Memorandum

TO: Faculty Senate Executive Committee

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

DATE: December 16, 2010

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

The W and C Course Advisory Committee voted to approve the following courses to satisfy the requirement for graduation. The W and C Course Advisory Committee reviewed each course and agreed that all aspects were consistent with requirement guidelines.

Courses submitted for W certification:

- MARS 431  Earth’s Climate

Courses submitted for C certification:

- ACCT 489  Improving Accountants’ Communication Skills
- MGMT 425  Human Resource Selection

Courses submitted for W recertification:

- HIST 280  The Historian’s Craft
- MARS 430  Global Tectonics
TO: Faculty Senate Executive Committee

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

CC: Glenn A. Jones, Department of Marine Science
Patrick Louchoeur, Head, Department of Marine Science
Donna Lang, AOC Dean, Texas A&M Galveston

DATE: December 22, 2010

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: MARS 431

We recommend that MARS 431 Earth's Climate be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the courses meet or exceed the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:30

Students write seven 750-1000 word papers (valued at ten points each) in response to content covered in lecture at the time of assigned work. Assignments include a variety of writing tasks, including a letter to the TAMU president, an agency white paper, a comparison-contrast paper on a scientific debate, and a comparison of scholarly research and media reporting on a topic. In addition, students write a 5-page reflective paper on what they learned during the semester. The assignments are scaffolded to encourage students to further develop their arguments as they learn more about the topics. Students are asked to reflect on the improvement of their writing in the subsequent draft. Instruction is provided through lecture, discussion, and modeling. A graduate student assists the professor with reviewing student papers.

Since original certification was granted, MARS 430, originally Geological Oceanography, has been divided into two courses, MARS 430, Global Tectonics, and MARS 431, Earth’s Climate.
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):

   MARS 431 Earth's Climate

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: Glenn A. Jones
Printed name and signature
(Date)

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

Approvals:

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

Department Head: Melanie Lesko
Printed name and signature
(Date)
MARS 431 – Geological Oceanography – Earth’s Climate  
Spring 2009

Texts: There are two textbooks for this course.  
Plows, Plagues & Petroleum: How humans took control of climate by W.F. Ruddiman

Instructor:  
Dr. Glenn A. Jones (e-mail jonesg@tamug.edu, office phone 741-4360, cell phone 392-1665)

Office Hours: Best bet is to email or phone or see me after class to set an appointment so we can meet on Pelican Island. Also, my office is in Ft. Crockett Rm 309: email or phone or see me after class to set an appointment

Class: MW 11:00 – 11:50 pm in CLB 210,  
F 11:00 – 11:50 am in CLB 114

Goals and Objectives:

MARS 431 covers the paleoceanographic/climate change aspects of Geological Oceanography. This course will examine the different forces that have influenced Earth’s climate from long-term, large scale tectonic changes, to external orbital forcing, to internal millennial-scale changes. By studying the different forces that have influenced natural changes in Earth’s climate we will develop a better understanding of the mechanism and scale of anthropogenic changes to Earth’s climate.

MARS 431 is a writing intensive (W) course that satisfies the writing requirement for both the MARS and OCRE degrees. As such, all assignments are graded with attention to content (i.e. the science part of the course) and writing (i.e. grammar, syntax, clarity, organization, etc), and it should go without saying that there will be more writing than you experience in other classes.

Assessment (i.e. grades) will be based on three in-class essay exams, seven take-home assignments (3 related to each exam), and a 5-page (single-spaced) course summary project.
Tentative Schedule (Lectures are largely from the “Earth’s Climate” book):

Jan 21 – Jan 23: Framework of Climate Science (Ch. 1).

Jan 26 – Jan 30: Climate Archives (Ch. 2), and CO₂ & Long-term climate (Ch 3).

Feb 02 –Feb 06: Plate Tectonics & Long-term climate (Ch. 4) and Greenhouse Climate (Ch 5).

Feb 09 – Feb 13: Greenhouse Climate (Ch 5) and Last 50 million years (Ch 6).

Exam 1 (Feb 13th)

Feb 16 - Feb 20: Astronomical Control of Solar Radiation (Ch. 7).

Feb 23 – Feb 27: Insolation Control of Monsoons (Ch 8).

Mar 02 – Mar 06: Insolation Control of Ice Sheets (Ch 9) & Orbital Scale CO₂ (Ch 10).

Mar 09 – Mar 13: Orbital-scale Changes in CO₂ and Methane (Ch 10).

Mar 16 – Mar 20: No Class, Spring Break.

Mar 23 – Mar 27: Orbital-scale Interactions (Ch 11)

Exam 2 (Mar 27th)

Mar 31 – Apr 03: Last Glacial Maximum (Ch 12) & Last Deglaciation (Ch 13).

Apr 06 – Apr 10: Millennial Oscillations (Ch 14) & Preindustrial Climate (Ch 15).

Apr 06 Q-drop deadline (last day to drop class).

Apr 13 – Apr 17: Climate Changes During the Last 1000 years (Ch 16).

Apr 20 – Apr 24: Climate Changes Since 1850 (Ch 17).

Apr 27 – May 01: Global Warming in the last 125 years (Ch 18).

Exam 3 (May 1st)

May 04- May 05: Future Climate Change (Ch 19) and general class discussion about societal response(s) to the “big picture” issues of peak oil and global warming.

May 11: No final exam, but a five page course summary will be due in the MARS Office no later than 4 pm on May 7th (i.e. the time scheduled if there were to be a final)
**Final grade assignment:**
A = 90+, B = 80 - 89, C = 70 - 79, D = 60 - 69, F = below 60

**Grading:**
Three in-class essay exams will constitute 30 points of the final grade (i.e. 3x10 pts ea.).
Seven take-home assignments will constitute 70 points of the final grade (i.e. 7x10 pts ea.). Also, there will be a five page (single-spaced) course summary project worth 10 of the final grade.

**Misc:**
1) You will note above that there are 110 assignable points. I will drop the lowest grade you receive during the semester. However, the final 5-page assignment is required and cannot be used as a drop. Also, the dates of the three exams are known well in advance and if you have a conflict you will need to work on resolving it now.

2) The lecture schedule given above is for the 19 chapters in the “Earth’s Climate” book. The other book (Plows, Plagues & Petroleum) is for required outside reading. I will not be explicitly discussing this material, but I will ask a question or two on an exam or base one or two assignments on that text. There also are nineteen chapters in the “Plows, Plagues, and Petroleum” book, and so a minimum option would be to read that book’s chapters at the same rate as we are covering “Earth’s Climate” in class lecture.

3) Here are some guidelines you should follow for the written assignments:
   a. Be prepared to hand in assignments at the beginning of class.
   b. Be neat and orderly in completing your work.
   c. Use the “scoring rubric” (see below) to help you organize your answers and solutions. Write out your answers so that they will be clear to the “average enlightened reader.”
   d. Make sure graphs and units are completely labeled.
   e. Late assignments will receive an automatic two point deduction!
THE AMERICANS WITH DISABILITIES ACT:

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 have a disability requiring an accommodation, please contact the Director of Counseling.

ACADEMIC DISHONESTY:

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do."

ABSENCES:

Information concerning absences can be found in the University Student Rules Section 7. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines. If the absence is excused in the process as outlined in the University Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor's decision.

FAMILY EDUCATIONAL AND RIGHTS TO PRIVACY ACT (FERPA):

FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
MARS 431: NOMINAL SCORING RUBRIC FOR WRITTEN QUESTIONS
(3 essay exams @ 10 points ea)

Grade criteria

10 (A)
questions answered completely; logic of solution is clear; factual information is correct; all calculations are free of errors; conclusions are accurate

8 (B)
questions answered with some supporting documentation; logic of solution may have minor lapses; factual information is essentially correct, although not always clear; calculations may have minor errors; conclusions are essentially correct within a reasonable deviation

6 (C)
questions answered; logic of solution may have large uncertain components; some factual information is missing; calculations show some errors; conclusions deviate from the desired path

4 (D)
questions not answered completely; logic of solution difficult to follow; factual information not always correct or shown; calculations have large errors; conclusions not always within the realm of reasonable deductions

<3 (F)
questions are mostly not solved; logic of solution is unclear; information is missing or incorrect; calculations have large errors; conclusions are unreasonable.

Criteria Analysis

Logic _____________
Information _____________
Calculations _____________
Conclusions _____________
MARS 431: SCORING RUBRIC FOR WRITTEN TAKE-HOME ASSIGNMENTS
(7 assignments @ 10 points ea.)

Grade criteria

10
abstract is clear and complete; introduction lays out hypotheses and background
information is thorough; methods are explained and documented carefully; results are
presented logically and accurately with supporting tables, graphs and figures; discussion
convincingly explains relationships, relates results to other studies, tests hypotheses and
comments upon anomalous results; conclusions flow logically from the exposition;
references are comprehensive and cited correctly

8
abstract is clear with minor omissions; introduction states the problem with authority,
background is sufficient to support the objectives; methods are mostly explained and
documented although questions exist about some procedures; results are usually clear and
accurate with supporting tables, graphs and figures, although there may be small
discrepancies; discussion explains relationships, relates results to other studies and tests
hypotheses, although anomalous results may not be satisfactorily explained; conclusions
are defensible in the context of the paper; references are cited correctly

6
abstract may lack one or two components of the project; introduction mentions the
problem but context may not be certain, some background information is given; methods
are explained but documentation may not be complete; results are clear with some tables,
graphs and figures, but questions about data remain; discussion generally follows the
results, although explanations may not be entirely justified; conclusions are logical but
not completely obvious; references are cited, but some may be incomplete.

4
abstract too vague; introduction does not put the problem into the proper context and
there is minimal background information; documentation of methods has major
deficiencies; results raise significant questions and lack important tables, figures and
graphs; discussion wanders from the results, although explanations are still mostly
correct; conclusions are logical but not always justifiable; references show lapses in
documentation

<3
abstract incomplete; introduction does not develop objectives; background information is
absent; documentation of methods is unclear or incorrect; results poorly explained,
improperly illustrate and have significant inaccuracies; discussion is a poor explanation
of the results; conclusions are not obvious; significant references are missing or
incorrectly cited

Criteria Analysis
MARS 431: Course Summary (Written assignment, 10 points)

Due Date: No later than 1 pm Wednesday, May 7th in MARS Office.

Course Summary: As the last component of the course I want you to write a brief summary of the three most significant learning experiences that have resulted from this course. These can be related to the topics covered in class, the projects you have done on your own, some new curiosity about the Earth that has resulted from your exploration of marine geology, and/or about your own personal learning/thinking. At least 5 (single-spaced, 1” margins, 12 point font) pages are required, but longer is acceptable. Be sure to support your reflection with the specific evidence that will help me evaluate your understanding of the substance and application of marine geology, and comment on the techniques that were most helpful in your learning of each concept. Use the following rubric to guide you in your thoughts. Do not just go through the semester and give me a list (with some text) about the things we covered. I need to see some thought and insight.

MARS 431: SCORING RUBRIC FOR COURSE SUMMARY
(1 individual-effort five-page paper @ 10 points)

Grade criteria

10
Demonstrates a thorough understanding of major concepts; supports that understanding by giving specific examples that illustrate how the processes work; shows a sophisticated ability to reach conclusions and make interpretations based upon an analysis of the data; reflects upon the reasons for the successful learning; writing is an example of literacy and clarity.

8
Major concepts are outlined although there may be some minor inconsistencies; specific examples illustrate how the processes work, but they may not be entirely applicable; shows a solid ability to reach conclusions and make interpretations based upon an analysis of the data; some commentary about the reasons for the successful learning; writing has only minor mistakes.

6
Major concepts are outlined but their explanation is not always consistent; examples given are appropriate, but not properly connected to the concept; conclusions and interpretations are correct but connections to data are unclear; commentary about the reasons for the successful learning is not explicit; writing is good but hampered by mistakes in grammar and syntax.

4
Major concepts are stated imperfectly, examples are not completely relevant; conclusions or interpretations indicate misconceptions; statement about learning incomplete; writing contains significant errors in grammar and syntax.
<3
Poor or incorrect statement of concepts; examples not provided; interpretations not based upon facts; statement on learning absent; writing is poor and ungrammatical.

Criteria Analysis
Concepts _____________  
Examples _____________  
Interpretations _____________ 
Learning _____________  
Writing _____________
TO:          Faculty Senate Executive Committee  
FROM:        Valerie Balester, Chair, W and C Course Advisory Committee

CC:          Susan Fiechtner, Dept. of Accounting
             James Benjamin, Head, Dept. of Accounting
             Martha Louder, AOC Dean, Mays Business School

DATE:        December 22, 2010

SUBJECT:     REPORT ON PROPOSED C COURSE: ACCT 489

We recommend that ACCT 489 Improving Accountants’ Communication Skills be certified as a Communications (C) course for four academic years (1/11 to 1/15). 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: 89%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 11
5. Instructor to student ratio for one section: 1:20

ACCT 489 will have a permanent course number before re-certification. A graduate assistant will be employed for ACCT 489 to keep the student to faculty ratio reasonable. For writing, students will produce a script and slides for an oral presentation analyzing a business, and they will produce written critiques of each other’s presentations (to be graded). They will also deliver two oral presentations on the business analysis for which they prepared the script and slides, and a presentation on accounting in the news. Besides getting peer review and instructor comments on drafts of their writing, for the oral communication portions of the course, the assistant in the Communication Lab will tape the students before their final presentations and comment on the performances. Both the assistant and the team members will fill out “simplified” rubrics on each of the team members’ performances.
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):

acct. 489 Improving Accountants' Communication Skills

2. Have this form signed by both the department head and the college dean. Provide a copy
of the syllabus to the college dean.

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

Instructor / Coordinator:  
Susan B. Lechtner  
Printed name and signature  

(Date)

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

Approvals:

College Dean:  
M. Louden  
Printed name and signature  
(Date)

Department Head:  
James Benjamin  
Printed name and signature  
(Date)
ACCT 489
Improving Accountants’ Communication Skills
Fall, 2011

Professor: Dr. Susan B. Fiechtner
Office: 460 T Mays Business School

TAMU Voice Mail: 845.9974
Home Voice Mail: 696.7324 (Before 9:00 p.m.)

TAMU E-mail: sfiechtner@mays.tamu.edu
Home E-mail: susan@speakingofsusan.com (send to both locations)

Texts and Materials: Undecided

Course Objectives:
To facilitate critical communication skills that you will use in the accounting profession.

To cultivate skills in writing and constructing visual aids in presentations.

To emphasize the importance of working on a team.

To provide additional grounding in the theories of grammar and the rhetoric of sentence and paragraph development.

To practice critiquing your own writing and the writing of your peers.

To practice critiquing the presentation skills of your peers.

To encourage you to develop a strong background in professional writing so that you will be able to write clearly, concisely, effectively, and confidently.

To give you confidence in your ability to orally present technical information in the style required by the accounting profession in general.
Course Policies: Read the assigned material before coming to class. You are expected to contribute value to each class session. (You will be given additional handouts throughout the semester to use in our classroom discussions.)

All written assignments and/or daily grades must be clear, concise, and grammatically correct to receive the maximum number of points. Ask questions if you do not understand an assignment. Take advantage of being on a team and get your team members to proof your papers and to listen to your presentations several times before you speak in class. (If there are any team issues, contact me early in the semester! Do not wait until the end of the semester when your grade, or a team member’s, may be affected by this problem.)

Do not wait until the night before to practice a presentation or to prepare an assignment. ALWAYS print your written assignments the night before they are due! Do not just assume that you will be able to print them out on campus an hour before class!

Each student pays for the services of the University Writing Center (http://writingcenter.tamu.edu). Not only does the website have many helpful hints and resources for improving your writing, but also the consultants are well-trained and would be happy to help you improve your writing skills. There is a center on the main campus on the 2nd floor of Evans Library and one on the 2nd floor of the West Campus Library. You may schedule appointments by using the website or by calling 845-1455.

Attendance is required. The instructor reserves the right to deduct points from your class participation grade if you are absent or tardy. An unexcused absence on the due date of a paper or a presentation will result in a grade of 0. For an absence to be excused, you must notify the instructor in writing prior to the date of the absence. If the absence is excused, the student will be allowed to make-up the work within 10 days. Please let me know by tomorrow if there are days that you will miss due to a university-excused absence. (This will determine your team assignments.)

Any questions regarding the grading of a presentation, paper, or daily grade must be discussed with the instructor within one week of the time the critique is returned. I will not “argue” about grades at the end of the semester.

Challenge yourself beyond your present capabilities.
**ADA 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 that you have a disability requiring an accommodation, please contact Disability Services, or call 845-1637.

**Academic Integrity Statement:**

“An Aggie does not lie, cheat or steal, or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the *Honor Code*, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M community from the requirements or the processes of the Honor System. For additional information, please visit:  www.tamu.edu/aggiehonor/

**Plagiarism:**

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. 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. There is no excuse for plagiarism. Serious students understand the importance of maintaining academic integrity.

**Mays Food and Beverage Policy:**

Note: We have beautiful, state-of-the-art classrooms in the Wehner Building. Our established policy is no beverages, food, or tobacco products within the Wehner Building classrooms. (Clear containers of water are acceptable in my class.)

**University Excused Absences Include the Following:**

Participation in an activity that is required for a class and appears on the university authorized activity list.
Death or major illness in a student’s immediate family.
Illness of a dependent family member.
Participation in legal proceedings or administrative procedures that require a student’s presence.
Religious holy day.
Illness that is too severe or contagious for the student to attend class.
Required participation in military duties.
Point Distribution:

• **Presentation Skills:**
  
  First Presentation (125 pts.)
  Presentation of Accounting or Finance Interest
  
  Second Presentation (200 pts.)
  “Accounting in the News”

• **Writing Skills:**
  
  Speech Packet for First Presentation (100 pts.)
  Each student will provide a script of their first presentation.
  PowerPoint slides and a peer evaluations should be included.
  (Approximately five pages; this packet will include the peer
  reviews and both drafts.)

  Critique Papers from the Second Presentation (75 pts)
  Each student will turn in a one-page critique of
  three other students’ presentations. (Three pages max)

• **Interpersonal and Class Participation Skills:**
  
  Team Member Evaluation (25 pts.)

  Professionalism and Class Participation (25 pts.)

  **Total Points** (550 pts. possible)

Instructor Expectations:
It is important that you understand what is expected of you as a student; therefore, this check sheet will be given to you during the first week of class. Each item will be explained on the first day of class. If you do not understand any item, be sure to contact me within the first two weeks of the semester so that we can meet and discuss the items in question.

- I understand that there are intellectual standards in this course, and that I am responsible for monitoring my own learning.

- I understand that ACCT 289 is an activity/performance based course. Therefore, we will focus more on in-class practice and feedback rather than lectures.

- I understand that on a typical class day, I will work in my team often and take an active part in advancing the assigned work.

- I understand that at the end of the semester, I might be required to provide a written self-evaluation in which I “make a case” for receiving a particular grade using criteria provided in class and citing evidence from my work throughout the semester.

- I understand that a significant part of my final grade in this course requires consistent classroom attendance and active participation.

- I understand that this class will not be graded on a curve, and that it is theoretically possible for each person in the class to receive an A or an F.

- I understand the basis of the final grade as outlined on the syllabus.
Tentative Syllabus (Dates of lab classes are underlined)

Wed., Aug. 31
5:30-6:45  Mass Lecture  “Accountants as Communicators”
Oral Presentations: Explanation of first speaking assignment;
Planning the presentation: purpose, audience analysis, gathering
information, etc.

Wed., Sep. 07
5:30-6:45  Mass Lecture  Oral Presentations (cont.)
Preparing visual aids and managing stage fright;
Delivery techniques: Eye contact, body movement, gestures,
pitch, rate, note card control. etc.

Wed., Sep. 14
5:30-6:45  Mass Lecture  “Effective Writing for Accountants” (Review)
Explanation of first writing assignment (due Oct. 5th)
The flow of thought: Paragraph development, transitions,
conciseness, clarity, etc. In class writing assignment and peer
review.

Labs:
Sep. 19th – Oct. 1st
Students will be assigned to one of the three labs (12:45-2:00;
2:20-3:35, or 3:55-5:10) where the first round of presentations
will be taped and orally critiqued. (Students must attend all lab
dates in order to provide an audience for others who are speaking.)

Wed., Oct. 5th
Mass Lecture: Oral presentation comments and
critiques returned; Explanation of 2nd presentation and
speaking dates; Optional public speaking workshop date and
expectations discussed.

Mon., Oct. 10th
Optional speaking workshops held during lab periods

Wed. Oct 12th
Mass Lecture: Discussion of 2nd writing assignment that is
due on Nov. 7th. Brief writing assignment and critique.
View of select student presentations; First writing
assignment returned and discussed.

Labs:
Oct. 17th-Nov. 2nd
Second Presentations (Students meet in individual labs)

Mon., Nov. 7th
Second writing assignment due; Second presentation critiques
returned and discussed.

Wed., Nov. 9th
Discussion of second writing assignment; Distribution of final grades
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Ryan Zimmerman, Dept. of Management
Murray Barrick, Head, Dept. of Management
Martha Louder, AOC Dean, Mays Business School
DATE: December 22, 2010
SUBJECT: REPORT ON PROPOSED C COURSE: MGMT 425

We recommend that MGMT 425 Human Resource Selection be certified as a Communications (C) course for four academic years (1/11 to 1/15). 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: 42%
2. Course content appropriate to the major
3. Total number of words:
4. Total minutes of oral presentation: 24
5. Instructor to student ratio for one section: 1:24

In MGMT 425, assignments include five case assignments and a job description that require writing, and three of these require additional oral presentations. Of these, one case and the job description as well as 1/3 of each of the other assignments are written individually. Students work in groups of three. The cases are all similar in nature, so students get ample feedback, but they also have the option for more feedback on ungraded drafts if requested. For the last case, there will be a day devoted to in-class feedback on the case memo and practicing presentations before they are due.
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):

M6MT 425 Human Resource Selection

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator:        Printed name and signature            (Date)

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

Approvals:

College Dean:     Printed name and signature     (Date)

Department Head: Printed name and signature     (Date)
OBJECTIVES

This course provides an overview of the processes by which organizations staff positions from pools of external and internal applicants. Staffing is probably the most important human resource activity. The quality of human resources selected and the processes by which individuals move through organizations directly impact quality of work-life, productivity, and profits. Staffing is also important for other reasons. The effectiveness of the staffing process has implications for the methods for managing people, the types of training programs that are needed, and the types of compensation systems that are likely to be effective. Therefore, it is important for managers to understand how theory, research, and legal foundations can inform staffing decisions. MGMT 373 (Human Resource Management) is a prerequisite for this course. Note that some of the concepts we discuss and apply in class are very related to statistics (e.g. correlation and regression). The use of statistical principles is the primary way in which various selection techniques are evaluated. Possessing some familiarity with these topics would be beneficial coming into the class, however I will cover the fundamentals of these concepts in class.

At the end of the semester, you should be able to recall key HR staffing concepts, have a solid understanding of how recruiting and selection methods are evaluated, know the key legal issues involved in making staffing decisions, and design an overall staffing system for an organization.

Because this is a “Communication Intensive” (i.e., C) course, an additional objective is to improve students’ professional communication skills, by providing the opportunity for students to learn and practice writing and presenting in a business management environment. We will spend part of one class session on writing effective business memos and part of one class period on presenting in business teams. In addition, I have provided some writing resources on the last page of the syllabus.

CLASS FORMAT

Classes consist of a mix of learning methods. While lecture will be used, other approaches will also be used, such as completing actual selection tests, conducting a job analysis, discussing selection-related cases, watching and discussing videos, interacting with guest speakers, etc. In order to use class time effectively, it is important that you complete readings prior to the date it will be covered in class.
 COURSE MATERIALS


Class notes and the Tanglewood case that accompanies the textbook will be handed out in class.

 COURSE REQUIREMENTS

Your course grade will be based on a combination of individual and team efforts. The weight associated with each requirement will be as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam #3</td>
<td>14%</td>
</tr>
<tr>
<td>Assignments</td>
<td>36% (6% per assignment)</td>
</tr>
<tr>
<td>Class Participation/Presentations</td>
<td>10% (6% for presentations, 4% for participation)</td>
</tr>
</tbody>
</table>

There will be three exams administered during the semester. The exams will consist of multiple choice/true-false questions from the text and lectures. The first two exams are each worth 20% of the final grade, while the last exam will determine 14% of the final grade.

We will also have several assignments related to selection. All of the assignments will be completed in groups of three people. Overall, the assignments are worth 36% of the final grade. All three group members must be involved in the write-up of each assignment, with a list included regarding which student wrote which section of the assignment. However, every student in your group should have input on the solution for every part of the assignment. The memos will be evaluated based on the quality of your group’s description of each of the problems (issues) raised, analysis of options, logical consideration of alternatives, and recommended strategy or solution. The memo for each assignment will be due in class on the dates indicated on the following schedule. On the day we cover how to write effective business memos, I will provide you with an outline of how I will be grading the memos and sample memos. In addition, I would be happy to review drafts on the memos ahead of time for effective writing style. Also, your participation in your group will be assessed through peer evaluations at the end of the course. Participation in your groups will impact the grade you receive for those assignments and, thus, your overall course grade.

Finally, student participation is essential to have a successful class. Therefore, the participation of every student in class discussions will be evaluated. Your groups will be presenting twice in front of the class. Similar to the writing expectations, we will also discuss how to effectively present in business teams and I will provide you with a rubric of how I will grade your group's presentations. Each member of your three-person group will present at least half of two of the three group presentations (i.e., for a total of at least 8 minutes). Your presentation will be factored into your participation/presentation grade for the course. Overall, the presentations and class participation will determine 10% of your overall course grade.
Grading Scale:
A:  90%-100%
B:  80%-89%
C:  70%-79%
D:  60%-69%
F:  <60%

*Note: I reserve the right to modify this syllabus during the semester, should it become necessary.

**TOPICAL OUTLINE AND ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER #</th>
</tr>
</thead>
</table>
| 8/30 | Course Introduction  
Case Analysis & Writing in Teams | |
| 9/1  | An Overview of Staffing  
Video: Southwest Airlines – Hiring for Fit  
Discussion: Tanglewood Case 1 - Staffing Strategy  
(optional: submit write up of Tanglewood Case 1 for ungraded feedback) | #1 |
| 9/6  | Legal Issues | #2 |
| 9/8  | Planning for Staffing Needs  
Video: Alegent Health  
Assignment Due & Discussion: Tanglewood Case 2 – Planning  
(500-750 words) | #3 |
| 9/13 | Job Analysis | #4 |
| 9/15 | Guest Speakers: Recruiters: Michelle Smith, Marathon Oil &  
Eric Fuller, Halliburton | |
| 9/20 | Activity/Assignment: Job Analysis | |
| 9/22 | External Recruiting | #5 |
| 9/27 | External Recruiting (continued)  
Assignment Due: Job Descriptions based on Job Analyses  
(750 - 1,000 words) | |
| 9/29 | Guest Speaker: Recruiter: Jonathan Rosenberg, ConocoPhillips | |
| 10/4 | Internal Recruiting  
Discuss Exam #1 Format | #6 |
| 10/6 | Assignment Due & Discussion: Tanglewood Case 3 – Recruiting  
(2,000 - 2,500 words) | |
| 10/11 | Exam #1 (Chapters 1-6 & Notes) | |
10/13  Measurement          #7
      Discuss Exam #1 Results
10/18  Measurement (continued)
      External Selection I  #8
10/20  External Selection I (continued)
      External Selection II  #9
10/25  External Selection II (continued)
10/27  Internal Selection  #10
      Presenting in Business Teams
11/1   Assignment Due & Presentations: Tanglewood Case 6 – Interview
      (1,500 - 2,000 words + 8-10 minute presentation)
      Discuss Exam #2 Format
11/3   Assessments
11/8   Exam #2 (Chapters 7-10 & Notes)
11/10  Decision Making  #11
      Discuss Exam #2 Results
11/15  Assignment Due & Presentations: Tanglewood Case 7 – Decision Making
      (1,000 - 1,500 words + 8-10 minute presentation)
11/17  Final Match  #12
11/22  Staffing System Management  #13
      Employee Retention  #14
11/24  Employee Retention (continued)
11/29  Feedback Day: Practice Presentations, Receive Instructor Feedback on
      Tanglewood Memo & Presentation, & Discussion of Group Dynamics
12/1   Assignment Due & Presentations: Tanglewood Case 8 – Retention Management
      (2,000 - 2,500 words + 8-10 minute presentation)
      Discuss Exam #3 Format
12/14  3:30 – 4:30 Exam #3 (Chapters 11-14 & Notes)
ADA 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.

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. 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/

Academic Dishonesty

Academic dishonesty (including cheating and plagiarism) will not be tolerated. Academic dishonesty by a few is grossly unfair to the majority of students who are honest. Cases of apparent academic dishonesty will be pursued to the fullest extent allowed by University regulations. Note that obtaining details/help on tests and assignments from students previously enrolled in the course is considered academic dishonesty.

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. If you have any questions regarding scholastic honesty, please go to the online Student Rules book. Look under Part I: Academic Rules, then go to the section entitled “Scholastic Dishonesty.”

Mays Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance is greatly appreciated.

Make-Up Policy

If an absence is excused, the student will be allowed to make up work within 30 calendar days from the last day of the absence. 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, and provide appropriate documentation for the absence. 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, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list.

2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.

4) Participation in legal proceedings or administrative procedures that require a student's presence.

5) Religious holy day.

6) Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see section 7.1.6.1)
   b) Injury or illness of less than three class days – student will provide the following within one week of the last date of the absence: (i.) Texas A&M University Explanatory Statement for Absence from Class form available at [http://shs.tamu.edu/forms.htm](http://shs.tamu.edu/forms.htm), or (ii.) Confirmation of visit to a health care professional affirming date and time of visit

7) Required participation in military duties.

8) Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

**Writing Resources**

Writing is defined not only as surface features such as grammar, mechanics, format, and usage but also includes the quality of the argument and critical thought (higher-order thinking skills such as analysis, synthesis, and evaluation), organization, and suitability of the writing to an audience. I have listed below some useful websites to assist you in improving your writing skills.

I encourage you to visit the Texas A&M University Writing Center (UWC). The UWC, located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at [http://uwc.tamu.edu/](http://uwc.tamu.edu/) or stop by in person. The UWC website provides many useful writing resources.

The writing process is divided into the three stages on the University Writing Center website:


“General Writing Concerns” from Purdue University's Online Writing Lab (OWL): [http://owl.english.purdue.edu/handouts/general/index.html](http://owl.english.purdue.edu/handouts/general/index.html)


Resume writing: [http://aggienet.tamu.edu/cctr/resume.html](http://aggienet.tamu.edu/cctr/resume.html)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Adam Seipp, Department of History
    Walter Buenger, Head, Department of History
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 16, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 280

We recommend that HIST 280 The Historian’s Craft be certified as a writing (W) course for four academic years (9/11 to 9/15). 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: 4500
4. Instructor to student ratio for one section: 1:25

HIST 280 is an introduction to writing in history. Students write two response papers, a book review, and a long final paper. At least two workshops are scheduled so students receive guidance as to how to complete their final paper. Rough drafts are required for the final paper and receive instructor comments.

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

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   HISTORY 280 The Historian's Craft

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: Adam R. Seifter
Printed name and signature
(Date)

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

Approvals:
Michael T. Stephenson

College Dean:
Printed name and signature
(Date)

Department Head: Walter L. Bridge
Printed name and signature
(Date)

RECEIVED
OCT 15 2010
HISTORY 280(W):
THE HISTORIAN’S CRAFT

Class Meeting Time:     Professor Adam Seipp
MW 4:10-5:25                  208  Glasscock Building
Meeting Place:    aseipp@tamu.edu
Glasscock 008     945-1737 (w)
Office Hours: MW 10-11 am

"The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present.”
-Edward Hallett Carr

“What is a historian? Someone who writes too poorly to work for a newspaper.”
-Karl Kraus

Overview
History is a rich and compelling subject of study. The wide variety of scholarly and popular books, films, television programs, and magazines dedicated to teaching and talking about the past suggest how many people find the subject fascinating. Those interested in history can choose from any number of venues to learn more about the human past.

In this course, we will consider the role of history and historians in our society, while designing and carrying out an original piece of historical writing. Together, we will discuss some of the most pressing issues related to the study and writing of history. We will engage with important historical debates, some of which have tremendous relevance to the world today. We will also explore some of the ways that professional and non-professional historians disseminate their work to the public. By the end of the course, you will hopefully have a clearer idea of what historians do, why they do it, and what our work means in the contemporary world.

History 280W is designed for those majoring in or thinking about majoring in history and anyone interested in pursuing an advanced degree in history. Even if you are not convinced that the study of history is in your future, this class will help you to develop skills in evidence gathering, the development of a coherent argument, and the craft of narrative and analytical writing.

In this course, students will:
1. Develop and write an original piece of historical argumentation
2. Gain confidence working with primary historical sources
3. Develop skills in finding and assessing archival materials
4. Discuss trends in the field of historical studies
5. Learn about opportunities available to students of history inside and outside of the university setting.
**W-Course:**
This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class laboratories devoted exclusively to the difficult process of crafting successful papers, and one-on-one meetings during office hours—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

**Other Student Learning Outcomes**
During the semester, students will:
1) expand their knowledge of the human condition and human cultures in the context of the subject matter of the course.
2) enhance their abilities to reason logically and respond critically to a wide range of historical evidence, both primary and secondary.
3) acquire an understanding of the intellectual demands required of historians through their own critical analysis—thinking, reading, listening, speaking, and writing.
4) gain an appreciation of history as both a field of knowledge and a creative process.
5) broaden their awareness of the scope and variety of contemporary and historical issues and interpretations.
6) learn to understand these issues and interpretations in their historical and social contexts.
7) develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

**Required Book List**
The following books will be used in the course. They can be purchased at the MSC Bookstore or online. They are also available at the Evans Library Reserve Desk (4 hour loan period).

Evans, Richard. *In Defense of History*
Gross, Jan. *Neighbors*
Howell, Martha and Walter Prevenier, *From Reliable Sources*
Tec, Nechama, *Defiance*
Wunderli, Richard, *Peasant Fires*

**Other Outside Readings:**
In addition to the volumes listed above, the following articles are available on electronic reserve.

A selection of book reviews provided by the instructor (not on electronic reserve)
Film
There will be one film, *Defiance*, shown in this class. A screening will be held in Evans Annex 410 on October 4. Students unable to attend the scheduled showing are responsible for watching the film on their own. You can view this film at any time at http://mediamatrix.tamu.edu (you will need Real Player to stream the film).

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

- **Final Paper** 35%
- **Wunderli paper** 15%
- **Defiance paper** 15%
- **Book review** 15%
- **Document packet** 5%
- **Draft** 10%
- **Participation** 5%

The most significant assignment in this course will be the semester paper (2,000-2,500 words, 12-point font). The topic of the paper, which will be discussed further during the semester, will be developed by the student in conjunction with the instructor and will deal broadly with “the politics of history.” The paper will include appropriate citation and represent significant primary source research. It is due by 5:00 PM on December 3.

In addition, there will be three writing assignments and several ungraded but required assignments in this course.

1. Students will each write a response paper, based on questions provided by the instructor, for Richard Wunderli’s *Peasant Fires*. This paper will be roughly 1,000 words in length. This paper is due by the beginning of the class period on September 22.
2. Students will read Nechama Tec’s book, *Defiance*, and view the film of the same title. Based on a prompt provided by the instructor, students will complete a paper of roughly 1,000 words comparing and contrasting the film and book versions. This paper is due by the beginning of the class period on October 6.
3. Following extensive discussion of the importance and structure of book reviews, students will prepare a review of Jan Gross’ *Neighbors*. This paper is due by the beginning of the class period on November 24.

All students will submit a one-page semester paper proposal by September 27. The proposal will not be graded, but I will not accept a draft from any student who has not turned in a proposal.

Since the final paper will be based on both primary and secondary historical sources, students will be responsible for assembling a packet of documents related to their paper and presenting that packet to the class during one of three designated presentation days. While this assignment will not receive a formal grade, students will only receive credit
for document packets that reflect a good faith effort to complete the assignment in a timely manner.

All students must submit a draft of their paper by 5:00 PM on November 10. The draft is a vital part of the writing process. Students who do not put sufficient effort into writing a draft do not benefit from instructor feedback and generally perform poorly on the final version. Since I read and extensively respond to drafts and turn them back to you in time to make revisions, failure to submit drafts in a timely and complete manner is nonproductive and impolite. Students will receive full credit for the draft provided that they submit a paper of AT LEAST 1,500 words no later than the due date. I will comment on late or incomplete drafts, but you will not receive credit for them.

All class assignments will be submitted through www.turnitin.com. Any student who has not previously registered for this service should do so as soon as possible.  
Class ID: 3436819  
Password: hist280f2010

**Attendance:**  
Attendance is generally not required, but is strongly encouraged. The course is a seminar and will only function effectively if students attend and are prepared for course work. Because they involve contributions from individuals and organizations outside of the class, attendance is mandatory on site visits and days for which we have a guest speaker. ANYONE ABSENT WITHOUT A UNIVERSITY-APPROVED EXCUSE ON THE DAY OF A GUEST SPEAKER WILL SUFFER A 5 POINT PENALTY ON THEIR FINAL GRADE. These days are noted with a * on the course schedule below.

Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

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).

**ADA**  
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).
Plagiarism
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 Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

Course Schedule
30-Aug Introduction
  1-Sep What is History?
  6-Sep The Historian's Task (Evans)
  8-Sep The Historian's Task II (Evans)
13-Sep Semester Paper Introduction
15-Sep Sources for Historians (Howell)
20-Sep Workshop: Identifying and Using Sources
22-Sep Discussion: Peasant Fires (paper due)
27-Sep So, You Want to Be a Historian? (topic proposals due) *
29-Sep No class
  4-Oct Screening, Defiance
  6-Oct Discussion, Defiance (paper due)
11-Oct Career Center *
13-Oct Career Center *
18-Oct Corps of Cadets Center *
20-Oct Meeting with Joel Kitchens, TAMU Libraries *
25-Oct Document presentation #1
27-Oct Document presentation #2
  1-Nov Document presentation #3
3-Nov Writing Center Presentation *
  8-Nov No class, work on papers
10-Nov Draft due
15-Nov Bush Library and Archive Visit *
17-Nov Workshop: Writing Book Reviews, drafts returned (review packet)
22-Nov Conferences
24-Nov Discussion, Neighbors, book reviews due (Gross)
29-Nov Discussion: The Future of the Past (Mandler)
  1-Dec Course wrap-up (with donuts and coffee)
  3-Dec PAPERS DUE
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Glenn A. Jones, Department of Marine Sciences
Patrick Louchouarn, Head, Department of Marine Sciences
Donna Lang, AOC Dean, Texas A&M Galveston
DATE: December 20, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARS 430

We recommend that MARS 430 Global Tectonics be certified as writing (W) courses for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the courses meet or exceed the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:30

Students write seven 750-1000 word papers (valued at 10 points each) in response to content covered in lecture at the time of assigned work. Assignments include a variety of writing tasks, including a letter to the TAMU president, an agency white paper, a comparison-contrast paper on a scientific debate, and a comparison of scholarly research and media reporting on a topic. In addition, students write a 5-page reflective paper on what they learned during the semester. The assignments are scaffolded to encourage students to further develop their arguments as they learn more about the topics. Students are asked to reflect on the improvement of their writing in the subsequent draft. Instruction is provided through lecture, discussion, and modeling. A graduate student assists the professor with reviewing student papers.

Since original certification was granted, MARS 430, originally Geological Oceanography, has been divided into two courses, MARS 430, Global Tectonics, and MARS 431, Earth’s Climate.
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):

MARS 430 Plate Tectonics

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: Glenn Jones
Printed name and signature (Date)

Received: Glenn D. Jones 4/11/10
(W Course Coordinator, University Writing Center) 4/10/10 (Date)

Approvals:
College Dean: Donna C. Lang 4/11/10
Printed name and signature

Department Head: Melanie J. Lestro 4/11/10
Printed name and signature

RECEIVED
APR 06 2010

By
MARS 430 – Geological Oceanography – Plate Tectonics  
Spring 2010

**Texts:** The textbook for this course is:  

In addition we will also be reading several of the classic scientific papers that helped define this field. Those papers will be either handed out as photocopies or accessed in digital form on the internet.

**Instructor:** 
Dr. Glenn A. Jones (e-mail jonesg@tamug.edu, office phone 741-4360, cell phone 392-1665)

**Office Hours:**  
Best bet is to email or phone or see me after class to set an appointment so we can meet on Pelican Island. Also, my office is in Ft. Crockett Rm 309: email or phone or see me after class to set an appointment

**Class:** MW 11:00 – 11:50 pm in CLB 109,  
R 11:00 – 11:50 am in CLB 114

**Prerequisite:** GEOL 104 and OCNG 251, or permission of instructor

**Goals and Objectives:**

MARS 430 covers the plate tectonic aspects of Geological Oceanography. Tectonics is the branch of geology dealing with large-scale Earth structures and their deformation, and provides the first unified explanation of the Earth’s major surface features. By studying the basic framework of plate tectonics we will develop a deeper understanding of many branches of geology, including past distributions of fauna and flora, the spatial relationships of volcanic rock suites, formation/deformation of mountain belts, and distribution of economic deposits.

MARS 430 is a writing intensive (W) course that satisfies the writing requirement for both the MARS and OCRE degrees. As such, all assignments are graded with attention to content (i.e. the science part of the course) and writing (i.e. grammar, syntax, clarity, organization, etc), and it should go without saying that there will be more writing than you experience in other classes.

Assessment (i.e. grades) will be based on three in-class essay exams, seven take-home assignments, and a 5-page (double-spaced) course summary project.
Tentative Schedule (Lectures will closely follow the “Global Tectonics” book):

Jan 20 – Jan 21: Historical Perspective and Interior of the Earth (Ch. 1 and 2).

Jan 25 – Jan 28: Continental Drift (Ch 3).

Feb 01 – Feb 04: Seafloor Spreading and Transform Faults (Ch 4).

Feb 08 – Feb 11: The Framework of Plate Tectonics (Ch 5).

Exam 1 (Feb 11th)

Feb 15 - Feb 18: Ocean Ridges (Ch. 6).

Feb 22 – Feb 25: Continental Rifts and Rifted Margins (Ch 7).

Mar 01 – Mar 04: Rifted Margins (Ch 7) and Continental Transforms (Ch 8).

Mar 08 – Mar 11: Continental Transforms (Ch 8) and Subduction Zones (Ch 9).

Mar 15 – Mar 19: No Class, Spring Break.

Mar 22 – Mar 25: Subduction Zones (Ch 9).

Exam 2 (Mar 25th)

Mar 29 – Apr 01: Orogenic Belts (Ch 10).

Apr 05 – Apr 08: Orogenic Belts (Ch 10).

Apr 06 Q-drop deadline (last day to drop class).

Apr 12 – Apr 15: Precambrian Tectonics and the Supercontinent Cycle (Ch 11).

Apr 19 – Apr 22: Supercontinent Cycle (Ch 11) and Mechanism of Plate Tectonics (Ch 12).

Apr 26 – Apr 29: Mechanisms of Plate Tectonics (Ch 12).

Exam 3 (Apr 30th)

May 03- May 04: Implications of Plate Tectonics (Ch 13).

May 12: No final exam, but a five page course summary will be due in the MARS Office no later than 4 pm on May 12th (?) (i.e. the time scheduled if there were to be a final)
Final grade assignment:
A = 90+, B = 80 - 89, C = 70 - 79, D = 60 - 69, F = below 60

Grading:
Three in-class essay exams will constitute 30 points of the final grade (i.e. 3x10 pts ea.). Seven take-home assignments will constitute 70 points of the final grade (i.e. 7x10 pts ea.). Each of the take-home assignments will be nominally two to three pages (double-spaced, 12-point). Also, there will be a five page (double-spaced, 12-point) course summary project worth 10 points of the final grade.

Misc:
1) You will note above that there are 110 assignable points. I will drop the lowest grade you receive during the semester. However, the final 5-page assignment is required and cannot be used as a drop. Also, the dates of the three exams are known well in advance and if you have a conflict you should work on resolving it now.

2) The lecture schedule given above will approximately follow the 12 chapters in the “Global Tectonics” book. The other readings will be classic papers written during the time the theory of plate tectonics was revolutionizing the earth sciences (early 1960’s to approx. 1970). There may be a question on exams from these papers, but mostly you will use them to conduct the 7 writing assignments.

3) Here are some guidelines you should follow for the written assignments:
   a. Be prepared to hand in assignments at the beginning of class.
   b. Be neat and orderly in completing your work.
   c. Use the “scoring rubric” (see below) to help you organize your answers and solutions. Write out your answers so that they will be clear to the “average enlightened reader.”
   d. Make sure graphs and units are completely labeled.
   e. Late assignments will receive an automatic two point deduction!

THE AMERICANS WITH DISABILITIES ACT:
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 have a disability requiring an accommodation, please contact the Director of Counseling.

ACADEMIC DISHONESTY:
For many years Aggies have followed a Code of Honor, which is stated in this very simple verse: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Please refer to the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor for more information.
ABSENCES:

Information concerning absences can be found in the University Student Rules Section 7. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines. If the absence is excused in the process as outlined in the University Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor's decision.

FAMILY EDUCATIONAL AND RIGHTS TO PRIVACY ACT (FERPA):

FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.
MARS 430: NOMINAL SCORING RUBRIC FOR WRITTEN QUESTIONS
(3 essay exams @ 10 pts ea)

Grade criteria

10 (A)
questions answered completely; logic of solution is clear; factual information is correct; all calculations are free of errors; conclusions are accurate

8 (B)
questions answered with some supporting documentation; logic of solution may have minor lapses; factual information is essentially correct, although not always clear; calculations may have minor errors; conclusions are essentially correct within a reasonable deviation

6 (C)
questions answered; logic of solution may have large uncertain components; some factual information is missing; calculations show some errors; conclusions deviate from the desired path

4 (D)
questions not answered completely; logic of solution difficult to follow; factual information not always correct or shown; calculations have large errors; conclusions not always within the realm of reasonable deductions

<3 (F)
questions are mostly not solved; logic of solution is unclear; information is missing or incorrect; calculations have large errors; conclusions are unreasonable.

Criteria Analysis

Logic _____________
Information _____________
Calculations _____________
Conclusions _____________
MARS 430: SCORING RUBRIC FOR WRITTEN TAKE-HOME ASSIGNMENTS
(7 assignments @ 10 points ea.)

Grade criteria

10
abstract is clear and complete; introduction lays out hypotheses and background information is thorough; methods are explained and documented carefully; results are presented logically and accurately with supporting tables, graphs and figures; discussion convincingly explains relationships, relates results to other studies, tests hypotheses and comments upon anomalous results; conclusions flow logically from the exposition; references are comprehensive and cited correctly

8
abstract is clear with minor omissions; introduction states the problem with authority, background is sufficient to support the objectives; methods are mostly explained and documented although questions exist about some procedures; results are usually clear and accurate with supporting tables, graphs and figures, although there may be small discrepancies; discussion explains relationships, relates results to other studies and tests hypotheses, although anomalous results may not be satisfactorily explained; conclusions are defensible in the context of the paper; references are cited correctly

6
abstract may lack one or two components of the project; introduction mentions the problem but context may not be certain, some background information is given; methods are explained but documentation may not be complete; results are clear with some tables, graphs and figures, but questions about data remain; discussion generally follows the results, although explanations may not be entirely justified; conclusions are logical but not completely obvious; references are cited, but some may be incomplete.

4
abstract too vague; introduction does not put the problem into the proper context and there is minimal background information; documentation of methods has major deficiencies; results raise significant questions and lack important tables, figures and graphs; discussion wanders from the results, although explanations are still mostly correct; conclusions are logical but not always justifiable; references show lapses in documentation

<3
abstract incomplete; introduction does not develop objectives; background information is absent; documentation of methods is unclear or incorrect; results poorly explained, improperly illustrate and have significant inaccuracies; discussion is a poor explanation of the results; conclusions are not obvious; significant references are missing or incorrectly cited

Criteria Analysis
Abstract _____________
Introduction ___________
Methods
Results
Discussion
Conclusion
References
MARS 430: Course Summary (Written assignment, 10 points)

Due Date: No later than 4 pm Wednesday, May 12th in the MARS Office.

Course Summary: As the last component of the course I want you to write a brief summary of the three most significant learning experiences that have resulted from this course. These can be related to the topics covered in class, the projects you have done on your own, some new curiosity about the Earth that has resulted from your exploration of marine geology, and/or about your own personal learning/thinking. At least 5 (double-spaced, 1” margins, 12 point font) pages are required, but longer is acceptable. Be sure to support your reflection with the specific evidence that will help me evaluate your understanding of the substance and application of marine geology, and comment on the techniques that were most helpful in your learning of each concept. Use the following rubric to guide you in your thoughts. Do not just go through the semester and give me a list (with some text) about the things we covered. I need to see some thought and insight.

MARS 430: SCORING RUBRIC FOR COURSE SUMMARY
(1 individual-effort five-page paper @ 10 points)

Grade criteria

10
Demonstrates a thorough understanding of major concepts; supports that understanding by giving specific examples that illustrate how the processes work; shows a sophisticated ability to reach conclusions and make interpretations based upon an analysis of the data; reflects upon the reasons for the successful learning; writing is an example of literacy and clarity.

8
Major concepts are outlined although there may be some minor inconsistencies; specific examples illustrate how the processes work, but they may not be entirely applicable; shows a solid ability to reach conclusions and make interpretations based upon an analysis of the data; some commentary about the reasons for the successful learning; writing has only minor mistakes.

6
Major concepts are outlined but their explanation is not always consistent; examples given are appropriate, but not properly connected to the concept; conclusions and interpretations are correct but connections to data are unclear; commentary about the reasons for the successful learning is not explicit; writing is good but hampered by mistakes in grammar and syntax.

4
Major concepts are stated imperfectly, examples are not completely relevant; conclusions or interpretations indicate misconceptions; statement about learning incomplete; writing contains significant errors in grammar and syntax.

<3
Poor or incorrect statement of concepts; examples not provided; interpretations not based upon
facts; statement on learning absent; writing is poor and ungrammatical.

Criteria Analysis
Concepts
Examples
Interpretations
Learning
Writing