Lecture - The Writing Process</td>
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<td>Discussion and Example - Where are we going?</td>
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<td>Example of Sport Organizational Problem</td>
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<td>9 Discuss your Examples</td>
<td>Assignment completed prior to this class</td>
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<td>Library Field Trip - Margret Anderson</td>
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<td>Lecture - BIG vs. Manageable questions</td>
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<td>Library Field Trip - Margret Anderson</td>
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<td>Read Example</td>
<td>Library Field Trip - Margret Anderson</td>
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<td>Find Two Other Examples</td>
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<td>16 Activity - Identifying and Searching Databases</td>
<td>Assignment completed prior to this class</td>
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<td>Library Field Trip - Margret Anderson</td>
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<td>Write three “manageable” questions</td>
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<td>23 Proof-read - Citations and Manageable Questions</td>
<td>Assignment completed prior to this class</td>
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<td>Library Field Trip - Margret Anderson</td>
<td>Library Field Trip - Margret Anderson</td>
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<td>Identify “manageable” question</td>
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<td>Identify three citations and write in APA form</td>
<td>Identify three citations and write in APA form</td>
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<td>30 Proof-read Annotated Bibliographies</td>
<td>Assignment completed prior to this class</td>
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<td>Lecture - Summarizing the Journal Article</td>
<td>Make corrections - manageable question</td>
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<td>Library Field Trip - Margret Anderson</td>
<td>Library Field Trip - Margret Anderson</td>
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<td>Make corrections - Annotated Bibliography for 3 citations</td>
<td>Assignment completed prior to this class</td>
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<td>October</td>
<td>7 Proof-read Article Summaries</td>
<td>Assignment completed prior to this class</td>
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<td>Lecture - Compiled Summary</td>
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<td>Make corrections - Article Summaries</td>
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<td>Write Summary for each citation</td>
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<td>21 Class will not meet; time for working on</td>
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<td>Make corrections - Article Summaries</td>
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<td>28 Guest Lecture Writing Center - Peer Review</td>
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<td>Proof-read Compiled Summaries</td>
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<td>Lecture and Example - Executive Summary</td>
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<td>November</td>
<td>4 Proof-read Executive Summary</td>
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<td>Make corrections - Compiled Summary</td>
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<td>Write Executive Summary</td>
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<td>11 Presentations</td>
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<td>Make corrections - Executive Summary</td>
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<td>18 Presentations</td>
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<td>Final Portfolio Completed and Turned In</td>
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<td>December</td>
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COURSE POLICIES AND EXPECTATIONS

GENERAL. Any work missed due to an absence may not be made up at a later date. The only exception to this policy is written documentation of a situation that absolutely prohibits you from attending class.

PLAGIARISM STATEMENT. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy 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, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

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 Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: 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.”

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