Memorandum

TO: Faculty Senate Executive Committee

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

DATE: January 26, 2011

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:

- ANTH/WGST 404 Women and Culture

Courses submitted for W recertification:

- AGSM 439 Management of Agricultural Systems I
- AGSM 440 Management of Agricultural Systems II
- COMM 454 Telecommunications Policy
- HIST 444 American Military History Since 1901
- HORT 225 Horticulture Learning Communication
TO: Faculty Senate Executive Committee

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

CC: Neha Vora, Department of Anthropology  
    Donny Hamilton, Head, Department of Anthropology  
    Marian Eide, Director, Women and Gender Studies  
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: January 26, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ANTH/WGST 404

We recommend that ANTH/WGST 404 Women and Culture 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 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: 12,000
4. Instructor to student ratio for one section: 1:15

Twelve weekly reactions papers are required in ANTH/WGST 404, and these provide some practice toward the final (12-15 pages) paper, an ethnographic research paper in which students engage a theme from one of the weeks in class and design a research project that investigates an aspect of gender in the local area. Other assignments (paper topic, research design, data notes) lead up to the final paper, and these receive instructor comment. Class discussion is devoted to discussing the final paper. Much of the instruction centers on appropriate ethnographic methods (which are primarily concerned with collecting, analyzing, and presenting data). Ethnographies read in class are discussed as professional writing models and in regard to writing style.
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):
   ANTH WGST 404: Women and Culture

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: Neha Vora 11/02/10
   Printed name and signature

Received: Valerie Balester 12/09/10
   (W Course Coordinator, University Writing Center)

Approvals:
   Michael T. Stephenson
   Printed name and signature 11/16/10

   D. A. Hamilton
   Printed name and signature 11/22/10

   Department Head:
   Printed name and signature
Feminist Anthropology: Theory, Method, Ethnography  
(ANTH/WMST 404-500)  
Department of Anthropology  
Women’s and Gender Studies Program  
Fall 2010

Professor: Dr. Neha Vora  
Office Hours: TR 11:30-12:30 or by appt.  
Office: Leggett 021  
Email: nvora@tamu.edu  
Class Meetings: TR 9:35-10:50 am  
Class Location: Peterson 104

COURSE DESCRIPTION  
This class will review trends in anthropological approaches to gender in a cross-cultural context, paying specific attention to the impacts of globalization, colonialism, migration, and media on men’s and women’s subjectivities and experiences in different parts of the world. We will explore how anthropology has historically looked at gender, sex, and sexuality, and how feminist scholarship has influenced contemporary anthropology's approaches to these topics. A major focus of this course is on the historical and contemporary connections between different areas of the world, the relationships of power within which these connections develop, and their impact on gender roles, marriage, public and private spaces, “normal” and “deviant” behaviors, fieldwork practice, race, class, and identity.

This is an upper-level reading and writing intensive class that will challenge you to critically reflect on taken-for-granted cultural categories, as well as to try to see the world from the perspective of someone in an entirely different place, time, or situation than yours. By the end of this course you will have a wide cross-cultural knowledge of gender and sexuality, and you will be able to think and write critically about how cultural contexts and assumptions impact and produce gendered identities and experiences.

REQUIRED TEXTS  
2) Aihwa Ong, Spirits of Resistance and Capitalist Discipline  
3) Margaret Mead, 1935, Sex and Temperament in Three Primitive Societies

COURSE POLICIES  
1) Attendance: Attendance is mandatory at every class meeting. Unexcused absences affect your grade. Excusable reasons for missing class (e.g. serious illness) should, if
possible, be conveyed to me beforehand, if not in person then via email, and should, when possible, be accompanied with documentation (e.g., a doctor’s note). For more information on TAMU’s attendance policies, see http://student-rules.tamu.edu/rule7.htm. It is your responsibility to catch up with the notes and announcements if you miss class. If you regularly arrive late or leave early, your grade will be affected.

You must come to class having read all the readings listed on the syllabus for that day and bring your textbook and any other assigned work with you. Having done the readings and bringing them to class is part of your attendance grade.

2) Participation: You are expected to participate in class discussions in a way that shows you have done and thoughtfully engaged with the required reading. If you are not clear about something that was discussed in class, it is important to ask. Attend office hours or make an appointment with me. We will be covering a lot of material; don’t fall so far behind that it becomes difficult to catch up.

In this course we will be reading and discussing material that may be challenging both academically and personally. This requires us to be open-minded and listen to one another; above all, it is crucial to maintain respect in all classroom interactions. You will encounter new ideas through the course materials, and you will learn to look at old ideas in new ways. To be successful, you need to read assigned materials carefully before each class meeting, pay attention and take notes in lectures, and contribute intelligently to discussions.

3) Readings and Assignments: This is a reading and writing intensive course designed to improve your analytic and communication skills. We will be discussing one set of readings each week, along with current events and in-class media. Some weeks the reading is lighter than others. It is your responsibility to make sure you budget your time and stay on track with the work. It is imperative that you have prepared questions and reactions to the readings so that you can engage in discussion. You will be responsible for a short reaction paper (3-4 pages) each week. Assigned readings and reaction papers for each week are due on the Tuesday of that week.

In addition to weekly reaction papers, you are responsible for an ethnographic project that you will research and discuss in class over the course of the semester (I will provide details on this separately). You will conduct ethnographic research on a topic of your choice that relates to gender issues in the College Station area. Your research will result in a class presentation and a final paper for submission on the day of our scheduled final exam.

Each student will also be responsible for leading discussion one time during the semester. The discussion question must be circulated to the class 24 hours prior to our class meeting so that your colleagues can prepare. After this discussion, you are encouraged to revisit your reaction paper for that week.
Assignments and papers are due at the beginning of class on the due date. I will not accept emailed submissions or late papers, unless you have a doctor’s note or other valid reason for not completing the assignment in time.

4) Grading: Grades will be calculated as follows:
- Attendance and Participation 20%
- Discussion Facilitation 10%
- Reaction Papers 35%
- Final Project 35%
Grading decisions are final and grades are not subject to negotiation. I will be grading all of your papers and assignments. If you wish to discuss your graded work in order to better understand why you received a particular grade or to learn how to do better next time, you may do so in office hours. However, no changes to grades will be made except in the case of a computational error.

6) Website: The course web page is an excellent resource for you. It is a place to discuss class topics, current events, and other issues of relevance to the study of gender and anthropology. I will also post newspaper articles and other links that will be useful for you in preparing your papers and discussion questions. This is the first place to go if you have any questions about course material. Participation on the website counts as class participation. More information will be provided in class.

6) Office Hours: Office hours provide a regular time when you can expect me to be available for discussion of individual concerns. This is often the best time for instruction. Meetings by appointment may also be arranged. My office hours are listed above.

7) Email: I will do my best to respond to all emails within 24 hours (i.e. no last minute questions). When using email for this class you must utilize academic discourse. This means that emails should be written in a formal style with a proper subject heading, salutation, closing, and correct spelling.

8) Academic Honesty: Academic dishonesty, plagiarism, and cheating will not be tolerated and will be prosecuted in accordance with the TAMU Aggie Honor Code. The Honor Council Rules and Procedures can be found at: http://www.tamu.edu/aggiehonor. It is your responsibility to make sure that you understand the university policy. You must clearly identify and credit all information taken from any published sources, the internet, other students’ papers, or class discussion. Plagiarism and cheating on exams can result in your failing the assignment and/or failing the course, and can negatively affect your graduation, financial aid, and eligibility for honors.

9) Ability: 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.

10) **Cell phones:** Please turn off all cell phones, pagers, ipods, and other communication devices prior to class. If your phone goes off in class, *I* get to answer it. If mine goes off in class, you get to answer it. 😊

**COURSE OUTLINE**

*All readings are from your books unless otherwise noted. Articles outside of your course books will be provided.*

**Week One (8/31) – Sex/Gender**
- Introductions
- Anthropology and History
- Knowledge Production
- Power
- Subject and Object
- Film: *Margaret Mead: an observer observed*

READ: The Gender/Sexuality Reader. Introduction (1-10)
* Kamala Visweswaran, “Histories of Feminist Ethnography”

**Week Two (9/7) – History of Gender in Anthropology**
- Early Interventions
- Role of Anthropologist

READ: Margaret Mead, *Sex and Temperament* (selections)
* Gayle Rubin, “The Traffic in Women”

**Week Three (9/14) – Gender, Power, Knowledge**
- Positionality
- Identity
- Representation
- Film: *Couple in a Cage*


**Week Four (9/21) -- Anthropology and Colonialism**
• Orientalism
• The “other”
• Race and sexuality
READ: *Edward Said. Excerpt from Orientalism
The Gender/Sexuality Reader (Chapters 1 and 2)

Week Five (9/28) – Reproduction and Kinship
• Family
• Population
• State
• Politics
READ: The Gender/Sexuality Reader (Chapters 4, 6, 7, 8)

Week Six (10/5) – Sexual Identities
• Masculinities
• Nationalism
• Film: *Everything Must Come to Light*
READ: The Gender/Sexuality Reader (Chapters 10, 11, 12, 13)

Week Seven (10/12) – Race, Gender, Biology (Part One)
• Deconstructing “Nature”
• Anthropology of Science
READ: The Gender/Sexuality Reader (Chapters 14, 16)
  * Hubbard, Ruth. “Rethinking Women’s Biology.”

Week Eight (10/19) – Race, Gender, Biology (Part Two)
• Functionalism
• Social Evolution
READ: The Gender/Sexuality Reader (Chapters 17, 19, 20)

Week Nine (10/26) – United States at Home
• Identity
• Family
• Immigration
READ: The Gender/Sexuality Reader (Chapters 26, 29, 30)

Week Ten (11/2) – American Imperialism?
• War
• Empire
READ: *Catherine Lutz, “Empire is in the Details”
  *Steven Silliman, “The “Old West” in the Middle East: U.S. Military
Metaphors in Real and Imagined Indian Country”

Week Eleven (11/9) – Nation, State, Postcolony
• Imagined Communities
• Sex and Morality
• Women and Tradition
• Film: Divorce Iranian Style
READ: The Gender/Sexuality Reader (Chapters 31, 32, 33, 34)

Week Twelve (11/16) – Globalization (Part One)
• New Forms of Knowledge
• Circuits of Production
• Structural Adjustment
• Film: Life and Debt
Aihwa Ong, Spirits of Resistance (Introduction)

Week Thirteen (11/23) – Globalization (Part Two)
• Shifting Patriarchies
• Resistance
READ: Aihwa Ong, Spirits of Resistance (selected chapters)
**No Class Thursday – Happy Thanksgiving**

Week Fourteen (11/30) -- Diasporas and Transnationalism
• Hybridity
• Connections between “here” and “there”
• Case study: Indian diaspora
• Film: Miss India Georgia

Week Fifteen (12/7) – Last Day of Class
• Wrap-up

**Final Papers are due in my mailbox in Legett Hall by 5 pm December 13, 2010. No exceptions!**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Clyde Munster, Department of Biological and Agricultural Engineering
Stephen Searcy, Interim Head, Department of Biological and Agricultural Engineering
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: January 26, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGSM 439

We recommend that AGSM 439 Management of Agricultural Systems I 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 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: 5350
4. Instructor to student ratio for one section: 1:25

AGSM 439 is the first of two capstone courses in the major, and it is co-taught by two faculty members. It is a two-credit course. Students complete the following writing assignments: (1) biodata document, (2) problem description, (3) background report, and (4) interim report. These assignments help them prepare for a long report they will write in the second semester of the capstone. Of these, the interim report is completed as a team. Each assignment requires that students submit a draft, which then receives peer and instructor feedback before revision. Instruction consists of lecture, review of example documents, and exercises in which short examples of writing are displayed and each individual revises to improve the writing quality.

Since original certification was granted, the course has changed from a one-credit to a two-credit course.
AGRICULTURAL SYSTEMS MANAGEMENT 439
Class web page: http://baen.tamu.edu/courses/agsm439
Management of Agricultural Systems I
Fall 2010

Instructors: Clyde Munster
127 Price Hobgood Bldg.
847-8793
c-munster@tamu.edu

Stephen W. Searcy
201 Scoates Hall
845-3668
s-searcy@tamu.edu

Office Hours: MWF 9 - 10 am
or by appointment
MWF 10:30-11:30, 2-5:00
will make appt. if needed


Course Objectives: 1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.
2. To develop the professional communication skills, both written and oral, to be successful in business.
3. To develop problem solving and teamwork skills to deal with open-ended technical and management problems.
4. To gain experience working as a team member to solve an industry problem.
5. To enhance understanding and appreciation of the role of professionalism and continuous education in career building.

Note: AGSM 439 is designated as a “W” class. W classes are writing intensive classes and therefore, a major objective of the class will be to improve your writing skills.

Course Web Page: The course web page will be http://baen.tamu.edu/courses/agsm439. This site will be used to provide all information related to the class, including classroom presentations, announcements, homework assignments, project information, etc. In addition all homework will be submitted via the course web page.

Grading Policy: The grade will be assigned based on the grading system below. Grading in this course will be based on the homework assignments, class attendance and participation with assigned faculty advisors. Each assignment will have expectations for the work to be done and a grading rubric associated with it. Following are the items that will be used to establish your course grade.
Report evaluations – Individual non-writing assignment ..... 5%
Biodata document – Individual writing assignment ............ 5%
Problem description report – Individual writing assignment 15%
Background report – Individual writing assignment ..........20%
Interim report – Team writing assignment .....................30%
Presentation to client – Team non-writing assignment ............10%
Additional assignments – Team non-writing assignment.......15%
Unexcused absences ..............................................-2%/absence
Satisfactory faculty advisor participation ...........................+2%

**Note:** Blackboard Vista grade book will be used to report all grades.

**Late Work Policy:** All assignments are due at the time and date posted. **No credit will be given for late assignments.** Assignments may be submitted after the due date to receive feedback from peers and the instructors, but zero points will be given in these situations. The time/date posted on the assignment submission will be used to determine if the deadline was met or not. **You are urged not to wait until the last minute to complete and submit assignments.** Excuses such as “My computer failed” or “I had a flat tire on the way to the computer lab” will not result in credit for late assignments. The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

**Team Participation:** The procedures of this course and the following AGSM 440 class are based on a team working together to find a solution to the given problem and then to evaluate the potential of that solution for successful adoption by your project client. Although many of the writing and feedback assignments are to be completed as individuals, the team is responsible for developing and determining the information content of those writing assignments.

All members of the team are expected to have equal contribution to the team effort. Each member should take initiative to contribute to the overall work of the team, and should not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to the overall course average based upon the relative level of contribution. The following describes the method that will be used to determine those adjustments.

Individual levels of contribution to the team will be assessed using confidential evaluation forms. These forms will be sent at the end of the semester to each team member, the team’s faculty advisor and the team client. In addition, the instructor for the team will make an evaluation and
tabulate the evaluations of others. Participation will be evaluated based on the percentage of contribution to the team effort by each member on the writing of the final document for the semester, for the overall team effort over the semester, and the participation in team meetings. Questions on the forms will be worded appropriately for the different individuals asked to do the evaluation.

Once the input on participation is obtained, the instructor will use that information to assign a weighting multiplier that will be used to adjust the course average. The sum of the weights will be equal to 1.0 times the number of team members, and individual assigned weights will be adjusted from a nominal value of 1.0. Following is an example of how the participation score will be used to adjust grades.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Course Average</th>
<th>Partic. Weight</th>
<th>Adjusted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team member 1</td>
<td>85.9</td>
<td>1.1</td>
<td>94.5</td>
</tr>
<tr>
<td>Team member 2</td>
<td>85.9</td>
<td>1.0</td>
<td>85.9</td>
</tr>
<tr>
<td>Team member 3</td>
<td>85.9</td>
<td>0.9</td>
<td>77.3</td>
</tr>
</tbody>
</table>

**Note:** This can significantly adjust your grade up or down!

**Grade Assignment:** Letter grades will be assigned using the standard thresholds of 90, 80, 70, 60 on the adjusted course average for A, B, C, or D, respectively. The instructors reserve the right to adjust these thresholds downward for the class as a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances. Individual adjustment will be rare.

**W Course:** This course is a writing intensive (W) Course. The Core Curriculum Review Committee established the writing-intensive course graduation requirement at Texas A&M University. Each student must complete the individual writing portion of the course to pass the course. That portion consists of the evaluations of past reports, biodata, problem description and background report sections. (The W Course Advisory Committee wants to prevent the case where a student might receive an A in 70% of the course but neglect the 30% that requires writing. This student, if passed, would get credit for a graduation requirement in writing without actually writing.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 31</td>
<td>Intro to course, discussion of course procedures, survey completion, W course expectations</td>
</tr>
<tr>
<td>September 2</td>
<td>Project descriptions distributed, expectations of reports, degree plan distribution by Ashlea Schroeder</td>
</tr>
<tr>
<td>7</td>
<td>Expectations for team performance, biodata documents</td>
</tr>
<tr>
<td>9</td>
<td>Guest lecturer – David McMahon (Career Center, communication with clients/potential employers)</td>
</tr>
<tr>
<td>14</td>
<td>Receive team and problem assignments, schedule meeting times for team and to call client for problem discussion</td>
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<tr>
<td>16</td>
<td>Web conferencing</td>
</tr>
<tr>
<td>21</td>
<td>Guest lecturer – Valerie Balester (Writing Center services, peer feedback procedures)</td>
</tr>
<tr>
<td>23</td>
<td>Peer feedback practice, writing tools in Word</td>
</tr>
<tr>
<td>28</td>
<td>Business writing style, ASABE format, writing expectations for the class</td>
</tr>
<tr>
<td>30</td>
<td>Background information, or “What do I need to know to find a solution?”</td>
</tr>
<tr>
<td>October 5</td>
<td>Guest lecturer – Librarian (effective search strategies, useful library resources )</td>
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<tr>
<td>7</td>
<td>Guest lecturer – TBD (career development, professionalism)</td>
</tr>
<tr>
<td>12</td>
<td>Continuing education in your career – Why and how?</td>
</tr>
<tr>
<td>14</td>
<td>Supervision and mentoring of subordinates</td>
</tr>
<tr>
<td>19</td>
<td>Giving constructive criticism</td>
</tr>
<tr>
<td>21</td>
<td>Guest lecturer – TBD (Early career expectations)</td>
</tr>
<tr>
<td>26</td>
<td>Effective teamwork techniques</td>
</tr>
<tr>
<td>28</td>
<td>Planning and conducting meetings, Robert Rules of Order</td>
</tr>
</tbody>
</table>
November 2  Communicating information from vendors, Internet and literature
   4  Decision matrix development
   9  Communicating decision processes
  11  Expectations of the Interim report
  16  How to combine individual writing into a team document
  18  Guest lecture – TBD
  23  Topic TBD
  30  Topic TBD

December 2  Expectations for client presentations
   6-9  Team presentations
  10  Final exam day (no exam)

**Homework Assignments**

HW#1: Evaluation of past reports (individual)
HW#2: Project preference priorities (individual)
HW#3: Day and time of team meetings (team)
HW#4: Biodata document (individual)
HW#5: Initial problem description and list of knowledge areas (individual)
HW#6: Peer feedback on problem description and list of knowledge areas (individual)
HW#7: Revised problem description and list of knowledge areas (individual)
HW#8: List of pertinent background documents (team)
HW#9: Initial project background report section (individual)
HW#10: Peer feedback on project background section (individual)
HW#11: Revised project background section (individual)
HW#12: Initial draft of team Interim Report (team)
HW#13: Peer feedback on Interim Report (individual)
HW#14: Interim Report – final version (team)
HW#15: Client PowerPoint presentation file (team)

Each assignment is indicated as an individual or team assignment. For team assignments only one submission is necessary, and may be from any team member.
Operating Procedures

The emphasis of this and the following course in the sequence, AGSM 440, is the independent solution of problems facing industry. These will be primarily independent study courses, with the majority of time required for successful completion of these courses being outside of the scheduled class times. The procedures and expectations for the AGSM 439 course are as follows.

1. The industrial problems available will be posted as a listing of the problem descriptions on the course web site. You will review these available problems and submit a list of your top five project preferences.

2. The instructors will take your various preferences, the requirements of each problem and your completed course background into consideration when forming teams. No promises are made regarding the project to which you may be assigned. We will try to assign each student to one of their highest priority projects, but formation of teams that have the greatest chance of success will be the primary consideration. It is possible that you might be assigned to a project that you did not list as one of your choices. If you do not submit preferences, you will lose the points for the assignment, and can be assigned to any problem.

3. Following team assignments, you are expected to meet with your team members to begin to gain a better understanding of the problem assigned to you and to know each other. Week three should be spent learning more about your problem. The first priority will be to set an appointment to meet with your client. Where feasible, a site visit is strongly encouraged. For others, an on-line web conference or telephone conference is acceptable. The instructors will assist you in making these arrangements.

4. Some problems may have two teams assigned. While these teams are expected to operate independently, during the information gathering process, the teams should coordinate to minimize the time commitment of the client. In addition, some problems have the same general topic as those used in the BAEN capstone course, but with a different focus and expectation. If you share a topic with one of these BAEN teams, you will be informed. If this is the situation, you are expected to coordinate with that BAEN team also to schedule site visits and conference calls in an effort to minimize the time requirement on the client. The BAEN teams will not be formed until later in the fall semester, and instructors will give you that information when it occurs.

5. Each team will be assigned a primary instructor, and a faculty advisor. Either Dr. Munster or Dr. Searcy will be evaluating your work, and assisting with any difficulties you might have regarding the function of the team, coordination of departmental facilities and other project needs. Your primary instructor can serve as a source of information and guidance regarding your problem, in addition to evaluating your work.

6. Your faculty advisor is an additional source of advice and information. Your team is expected to meet with your faculty advisor at least once per month. Those meetings are to be scheduled in advance with your faculty advisor, and are to be an opportunity for you to describe your team’s progress and direction for future work. During that meeting you should share with the advisor a copy of the most recent final document that you submitted. At the end of semester, the faculty advisor will be asked if they had satisfactory meetings with their team during the semester. If they did, each member of
the team will gain 2% on their overall course average. Satisfactory meetings will be defined as having a scheduled appointment that is attended by at least two of the team members, an in-depth discussion of the team’s project and progress is held and the appropriate document(s) are provided to the faculty advisor. The faculty advisor will determine if the meetings were satisfactory or not.

7. Over the course of this fall semester, you are expected to become an effective and productive team. This has many implications, but at the minimum, you will be organized to complete the assigned tasks on time, each member is expected to provide an equal contribution to the overall effort, and your team needs to meet or exceed the course expectations. If you have difficulty becoming an effective team, you are expected to discuss the situation with your instructor and faculty advisor. At the end of the semester, each individual will be required to rate the contributions of each team member. Disproportionate contributions will result in different participation weighting multipliers in determining the adjusted course average and assigned grade (see earlier example).

8. Scheduling of team meetings is up to the team members. For most class days, only the first portion of the 75 minute period will be used by the course instructors to share information with the class. Therefore, some time will be available for team meetings at the end of each class. In addition, each team will need to agree on a day and time that is available for your team to meet on a weekly basis.

9. While the complete solution of the assigned problem is a two semester task, the expectation for the fall semester is that your team identifies an optimal solution that will be developed and evaluated during the spring semester. During the fall you will do the following.
   a. Develop a complete understanding of the problem, the objectives of your client, the constraints and limitation, the expectations and collection of any data that might be needed for analysis. If appropriate for your problem, initiate collection of data that can be used in selecting a solution or in analyzing the profitability of that solution.
   b. Develop an understanding of the state of the art regarding your assigned problem. You should know appropriate background material, learn what other companies or industries might face similar problems, identify vendors that might have potential solutions, and any other information that be pertinent to your problem.
   c. Identify a range of feasible approaches to solve the problem, and conduct an objective analysis of the pros and cons of each. At the end of the semester, you should have narrowed your possibilities down to one or two potential approaches that you will develop in depth in the spring semester.

10. While appropriate technical content and analysis is the primary expectation for your work, effective communication is expected as well. During the fall semester, we will have three major writing assignments that have a built-in peer review process. Far too often, the first draft is the final draft on assignments. The writing assignments for the semester include the task of editing the work of classmates. These tasks are intended to sharpen your editorial skills and to provide feedback to your classmates on how they can improve their own communications.

11. Editorial feedback on the writing assignments will also be provided by the instructors. All of this feedback should be used to improve the final version of the documents. The peer review process must be taken seriously, as the grades for that assignment count as
25% of the total score for the assignment.

12. Plagiarism is the uncited use of material developed by others in a manner that passes the work off as your own. Plagiarism can occur intentionally or unintentionally, but both cases are unacceptable. Potential situations where plagiarism may occur in this course would be the use of material from Internet sites, vendor literature, technical publications or other resources, and the use of the writing of a classmate (especially where the same assignment is given to teammates). When plagiarism is detected in a submitted assignment, no credit will be given for the portions that are work of others. If the plagiarism occurs between teammates, all involved will be provided the opportunity to document the originality of their work. Only the original author will receive credit for the work. If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty. These procedures will be followed and enforced in this course to maintain an environment of academic honesty.

**Course Attendance**

You are expected to attend class each day that we are meeting, and to attend all team meetings. Only excuses recognized by Texas A&M University will be accepted as excused absences. Please contact the course instructors prior to class if an emergency requires a class absence. Your final course average will be adjusted downward by 2% for each unexcused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. For these to be considered excused absences, you must clear this with the instructors in advance. Work conflicts will not be excused absences, however, a limited number of interview trips will be excused on a case-by-case basis. The course schedule is set for the semester, and you are expected to schedule around it.

**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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu. If you qualify for special accommodations, please inform the instructor as soon as possible.

**Additional Accommodations**

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

**Academic Integrity**

*Aggies do not lie, cheat or steal; nor do they tolerate those who do.*
For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Students should refer to the University policy on academic integrity found in the Honor Council website: http://www.tamu.edu/aggiehonor/honorcouncil.php. All violations will be handled as specified by University Guidelines.

The University Writing Center

We require all students make full use of the University Writing Center, its resources and expertise. Grading of selected assignments is dependent on utilizing the Writing Center services. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
TO: Faculty Senate Executive Committee

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

CC: Clyde Munster, Department of Biological and Agricultural Engineering
    Stephen Searcy, Interim Head, Department of Biological and Agricultural Engineering
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: January 25, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGSM 440

We recommend that AGSM 440 Management of Agricultural Systems II 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 course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 82.5%
2. Course content appropriate to the major
3. Total number of words: 6500
4. Instructor to student ratio for one section: 1:25

AGSM 440 is the second of two capstone courses in the major. It is a three-credit course co-taught by two faculty members. Students complete the following writing assignments in teams: (1) team status assessment, (2) client progress reports, (3) detailed report outline, (4) executive summary, and (5) final team report (for a total of 47.5% of the final grade). The individual writing includes (1) proposed solution report, (2) project selection report, (3) implementation plan (or they may write an economic analysis or risk assessment), and (4) peer feedback (for 35% of the final grade). Each assignment requires that students submit a draft, which then receives peer and instructor feedback before revision. Instruction consists of lecture, review of example documents, and exercises in which short examples of writing are displayed and each individual revises to improve the writing quality.
Instructors: Clyde Munster   Stephen W. Searcy  
127 Price Hobgood Bldg.  201 Scoates Hall  
847-8793   845-3668  
c-munster@tamu.edu   s-searcy@tamu.edu

Office Hours: MWF 9 - 10 am   Tues/Thurs 9:30-11:00 AM  
or by appointment   or by appointment

Class Time/Location: Tuesday/Thursday, 8:00-9:15 AM, 214 Scoates Hall

Course Objectives:  
1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.  
2. To develop the professional communication skills, both written and oral, to be successful in business.  
3. To develop problem solving and teamwork skills with open-ended technical and management problems.

Course Web Page: Two web pages will be used for this course. Blackboard Vista will be used for maintaining the grade book. A second site (http://baen.tamu.edu/courses/agsm440) will be used to provide information on the assignments of the course and to submit assignments.

Grading Policy: Course grades will be based on your performance on the various assignments, plus adjustments for your team participation (see that section below for procedure). The numbers in parentheses are the assignments that will go into the calculation of that portion of the course grade.

Status report – Team writing assignment ....................... 2.5%  
Progress reports – Team writing assignment ....................... 2.5%  
Detailed report outline – Team writing assignment ........... 2.5%  
Evaluation assignments – Individual non-writing assignment 2.5%  
Proposed solution report – Individual writing assignment .... 15%  
Project section report – Individual writing assignment ....... 15%  
- either Implementation plan, Economic plan, or Risk Assessment report  
Peer feedback – Individual writing assignment ............... 5%  
Executive summary – Team writing assignment .................. 5%  
Final Report – Team writing assignment ......................... 35%  
Presentation to client – Team non-writing assignment ......... 15%  
Unexcused absences .............................................. -2%/absence  
Monthly faculty advisor participation (3 max) ............ +2%/month
**Late Work Policy:** All assignments are due at the time and date posted. **No credit will be given for assignments submitted late.** Assignments are to be submitted via the appropriate links on the class web page, but if problems occur with that web site, an email to your instructor with the assignment attached will be acceptable. The time posted on the assignment submission will be used to determine if the deadline was met or not. Assignments may be submitted after the due date to receive feedback from peers and the instructors, but zero points will be given in these situations. **You are urged not to wait until the last minute to complete and submit assignments. Excuses such as “My computer failed.” Or “I had a flat tire on the way to the computer lab.” will not result in credit for late assignments.** The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

**Team Participation:** The procedures of AGSM 440 are based on a team working together to develop and evaluate a potential solution for your project client. Although some of the writing and feedback assignments are to be completed as individuals, the team is responsible for developing and determining the information content of those writing assignments.

All members are expected to have equal contribution to the team effort. Each member should take initiative and not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to the overall course average based upon the relative level of contribution. The following describes the method that will be used to determine those adjustments.

Individual levels of contribution to the team will be assessed using evaluation by other team members. In addition, the instructor for the team will make an evaluation and tabulate the evaluations of others. Participation by a member will be evaluated based on the percentage of contribution to the team effort, including the content development, writing of the final report and the participation in team meetings.

The instructor will use team input to assign a weighting multiplier to adjust the course average. The sum of the weights will be equal to 1.0 times the number of team members, and individual assigned weights will be adjusted from a nominal value of 1.0, as in the following example.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Course Average</th>
<th>Participation Weight</th>
<th>Adjusted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team member 1</td>
<td>87.6</td>
<td>1.1</td>
<td>96.4</td>
</tr>
<tr>
<td>Team member 2</td>
<td>85.9</td>
<td>1.0</td>
<td>85.9</td>
</tr>
<tr>
<td>Team member 3</td>
<td>86.1</td>
<td>0.9</td>
<td>77.5</td>
</tr>
</tbody>
</table>
Grade Assignment: Letter grades will be assigned using the standard thresholds of 90, 80, 70, 60% on the adjusted course average for A, B, C, D respectively. The instructors reserve the right to adjust these thresholds downward for the class as a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances. Individual adjustment will be rare.

W Course: This course is a writing intensive (W) Course. The Core Curriculum Review Committee established the writing-intensive course graduation requirement at Texas A&M University. Each student must score 60% or better on the individual writing assignments of the course to pass the course. Those are assignments 7 through 15 that are assigned to you individually plus the evaluation assignments. It is possible to have an overall course average above 60% and still fail the course if the individual writing component is failed. (The W Course Advisory Committee wants to prevent the case where a student might receive an A in 70% of the course but neglect the 30% that requires writing. This student, if she passed, would get credit for a graduation requirement in writing without successfully demonstrating writing ability.)

The University Writing Center:
We encourage all students to make full use of the University Writing Center (UWC), its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance. For assignments where evidence of assistance from the UWC is required for credit to be earned, the consultations must be dated at least 24 hours prior to the due date of the assignment.
<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Discussion Topics / Assignments / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 January 19 (Tue)</strong></td>
<td>Intro to course, review of Fall course, expectations for semester; <strong>Assignment #1:</strong> Assessment of team status/progress (team)</td>
</tr>
<tr>
<td>21 (Thur)</td>
<td>Class meets; Discuss report outline, expectations and writing assignments <strong>Assignment #2:</strong> Schedule progress reports for the semester with client (team)</td>
</tr>
<tr>
<td><strong>2 January 26 (Tue)</strong></td>
<td>Class meets; Progress reporting procedures <strong>Assignment #3:</strong> Report Outline and Writing Assignments (team)</td>
</tr>
<tr>
<td>28 (Thur)</td>
<td>Class meets; Remote meeting tools <strong>Due:</strong> Assignments #1 &amp; 2</td>
</tr>
<tr>
<td><strong>3 February 2 (Tue)</strong></td>
<td>Class meets; Web meeting demonstration <strong>Due:</strong> Assignment #3</td>
</tr>
<tr>
<td>4 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td>9 (Tue)</td>
<td>Class meets; Team meetings with instructors</td>
</tr>
<tr>
<td><strong>5 March 16 (Tue)</strong></td>
<td>Class meets; Section describing Potential Solution Assignments #4, 5, 6: Section Describing Potential Solution (individual)</td>
</tr>
<tr>
<td>18 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td><strong>6 March 23 (Tue)</strong></td>
<td>Class meets; Discuss Economic Analysis Assignments #7, 8, 9: Section on Economic Analysis (individual)</td>
</tr>
<tr>
<td>25 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td><strong>7 March 2 (Tue)</strong></td>
<td>Class meets; Discuss Implementation Plans <strong>Assignment #10, 11, 12:</strong> Section on Implementation Plan (individual) <strong>Due:</strong> Assignment #4</td>
</tr>
<tr>
<td>4 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td>9 (Tue)</td>
<td>Class meets; Discuss Uncertainty/Risk analysis Assignments #13, 14, 15: Section on Uncertainty/Risk assessment (individual) <strong>Due:</strong> Assignments #5 &amp; 7</td>
</tr>
<tr>
<td>11 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td>16 (Tue)</td>
<td>Spring Break</td>
</tr>
<tr>
<td>18 (Thur)</td>
<td>Spring Break</td>
</tr>
<tr>
<td><strong>9 April 23 (Tue)</strong></td>
<td>Class meets; Evaluation of economic analysis report sections <strong>Due:</strong> Assignments #6, 8, 10</td>
</tr>
<tr>
<td>25 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td><strong>10 April 30 (Tue)</strong></td>
<td>Class meets; Evaluation of implementation plans <strong>Due:</strong> Assignments #9, 11, 13</td>
</tr>
<tr>
<td><strong>April 1 (Thu)</strong></td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td><strong>11 April 6 (Tue)</strong></td>
<td>Class meets; Writing an executive summary <strong>Assignment #16:</strong> Executive summary (team) <strong>Due:</strong> Assignment #12 &amp; 14</td>
</tr>
<tr>
<td>8 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
<tr>
<td><strong>12 April 13 (Tue)</strong></td>
<td>Class meets; Evaluation of example executive summaries</td>
</tr>
</tbody>
</table>
### Due: Assignment #15

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
</tbody>
</table>

### 13 20 (Tue)

Class meets; Discuss Final Report and presentations

**Assignment #17:** Final Report to client (team)

**Assignment #18:** Client presentation (team)

**Due:** Assignment #16

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 (Thur)</td>
<td>Team meetings with instructors</td>
</tr>
</tbody>
</table>

### 14 27 (Tue)

No class;

**Due:** Assignment #17

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 (Thur)</td>
<td>No class;</td>
</tr>
</tbody>
</table>

**Due:** Assignment #18 (optional review)

May 3-6 Presentations to clients

All assignments are to be submitted on the class web page and are due at 11:45 PM on the date indicated above. Individual assignments will be as primary author of a section or providing peer feedback. Team assignments require only one submission from any team member for the team.

### Course Attendance

You are expected to attend class each day that we are meeting, and to attend all team meetings. Please contact the course instructors *prior* to class or as soon as conditions allow if you must be absent. Your final course average will be adjusted downward by 2% for each unexcused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. If other conflicts occur, those must be cleared with the instructor in advance to be considered an excused absence. If you have a recruiting trip or interview that conflicts with the class, you must provide written documentation (copy of email or letter from company involved) of the scheduled event in advance of missing the class to receive an excuse for that day. Forwarding interview scheduling emails to the instructors is acceptable documentation.

### Operating Procedures

The emphasis of this and the preceding course in the sequence, AGSM 439, is the independent solution of management problems facing agricultural industry. These are primarily independent study courses, with the majority of time required for successful completion of these courses being outside of the scheduled class times. Following are procedures and expectations for the AGSM 440 course.

1. Teams that were assigned in AGSM 439 will continue with the same problem, instructor and faculty advisor.
2. Each team is to meet periodically with your assigned instructor to go over the status of your team and discuss the team’s future plans.
3. During the semester your team will be completing the development of the problem solution, analyzing that solution in relationship to the constraints of your client and will make a recommendation regarding adoption of that solution your client. At various dates in the semester, report sections are assigned and all the necessary details may not
be available to you. In this situation, you are to make a reasonable judgment regarding the missing information/data, and write up the report section based on that assumption. When better information becomes available, you will be expected to revise the report section before it is used in the final report document.

4. While appropriate technical content and analysis is the primary expectation for your work, effective communication is expected as well. During this semester, your team must write four major sections of the report and compile the final report with all sections written in the spring, plus appropriate information from the AGSM 439 interim report. Writing of the individual sections will be assigned to individual team members who will be responsible for writing both the first and revised drafts of the report sections. These writing assignments have a built-in review process. The writing assignments for the semester include the task of providing feedback on the work of classmates. These tasks are intended to sharpen your editorial skills and to provide feedback to your classmates for improving their own communications. After the initial section draft is written by the assigned team member, and the reviews have been received, the original author is responsible for completion of the final draft of the section, but can receive input and assistance from teammates. The grade for the revised draft of the report section will be given to the assigned author for that section.

5. Details on all assignments will be provided via the class web site. Due dates are listed in this syllabus and on the assignments. All assignments will be submitted via the class web site. **Be careful to upload your file into the correct assignment folder.** Following the due date for an assignment, the instructors will copy the submitted files to the Scratch drive of the departmental server so that reviewers will have the files they need. The assignment instructions will include file naming conventions. Twenty percent of the grade will be based on following the instructions exactly. This includes both the naming and submission in to the correct assignment folder. Deviations in the naming conventions requested or placing copies of the files in the appropriate folder will result in the loss of that 20 percent. Each assignment will include the grading rubric that will be used in evaluation.

6. Your faculty advisor is an additional source of advice and information. **Your team is expected to meet with your faculty advisor on a regular basis.** Those meetings are to be scheduled in advance with your faculty advisor, and are to be an opportunity for you to describe your team’s progress and request information/guidance. During that meeting you should share with your advisor the progress reports you are using with your client. The faculty advisors will be asked if they had a satisfactory meeting with their team(s). If they did, each member of the team will add 2% to their overall course average for each satisfactory meeting, up to a maximum of three meetings. The faculty advisor will determine if the meeting was satisfactory or not.

7. Presentations by each team to their client will be scheduled at the end of the semester. A final project report draft is required prior to the dates of the presentations. Each team will have the option to submit their presentation file in advance for review and comment by the instructors. Times and locations of the presentations will be determined based on the availability of the clients, and will be communicated with the class at a later time. Presentation times will be primarily outside of the scheduled class period.

8. Plagiarism is the uncited use of material developed by others in a manner that passes the work off as your own. Plagiarism can occur intentionally or unintentionally, but both
cases are unacceptable. Potential situations where plagiarism may occur in this course would be the use of material from Internet sites, vendor literature, technical publications or other resources, and the use of the writing of a classmate. When plagiarism is detected in a submitted assignment, no credit will be given for the portions that are work of others. If the plagiarism occurs between teammates, all involved will be provided the opportunity to document the originality of their work. Only the original author will receive credit for the work. For more information regarding techniques to avoid plagiarism, see the TAMU Writing Center (http://writingcenter.tamu.edu/how-to/research-documentation/).

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

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If you qualify for special accommodations, please inform the instructor early in the semester.

**Additional Accommodations**

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

**Academic Integrity Statements**

**AGGIE HONOR CODE**

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

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

For additional information please visit: http://student-rules.tamu.edu/aggiecode
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Patrick Burkhart, Department of Communication
    Richard Street, Head, Department of Communication
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: January 25, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 454

We recommend that COMM 454 Telecommunications Policy 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 course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:15

Students write a research paper. Leading up to that assignment, they complete an annotated bibliography, an outline (not included in the word count or percentage of the grade based on writing), and a short paper. Instructor feedback is provided for the annotated bibliography, the outline, and the two-page papers. Students receive peer feedback on the outline of their paper. Students receive writing instruction through in-class lectures, including one from a subject specialist in University Libraries, and are strongly encouraged to use the University Writing Center.

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):

   COMM 454 - Telecommunications Policy

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: Nancy J. Street Nancy J. Street 9-27-10
Printed name and signature

Received: Valerie Balester 10/14/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature

Department Head: Richard L. Street Jr
Printed name and signature

RECEIVED
OCT 01 2010
By 29 of 57 V
COMM 454 – W – Telecommunications Policy - Writing Component
Fall 2005
Dr. Patrick Burkart, Bolton 204, pburkart@tamu.edu
Texas A&M University
Office Hours: Tuesdays 11-12:30, and by appointment

Course Schedule
Tuesdays and Thursdays, 3:55 to 5:10, CE222

Course Description

Media and telecom policies strongly reflect crosscutting influences of markets and economics, technological innovation, and politics. This course identifies and analyzes these influences using a variety of approaches to policy studies. It also presents a historical approach to policymaking and regulation for media and telecommunications industries in the United States from the Progressive Era to the Telecommunications Act of 1996. Case studies focus on deregulation of telephony, broadcasting, cable, and the Internet. As this is a “W” course, we will spend considerable time improving your academic writing skills.

The specific goals of this course are to:

- Identify the economic and technological rationales for telecom and media regulations within a US context,
- Elaborate linkages between technological development, political change, and policy reforms,
- Describe key features of US telecom policies before and after the Telecommunications Act of 1996,
- Explain the policy implications of the “digital transition” for regulated telecommunications platforms, and
- Describe specific trajectories and key disputes surrounding policies for telephony (fixed and wireless), broadcasting (radio and television, and terrestrial and satellite), cable, and the Internet.
- Articulate the changing telecom policy landscape in an in-depth case study, using good academic writing style and appropriate research methods.

Required Readings

The following books are required readings. Other required readings are as assigned by the instructor during the course of the semester.


**Recommended readings:**


**Evaluation Criteria and Percentage of Grade**

<table>
<thead>
<tr>
<th>Class Participation &amp; Blog</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam One</td>
<td>20%</td>
</tr>
<tr>
<td>Exam Two</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Final grades will be calculated as follows: A = 90 to 100, B = 80 to 89, C = 70 to 79, D = 60 to 69, F = 0 to 59.

Exams will have multiple choice questions. The final exam will be cumulative in scope.

The short research paper is due the last day of class, at the beginning of class. The paper should be exactly ten pages in length. It must be word-processed and proofread for spelling and grammatical errors. It must be in APA format, with 12 point font, and one inch margins. It must be stapled. The paper is due on or before the beginning of the last day of class.

Class participation grades will be assigned on the basis of attendance, writing assignments completed, responses to questions in discussion, questions posed regarding the readings, and informed commentary on the assigned readings. It is your responsibility to come to each class day having read all of the week’s assignments, and prepared to ask and answer questions about the readings. You may also wish to participate in an optional blog discussion forum (on livejournal).
**Reading and examination schedule**

Week One (Tuesday, August 30 and Thursday, September 1)

**Introduction to telecom policy studies in the US.** What do telecom policymakers do, and who are they? On what economic and technological bases have justifications been made for telephony regulation? For broadcasting regulation? What does *deregulation* do? Writing component: Mini-lecture on the case study as a research method in communication policy studies.

Read: Brock, Chapter 2, pp. 11 – 26, and Aufderheide, Introduction and Chapter 1, pp. 1 – 36.

Week Two (Tuesday, September 6, and Thursday, September 8)

**Telephony.** How was the Ma Bell monopoly regulated under the Communications Act of 1934? Which public interests were served by AT&T’s monopoly provision of telephony? Who regulates common carriers? What is universal service? What is POTS? Writing component: Mini-lecture on how to prepare to write a case study, by identifying a field of research interest.

Read: Brock, Chapters 4 and 5, pp. 49 – 78.

Week Three (Tuesday, September 13 and Thursday, September 15)

**Lecture: Case study: AT&T.** How did the FCC protect AT&T’s interests in telegraphy, telephony, and broadcasting markets? Writing component: Mini-lecture on preparing an annotated bibliography.

Read: Horwitz, Chapters 4 and 5, pp. 90 – 153.

Week Four (Tuesday, September 20 and Thursday, September 22)

**Competitive telephony.** What was the Modified Final Judgment, and what did it do? Which telecom services were the first to open to competition, and why? Writing component: mini-lecture on writing chapter / article summaries for key sources.

Read: Brock, Chapter 9, pp. 149-172.

**EXAM ONE: Thursday, September 22.**

Week Five (Tuesday, September 27 and Thursday, September 29)

**Lecture: Case study: MCI.** What was MCI’s business plan? How and why did it compete with AT&T? Writing component: Mini-lecture on library research.
Read: Horwitz Chapter 8 (first half), pp. 221 – 244.

Week Six (Tuesday, October 3 and Thursday, October 5)

**Broadcasting.** What have been the FCC’s main areas of regulatory concern in the broadcasting industry? On what bases has the FCC decided to allocate electromagnetic spectrum? How does a business obtain a license to broadcast? Writing component: mini-lecture on library research, continued. Class visits from Evans and West Campus librarians.

Read: Horwitz, Chapter 6, pp. 154 – 195.

Week Seven (Tuesday, October 10 and Thursday, October 12)

**Deregulation in broadcasting.** How were structural and content controls loosened during the Reagan administration, and who loosened them? Why did CATV pose a competitive threat to broadcast TV? What did “superstations” do? Writing component: Annotated bibliographies due in class.

Read: Horwitz, Chapter 8 (second half), pp. 244 – 263.

Week Eight (Tuesday, October 17 and Thursday, October 19)

**The Telecommunications Act of 1996: Intentions.** Which social goods are supposed to flow from competition in telecoms and media? What is the “two-wire scenario?” How did TCA96 promote facilities-based competition in telecoms? What did TCA96 offer incumbent broadcasters and cablecasters? How does TCA96 affect media content? Writing component: Paper outlines due in class; annotated bibliographies marked-up and returned.

Read: Aufderheide, Chapter 3, pp. 61 – 79.

Week Nine (Tuesday, October 25 and Thursday, October 27)

**The Telecommunications Act of 1996: Impacts.** What is unbundling? Where did competition take hold in the wake of TCA96? Why did merger and acquisition activities and cross-industry consolidation increase? In which industries did consumer prices fall? How was employment in the telecom & media sectors affected? How did TCA96 redefine universal service? Writing component: 2 – pagers due in class. Paper outlines marked-up and returned.

Read: Aufderheide, Chapter 4, pp. 80 – 103
EXAM TWO: Thursday, October 27

Week Ten (Tuesday, November 1 and Thursday, November 3)

Impacts II: Obstacles to competition in telephony. What are some remaining obstacles to competition in local phone service? What is the role of state-level regulators since the passage of TCA96? Which special benefits exist for computer-based advanced services and information services? Writing component: Return 2-pagers; make Writing Center appointments for help with 2-pager revisions.

Read: Assigned selections from “Telecom Act five years later: Is it promoting competition?” Hearing before the Subcommittee on Antitrust, Business Rights, and Competition of the Committee on the Judiciary, United States Senate, One Hundred Seventh Congress, first session, May 2, 2001. Available at: http://purl.access.gpo.gov/GPO/LPS18418

Week Eleven (Tuesday, November 8 and Thursday, November 10)

Case study: cable & satellite multichannel TV. What is a cable MSO? Who regulates cable MSOs? Why have prices increased, and customer service degraded, for cable TV customers, while most cable MSOs’ profitability has increased? Writing component: Writing Center appointments for revising 2-pagers.


Week Twelve (Tuesday, November 15 and Thursday, November 17)

Federal Internet Policy. ICANN’s institutional role in Internet regulation; The US Department of Commerce’s re-assertion of authority. Writing component: Return revised 2-pagers, prepare 10 page case study rough drafts.

Readings to be announced.

Week Thirteen (Tuesday, November 22 only. NO CLASS on Thursday, November 24 – Thanksgiving holiday.)

Writing component: Week-long guided library research and writing week at Evans Library.

Week Fourteen (Tuesday, November 29 and Thursday, December 1)
Writing component: Research continues, and small group peer reviews of rough drafts.

Week Fifteen (Tuesday, December 6 – LAST DAY of class.)
Final paper due in class, at the beginning of class.

Final Exam: December 13, Tuesday, 1-3 p.m.

About Scholastic Dishonesty

Scholastic dishonesty, including plagiarism, carries severe consequences. Make sure that you understand what constitutes scholastic dishonesty at TAMU. See http://student-rules.tamu.edu/rules20.htm for more information.

About the Writing Center

The Writing Center will help you with paper conceptualization and style. Proofreading and polishing your paper is, however, ultimately your own responsibility. See http://uwc.tamu.edu/ for information about the Writing Center resources.

Special Accommodations

If you require accommodation for a disability, please contact me during the first week of class so that I may make arrangements for you.

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 B-116 of Cain Hall, call 845-1637, or e-mail ssd@tamu.edu

Bibliography


“Telecom Act five years later: Is it promoting competition?” (May 2, 2001). US Senate Subcommittee on Antitrust, Business Rights, and Competition of the Committee
on the Judiciary. Hearing of the United States Senate, One Hundred Seventh Congress, first session. Available at:
http://purl.access.gpo.gov/GPO/LPS18418
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Brian Linn, Department of History  
Walter L. Buenger, Head, Department of History  
Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: January 25, 2011  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 444

We recommend that HIST 444 American Military History Since 1901 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: 65%
2. Course content appropriate to the major
3. Total number of words: 5520
4. Instructor to student ratio for one section: 1:25

Three of the HIST 444 writing assignments are short papers. Students also write out a research topic and proposal for their final long research paper. The instructor provides written comments on students’ formal research proposals and meets with every student after the first writing assignment. Students write drafts of their research papers and receive peer feedback and instructor feedback on them before they write their final papers. They also write a critique of their peers’ research papers. Writing instruction is provided in the form of four writing workshops, lectures, and student critiques, as well as through a variety of different writing assignments.

No significant changes have been made since original certification was granted; however, the number of words required has increased from 4,000 to a minimum of 5,520 and the amount of instruction feedback has increased.
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):

Hist 444(w) American Military History

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: Brian McClister
Printed name and signature

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

(Approvals:

College Dean: Michael T. Stephenson
Printed name and signature

Department Head: Walter L. Burgener
Printed name and signature

(Date)

(Date)
History 444  Fall 2007  Prof. Brian M. Linn

American Military History Since 1901
Writing Intensive Course

Class Meetings: MWF 10:20 to 11:10
Office: 200A Glasscock (History) Building
Office Hours: MWF 11:30-12:30
Phone: 845-7151
email  B-linn@tamu.edu

Course Themes:

the study of war
the human experience of warfare
military transformation
military thought

Learning Objectives:

Critical thinking: to view ideas from different perspectives and evaluate them
Develop communication skills for academic and public audiences
Evaluate and compare texts and interpretations
Develop research skills in primary and secondary sources
Develop an appreciation for historical methods
Learn to identify, analyze, and substantiate an argument
Critique texts, arguments, and policy statements

Office Hours:

Office hours are an opportunity for students meet with the instructor on an individual or small
group basis to discuss the course material, assignments, and their progress. If a student cannot
meet the instructor during office hours, an appointment can be made at a mutually convenient
time. Students can also contact the instructor through e-mail.

Required Readings:

Brian M. Linn, Philippine War, 1899-1902
Peter Kindsvatter, American Soldiers
Allan Millett and Peter Maslowk, For the Common Defense
Allan Millett and Williamson Murray, A War to Be Won
John Nagl, Learning to Eat Soup With a Knife
Andrew Bacevich, The New American Militarism
Kate Turabian, A Manual for Writers of Term Papers. 6th Edition

Assignments: All assignments must be completed in order to pass the class
Writing Assignment #1  15 points
Writing Assignment #2  20 points
Writing Assignment #3 25 points
Class Participation 50 points
Research Topic 10 points
Draft section of research paper 30 points
Research Proposal 40 points
Student Paper Critique 60 points (30 points each)
Research Paper 150 points

Grade Distribution:
A: 360-400
B: 320-359
C: 280-319
D: 240-279
F: below 240

Attendance: Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. 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).

Late Papers: Late papers will be penalized 5 points per 24-hour day beginning at the end of class. Students turning in late papers are responsible for insuring that they are either placed in the instructor’s hands or given to one of the History Department staff at 101 Glasscock Bldg. Do not slide papers under doors, hand them to graduate students, or stick them in campus mail. Lost or misplaced papers are entirely the student’s responsibility unless he/she can produce a receipt from History staff acknowledging the paper was turned in. Make sure that the staff member not only marks the date/time on the title page. All exams and written assignments must be completed for a student to pass the class.

Course Schedule and Topics
Week 1
Reading: For the Common Defense, xi-xiv, 248-83; Philippine War (Ch. 1, 2)
Aug. 27 Introduction to US Military Policy
Aug. 29 US Military in 1898 and Institutional Culture
Aug. 31 Imperial Warfare

Week 2
Reading: Philippine War (Ch. 9-15)
Sept. 3 Discussion: Philippine War and Counterinsurgency. All students will read chapter 9.
Chapter Group Assignments: Ch. 10—Group 1; Ch. 12 (Group 2); Ch. 13 (Group 3); Ch. 14 (Group 4). Be prepared to discuss what made the guerrilla resistance and US counterinsurgency in this region distinct (leadership, strategy, methods, popular participation, etc)
Sept. 5 Library Workshop: Meet in Library with Mr. Joel Kitchens, Evans Room 204B
Sept. 7 WRITING WORKSHOP #1 (see attached)
| Week 3 | World War I and the Experience of Combat  
Reading: Peter Kindsvatter's, American Soldiers |
|--------|-----------------------------------------------|
| Sept. 10 | World War I  
WRITING ASSIGNMENT #1 DUE (see below). SIGN UP FOR MEETINGS!! |
| Sept. 12 | INDIVIDUAL MEETINGS: 9-12:20 to discuss research topic. |
| Sept. 14 | Discussion: Writing about the experience of combat, Peter Kindsvatter's American Soldiers. Everyone should read Chapter 1. In preparing for discussion, students should pay particular attention to how the author develops his ideas, his use of sources, and how he compares and contrasts the experiences of individuals. Group 1 (Ch. 2); Group 2 (Ch. 3); Group 3 (Ch. 4); Group 4 (Ch. 5). |
|          | RESEARCH TOPICS DUE |
| Week 4 | Stagnation or Transformation? The Interwar Period  
Reading: For the Common Defense, 380-412 |
| Sept. 17 | Interpreting the lessons of World War I |
| Sept. 19 | US interwar military |
| Sept. 21 | WRITING WORKSHOP #2: Citing and Documentation (see below) |
| Week 5 | World War II  
Reading: A War to be Won |
| Sept. 24 | Background to war, A War to be Won, 1-43 |
| Sept. 26 | Origins of Pacific conflict, A War to be Won, 143-168 |
| Sept. 28 | Pacific War, 1939-1942, A War to be Won, 169-95  
WRITING ASSIGNMENT #2 Due |
| Week 6 | World War 2  
Reading: A War to be Won |
| Oct. 1 | Pacific War, 1942-1944, War to Be Won, 196-233 |
| Oct. 3 | Research Day—No Class |
| Oct. 5 | WRITING WORKSHOP #3: Research Proposals (see below) |
| Week 7 | World War 2  
Oct. 8 | Pacific War, 1944-1945, War to Be Won, 484-526  
RESEARCH PROPOSALS DUE |
| Oct. 10 | Discussion: Writing about D-Day and Europe, War to Be Won, 411-83  
Students should come prepared to discuss the writing of operational (campaign) history. |
| Oct. 12 | WRITING ASSIGNMENT #3. In class essay on War to be Won |
| Week 8 | Road to Vietnam  
Reading: Learning to Eat Soup, 115-49; Common Defense, 531-63  
Oct. 15 | Counterinsurgency and Cold War  
Oct. 17 | New Look and Flexible Response  
Oct. 19 | Advisory Effort and Origins of Vietnam War  
DRAFT SECTION OF RESEARCH PAPER DUE |
| Week 9 | Discussion on drafts and revising |
| Oct. 22 | }
Oct. 24-26  Research Days, no class

**Week 10**  
**Vietnam**  
Reading: *Common Defense*, 570-89; *Learning to Eat Soup*, 151-90

Oct. 29  
Ground War, 1965-68

Oct. 31  
Discussion  This will be based on *Learning to Eat Soup*, Group 1: How did organizational culture impede US COIN prior to 1965(Ch. 6); Group 2: Did the US develop a successful COIN effort in VN (Ch. 7); What are the major points of comparison between US and UK COIN (Ch 8); What are the “hard lessons” of the US-UK experience (Ch 8)

Nov. 2  
Research Day—No Class

**Week 11**  
**Post Vietnam Military**  
Reading: *Common Defense*, 607-52

Nov. 5  
Debate over Lessons of Vietnam War

Nov. 7  
DRAFT OF RESEARCH PAPER DUE

Nov. 9  
Impact of Vietnam and 1970s military

Nov. 9  
The Military Renaissance

**Week 12**  
**Problems of American Military Supremacy**  
Reading: *Common Defense*, 607-31; *Bacevich, New American Militarism*

Nov. 12  
Interventions (Beirut, Grenada, Panama)

Nov. 14  
PAPER CRITIQUES DUE.

Nov. 16  
Research Day—Instructor will be in office from 9-12:20 for consultation

**Week 13**  
**America and Iraq**  
Readings: *Common Defense*, 631-42; *Bacevich New American Militarism*

Nov. 26  
DISCUSSION. Based on *New American Militarism*, Chapters 1, 2, and 8

Nov. 28  
Gulf War I (Desert Storm Campaign, 1991)

Nov. 30  
Debate over post-Cold War military

**Week 14**  
**3 Dec.**  
Envisioning the Future

Toward a New American Way of War

Dec. 7  
RESEARCH PAPER DUE by 10 AM. **This paper must be submitted in a paper copy to the instructor and an electronic copy via Turnitin. Turnitin will not accept late papers!!!**

**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).

**Academic Integrity:** 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

**Writing Center** The University Writing Center (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. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your paper, 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 writingcenter.tamu.edu, or stop by in person.

**Style Guides:**

**Format:** Papers should be typed, double-spaced, 12 point Times or Times New Roman font; no more than 1.25” margins (top, bottom, and sides); consecutively numbered at the top right corner; cover sheet with student’s name and course number and title of assignment. If in doubt, consult Turabian, *Manual of Style*.

**Citation:** Turabian is the primary source for citations. The best short guide is: http://www.dean.usma.edu/history/web03/deans_written_work/Addendum%20to%20the%20Dean07.pdf

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

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

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

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

**Footnotes, endnotes, and in-text citations:** One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.
Quotations should only be used to convey interpretation, not to repeat factual material. In general, the rule is only use a quotation when you cannot express the ideas better yourself. Students are responsible for ensuring that citation conforms to Turabian, _A Manual for Writers_.

**Writing Workshops**

Workshop 1 (Sept. 7) Basic Grammar and Punctuation. The University Writing Workshop will conduct a workshop that discusses major themes of grammar and punctuation — What are the most common mistakes and pitfalls, and how can students avoid them? The workshop also discusses how students can find answers to their grammar and punctuation questions. At the end of the presentation students will do several useful exercises to check their understanding of topics discussed. They will also receive handouts for further reference.

Workshop 2 (Sept. 21) Citing and Documenting Sources. Different academic disciplines have different expectations for how writers should document their sources. The University Writing Center will conduct a workshop on documentation styles and explains how students can find resources on how to use each.

Workshop 3 (Oct. 5) Research Proposals. Developing a research proposal is a crucial step in writing a research project. This workshop will discuss brainstorming, developing a thesis, searching for sources, and drafting the proposal.

Workshop 4 (Nov. 9) Revising and Critiquing Papers. Incorporating reviewers’ comments and incorporating new research and ideas are an essential part of the revising process. This workshop will discuss how to evaluate other authors’ work and how to revise.

**Writing Assignment #1 (Due Sept. 10) 15 Points**

Write a 1-2 page (350-500 word) analysis of US counterinsurgency methods based on the William T. Johnson report. The paper must contain no more/less than four quotations from the documents to support your arguments. No more than three total lines of text in the essay may be quotations.

**Writing Assignment #2 (September 28) 20 points**

Write a 1-2 page (350-500 word) essay on “A Modern Major General” (available on http://www.newleftreview.net/?page=article&view=2529) This paper must contain no more/less than four quotations from the document to support your arguments. No more than three total lines of text in the essay may be quotations. The essay must address why Bacevich believes Franks is typical of the Army leadership. What specific criticisms does Bacevich make of Franks? What evidence does Bacevich use to support his views?

**Writing Assignment #3 (12 October) 25 points**

Write an in-class essay on _A War to Be Won_ based on questions distributed at the beginning of class. Sample questions: What do the authors believe were the major reasons for the Allied defeats in 1941-1942? What factors explain the Japanese defeat in the Pacific War?

**Research Topic**
Due 14 December (5 points). This requires a title, a hypothesis or historical question (1-2 sentences), a paragraph on what primary and secondary sources will be used (4-6 sentences).

Research Proposal

Due Oct. 8 (40 points): 2-3 pages (500-600) words, outline, and bibliography). A research proposal is an outline in essay and outline format of what the author intends to accomplish. It describes the project’s thesis, why it is important, the research methodology, and the paper’s organization. The proposal should be at least two pages. It should have two attachments: 1) an outline that demonstrates the paper’s organization; 2) a bibliography of at least 15 primary sources. The proposal will be graded on the following criteria.

1. What is the thesis question? Is it clear and coherent? Is it too narrow or broad?
2. Will the methodology allow the author to answer the question?
3. Are primary sources appropriate to the question and the methodology? Does the author explain why s/he chose these particular documents and references?
4. Is the organization of the paper logical? Does the outline correspond to the description in the essay?
5. Are the primary sources cited correctly (Turabian)?

Draft Section of Research Paper

Due Oct. 19 (40 points). Each student will write a 500-600 word section of his or her research paper. This should not be the introduction or conclusion. It should give the reader a clear idea of the argument, style, and sources that are going to be used throughout the paper. For example, a research paper on US counterinsurgency might have the section on the “lessons” learned from the French experience in Algeria. A research paper on the Battle of Guadalcanal might have the section on the Army operations that concluded the campaign. Submit this to Turnitin by 19 October, 11:59AM

Student Paper Critique

Due Nov. 12 (30 points each for total of 60 points): Each student will write a 700 word critiques of two students’ papers (one critique per student) and submit a copy to the instructor. The critique must include feedback on the strength of the argument, an analysis of the primary sources used, suggestions for improvement, and what the author did that was effective. The critiques must be written in essay format (no outlines) and in coherent sentences (no fragments or lists). Critiques should address, and will be graded, on the following criteria.

1. What is the author’s thesis? Critics should provide a 1-paragraph summary
2. What is the methodology?
3. Are primary sources integrated into the text?
4. Are there sufficient primary sources?
5. What specific improvements can be made to the thesis? The methodology? The sources? The writing style? What major problems prevent this from being an “A” paper
6. What did you like about the paper? What did the author do well?
7. Did the author follow proper citation form?

Research Paper
Due Dec. 7 (150 points): Students will write a research topic that examines military operations, military transformation, lessons learned, or the development of doctrine and/or policy. [See Paper Topics] The paper will be at minimum 3,500 words (not including bibliography) and must be based on at least 10 primary sources. A draft of this paper must be submitted 5 November through Turnitin by 11:59AM

1. What is the thesis or historical problem that is being addressed?
2. Why is this topic important?
3. Does the paper explain its methodology and will that methodology assist in answering the thesis question?
4. Is the paper well organized? Does it seek to answer the thesis question in a logical way?
5. Does the conclusion summarize the argument and explain the paper’s findings?
6. Are the primary sources integrated in the text? Are there places in the text where the research is insufficient or non-existent?
7. Are primary sources cited correctly (format)?
8. Is the paper written in a clear, coherent, and concise style without excessive grammatical or stylistic errors?
9. Is the bibliography correctly cited? Does it list every source cited in the notes?

Turnitin: The final paper must be submitted in hard copy with an electronic copy to Turnitin by 10 AM, 7 December. The account is: 1954120. Password: USMilPol20 Turnitin will not accept late papers.

Class Participation

Class participation grades will be determined by participation throughout the semester, and particularly in classes marked "Discussion." Groups will be assigned a particular reading and should come prepared to discuss the readings. Students who fail to participate or demonstrate a lack of familiarity with the assignment will not receive high marks in discussion.

Group 1 (Standells): Avalos; Bowers; Brown; Browning; Clark; Collins; Dillard
Group 2 (Trogs): Erwin; Fosset; French; Grauke; Hainline; Koehler;
Group 3 (Yardbirds): Lewis; Lohrenz; McIntyre; Morris; Nail; Oefinger
Group 4 (Zombies): Ramsey; Short; Sullens; Vega; Wilson; Woodward

Websites: These will provide links to digitalized student papers, doctrinal manuals, and other primary sources:
Air War College research portal: http://www.au.af.mil/au/awc/awcgate/awc-ref.htm#primary
Army War College Strategic Studies Institute: http://www.strategicstudiesinstitute.army.mil/
DTIC Stinet (source for student papers and technical reports): http://stinet.dtic.mil/
Space Power: http://space.au.af.mil/research.htm
Command and General Staff College: http://calldb.leavenworth.army.mil/calldb.html
US Army Center of Military History: http://www.history.army.mil

Paper Topics
The following are “doable” paper topics. The instructor has checked, and there is sufficient primary material for a research paper either on-line or in the library. It is strongly recommended that students choose from one of these topics and begin research as soon as possible. Students may choose their own topics—but they are responsible for defining it and ensuring that there are sufficient sources. All of these may focus on a single conflict/era or they may be collective studies.

1. What “lessons” did American officers draw from specific wars? “Lessons” may include everything from tactics to technology to civil-military relations.

2. Using Kindsvatter’s book as a reference, compare and contrast the experiences of American soldiers/sailors/aircrew in warfare. Students who follow this option can not study the experience of those in specialized elite units—no Lurps, Seals, Delta Force, etc.

3. A campaign or battle study that discusses not just narrative but how historians and participants interpreted the event.

4. The US experience with counterinsurgency and unconventional warfare
TO: Faculty Senate Executive Committee

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

CC: Dan Lineberger, Department of Horticulture
    Tim Davis, Head, Department of Horticulture
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: January 25, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HORT 225

We recommend that HORT 225 Horticulture Learning Community 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: 60%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:15

Horticulture Learning Community, which has students explore their relationship with horticulture as a profession, provides students with the opportunity to get individual attention because of the small class size. Although it is a W course, students have the opportunity to give oral presentations. They write six short, reflective essays (Why Texas A&M—Why Horticulture?; Integrating International Experience; Return on Investment for My Degree; Report on Career Fair; Report on Field Trip to a Horticulture Business, and an e-portfolio reflecting on courses taken and projects completed) as well as a resume and cover letter for an internship job (not counted in the word count or percentage). One of these is peer-reviewed. After the first writing assignment is returned, the instructor gives a presentation outlining the most common types of grammatical errors encountered, and students may resubmit this essay. Writing instruction is provided through a combination of techniques including presentations in lecture, links to appropriate sections of the University Writing Center website (and review of the content there), and a provision of sample works (sample resumes in the Career Center publication, model cover letters from past students, an archive of student e-portfolios).

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 225, Horticulture Learning Community

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: R. Daniel Lineberger  
Printed name and signature  
24 Jan 2011  
(Date)

Received:  
Valerie Balester  
(W Course Coordinator, University Writing Center)  
1/28/11  
(Date)

Approvals:

College Dean: Alan Sams  
Printed name and signature  
26 Jan 2011  
(Date)

Department Head: Tim D. Davis  
Printed name and signature  
1/24/11  
(Date)
HORT 225, Horticulture Learning Community  
Fall Semester, 2011  
Class Meetings: Wednesday, 5:45 – 6:35 pm  
Class Location: Horticulture/Forest Science Building, Room 105

Course Description:  
HORT 225 is designed to assist the entering horticulture major to achieve a smooth transition from the highly structured, comprehensive educational system of public secondary education to the less structured, highly-focused curriculum leading to a degree in horticultural science. The course format is a learning community because you will learn both individually and collectively, and you will share experiences that add richness to the learning environment for all. Course topics will include an introduction to the size and scope of horticulture and tools for developing the personal characteristics required for success at TAMU and in your profession. Skills for communicating professionally through a variety of written documents and oral presentations will be practiced.

Prerequisites: A major in horticulture (BA or BS program)

Expected Learning Outcomes:  
- Students will demonstrate the ability to find, analyze and interpret information about the field of horticulture.  
- Students will write a series of documents in a style consistent with that of a professional horticulturist.  
- Students will research, summarize, prepare and deliver compelling oral presentations on assigned topics related to their career interest.

Instructor Information:  
Name: R. Daniel Lineberger  
Telephone: 845-5278  
EMAIL: dan-lineberger@tamu.edu  
Office Hours: Open door policy or by appointment  
Office Location: 205/507 HFSB

Resource Materials: No assigned text. Materials will be distributed and/or downloaded from the course Web site as needed.

Grading Policies:  
Writing assignments and oral presentations are assigned in advance or impromptu. Impromptu assignments are graded with an eye toward speaking and writing improvement and are accompanied by a liberal amount of constructive “criticism.” Assigned activities will be graded more with an eye toward evaluation, giving you the opportunity to highlight what you have learned and how your work has improved.

Your grade will be the sum of your participation grade (20%), the scores of your 2 best presentations (20%), and the scores of your 6 best writing assignments (60%). Assignments are graded on a continuum (see below), and on-time completion of assigned work is an important part of your grade.
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grading Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation</strong></td>
<td><strong>A</strong> - Always contributes to class in meaningful way</td>
</tr>
<tr>
<td></td>
<td><strong>B</strong> - Usually contributes to class</td>
</tr>
<tr>
<td></td>
<td><strong>C</strong> - Occasionally makes comments in class, but is usually present</td>
</tr>
<tr>
<td></td>
<td><strong>D</strong> - Rarely makes comments; misses class occasionally</td>
</tr>
<tr>
<td><strong>Written Assignments</strong></td>
<td><strong>A</strong> - Assignments are well written, content-rich, and always submitted on time</td>
</tr>
<tr>
<td></td>
<td><strong>B</strong> - Assignments are mostly error free, written on subject, and submitted on time</td>
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<tr>
<td></td>
<td><strong>C</strong> - Assignments contain spelling and/or grammatical errors and/or not on task, but are submitted on time</td>
</tr>
<tr>
<td></td>
<td><strong>D</strong> - Submitted assignments are not college level writing and are submitted late habitually</td>
</tr>
<tr>
<td><strong>Oral Presentations</strong></td>
<td><strong>A</strong> - Oral presentations are well organized, and delivered with style and precision</td>
</tr>
<tr>
<td></td>
<td><strong>B</strong> - Oral presentations are well organized and delivered with few miscues</td>
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<tr>
<td></td>
<td><strong>C</strong> - Oral presentations address the subject but may contain organizational or delivery flaws</td>
</tr>
<tr>
<td></td>
<td><strong>D</strong> - Attempts at presentations reflect little thought or preparation</td>
</tr>
<tr>
<td><strong>Course Topical Outline and Assignment Topics:</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Unless otherwise noted, written assignments are one page (single spaced, typed) that are due at the next class meeting. Schedule and assignments may change slightly.*

**August 31**
- Course introduction
  - Assignment 1: Why Texas A&M – Why Horticulture

**September 7**
- *Written Communication in Horticultural Business*
  - Assignment 2: Editorial Review of Student Writing

**September 14**
- New Horticulture Major Orientation
  - Sharon Duray, Senior Academic Advisor, Horticultural Sciences

**September 21**
- Maximizing the Value of Your College Education
  - (including a discussion of the “Freshman Fifteen”)

**September 28**
- From Resumes to Portfolios – Documenting Your Potential
  - Assignment 3: Draft Resume

**October 5**
- ACE Day (Ag Career Exposition); 9 am – 2 pm
  - [http://aceday.tamu.edu/](http://aceday.tamu.edu/)
  - Oral presentations on ACE during class

**October 12**
- So You Want to Set Up a Web Site!
  - Instructions are located at [http://people.tamu.edu](http://people.tamu.edu)
October 19  The Global Horticulture Perspective
Assignment 4: Gaining Experience in International Horticulture

October 26  Internships and Work Experience
Assignment 5: Cover Letter Seeking a Horticultural Internship Position

November 2  Financing Your College Education
Assignment 6: Return on Investment

November 9  *Horticulture – Changing with the Times
Assignment 7: Trends Affecting Horticulture

November 16  Oral presentations on “Coping with the Aggie Experience”

November 23  Thanksgiving

November 19  Field Trip to Horticultural Operations
*Assignment 8: Field Trip Report on a Contemporary Horticultural Business

November 30  Oral presentations on “Coping with the Aggie Experience”

December 7  Final Exam 7:30-9:30 am (subject to change)

Writing Resources
University Writing Center  http://writingcenter.tamu.edu/
Grammar basics  http://writingcenter.tamu.edu/content/category/12/48/78/
Planning and Drafting  http://writingcenter.tamu.edu/content/category/12/46/77/
Cover Letters  http://writingcenter.tamu.edu/content/view/15/76/
Memos  http://writingcenter.tamu.edu/content/view/22/76/
Resumes  http://writingcenter.tamu.edu/content/view/26/76/

Issues of Academic Integrity
This course is taught with the expectation that all students will adhere to the Aggie Honor Code:
"Aggies do not lie, cheat, or steal nor do they tolerate those who do." Violations will be dealt with in accordance with the guidelines posted on the TAMU Honor Council Web site at http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html.  **Plagiarism will not be tolerated.**
Be sure to consult the TAMU Honor Council Web site that defines the boundaries of plagiarism. The TAMU Library has an excellent online tutorial concerning plagiarism on their Web site at http://libraryasp.tamu.edu/bi/Tutorials/F08/AcadIntegSt.htm.

Attendance
Students are expected to attend all classes, complete assignments on time, and participate fully in class discussions and group projects. Absences may be excused and missed assignments completed in accordance with the TAMU student rules on attendance (http://student-rules.tamu.edu/rule7.htm).
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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
### HORT 225 Writing Assignment Scoring Guide

#### STYLE - 2/10 points

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling</strong></td>
<td>minor or multiple spelling errors capitalization</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>little use of terminology technical terms used incorrectly</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>subject/verb tense sentence structure other</td>
</tr>
</tbody>
</table>

**Punctuation**

**Other comments:**

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#### SUBSTANCE - 6/10 points

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addresses question/topic</strong></td>
<td>does not clearly state issue misses point of assignment</td>
</tr>
<tr>
<td><strong>Uses facts and data</strong></td>
<td>key facts missing states facts incorrectly</td>
</tr>
<tr>
<td><strong>Critically analyzes topic</strong></td>
<td>little analysis of facts facts misinterpreted states but does not analyze</td>
</tr>
<tr>
<td><strong>Cites References</strong></td>
<td>no references cited inaccurate citation poor choice of references</td>
</tr>
</tbody>
</table>

**Other comments:**

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#### OTHER FACTORS - 2/10 points

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submitted on time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adherence to layout rules</strong></td>
<td>Yes</td>
<td>NO</td>
</tr>
</tbody>
</table>
Prompts for Writing Assignments for HORT 225, Fall 2011

*Assignments that were modified from the 2010 offering of HORT 225 to address the comments of the initial review of the recertification proposal are preceded by an asterisk.

**Assignment 1**
Write a one page essay on the subject "Why Texas A&M - Why Horticulture?" Describe the factors in your background that led you to Texas A&M, to have an interest in horticulture, and speculate about where your degree in horticulture might take you in the future. This assignment will be submitted for a grade after revision according to comments of your peer reviewer.

**Assignment 2**
Editorial review of student writing. Using the guidelines discussed in lecture, and resources from the University Writing Center, write a one-page review of the assigned paper including correction of spelling, grammar, and content as needed. Attach the reviewed paper with editorial markups to your review. Your review will be evaluated on the basis of the number of errors corrected, the appropriateness and professionalism of suggested changes, and your contribution toward making the essay a more effective piece of communication.

**Assignment 3**
Prepare a one-page resume according to the guidelines discussed in class.

**Assignment 4**
Write a one-page essay describing a process for obtaining international experience. Discuss the importance of having international experience in the modern higher education curriculum. How will international experience make you a better horticultural professional? How will it make you a better person?

**Assignment 5**
Write a cover letter to one of the firms listing a job in the Aggies for Hire database seeking employment for a part-time position, and internship, OR a full time job. Use the guidelines recommended by the University Writing Center in preparing your letter.

**Assignment 6**
Write a one-page essay evaluating the ROI (return on investment) for the cost of your education at Texas A&M. Consider tuition, fees, books, living expenses, personal expenses, etc. Be realistic but also be inclusive. How long will it take to recoup your investment? How much will you have to earn? Was it worth the investment?

**Assignment 7**
In this assignment you will begin to think realistically about trends that impact your profession. These trends could be related to the economy, to international trade, to the costs of labor and production, or the availability of raw materials. How will the changes in today's business environment impact your job? How can you adjust to these factors to minimize their negative impact on your business?

**Assignment 8**
Write a one-page report describing your impressions of one of the firms we visited on the field trip. Briefly describe the firm’s history, management and operations. Evaluate the market niche the firm is filling and speculate on the future directions the company needs to take to remain viable.

**Portfolio**
Your portfolio will be evaluated using the criteria described in class. To receive full credit, you must...
have your page serving from people.tamu.edu under your NETID (ex. http://people.tamu.edu/~myNETID), have at least 4 pages demonstrating forward/backward navigation, and have links written to at least 2 writing assignments, your PowerPoint presentation ppt or pptx file, and the video recording of your presentation.