Graduate Council Report

March 3, 2011

New Courses

ALEC 617. Leadership in Organizational Culture and Ethics. (3-0). Credit 3. Integration of organizational culture and ethical theories; implications and role of leaders in organizational culture and ethical situations; critical analysis of organizational culture and ethics in agricultural organizations. Prerequisite: Graduate classification

ALEC 652. Images of Agriculture: Visual Communication Research. (3-0). Credit 3. Explore visual communication from theoretical, physiological, and interpretive perspectives as it applies to media images used to depict agriculture and agricultural issues; Current research in visual communication and its application to agriculture; use of visual images in agricultural communication research. Prerequisite: ALEC 695 or introductory research methods

BICH 676. Bacteriophage Biology. (1-0). Credit 1. Oral presentation and discussion in the general area of the viruses of microbes and bacteria. Literature review with a broad scope, from basic molecular biology of phages to practical applications of microbial virus technology. Repeated for credit up to 12 times. Prerequisite: Approval of instructor

BICH 677. Chemical Genetics and Drug Discovery. (1-0). Credit 1. Review, discuss and present scientific literature studies based on the usage of small molecules to alter protein function. Prerequisite: Graduate classification.

ENTO 614. Insect Community Ecology. (3-0). Credit 3. Provide a strong and contemporary foundation in insect population, community and evolutionary ecology. Review historical and theoretical perspectives, current philosophies, approaches and a description of classic experiments used to test and modify theories on topics including: insect herbivore-plant interactions; major biological forces affecting population dynamics and community structure (resource availability, competition, predation, mutualisms, etc.). Prerequisite: Graduate classification

FSTC 669. Experimental Nutrition & Food Science Laboratory. (1-6). Credit 4. Nutritional intervention into animal models of metabolic or emotional disorders; genetic modifications or pathogens in food products; analyses of gene expression and behavior. Prerequisite: BICH/GENE 432 recommended; graduate in nutrition or related major. Cross-listed with: NUTR 669

NUTR 669. Experimental Nutrition & Food Science Laboratory. (1-6). Credit 4. Nutritional intervention into animal models of metabolic or emotional disorders; genetic modifications or pathogens in food products; analyses of gene expression and behavior. Prerequisite: BICH/GENE 432 recommended; graduate in nutrition or related major. Cross-listed with: FSTC 669

PSAA 601. Foundations of Public Service. (3-0). Credit 3. Different perspectives on management and leadership in public service; provides overview of how public and nonprofit organizations work; discusses ethical dilemmas that occur in public service careers. Prerequisite: PSAA Majors Only
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Agricultural Leadership, Education, and Communications

2. Course prefix, number and complete title of course: ALEC 617: Leadership in Organizational Culture and Ethics

3. Catalog course description (not to exceed 50 words): Integration of organizational culture and ethical theories; implications and role of leaders in organizational culture and ethical situations; critical analysis of organizational culture and ethics in agricultural organizations.

4. Prerequisite(s): Graduate Classification

Cross-listed with: Stacked with:

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ☒ No If yes, from _____ to _____

6. Is this a repeatable course? □ Yes ☒ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? □ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   any master's or doctoral program

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix: Course # Title (excluding punctuation):

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
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<tbody>
<tr>
<td>ALEC</td>
<td>617</td>
<td>Leadership in Organizational Culture &amp; Ethics</td>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</table>

Approval recommended by:

Jack Elliott 12/16/10
Department Head or Program Chair (Type Name & Sign) Date

David Reed 1/25/11
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Dean of College 3/23/16
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
ALEC 617
Leadership in Organizational Culture and Ethics

Instructor Information:
Dr. Jen Williams
Scoates Hall 119A
979/862-1423
dr.jen@tamu.edu

Course Description:
Integration of organizational culture and ethical theories; implications and role of leaders in organizational culture and ethical situations; critical analysis of organizational culture and ethics in agricultural organizations.

Objectives: Upon completion of the course, students will be able to:
• identify moral and ethical theories.
• apply moral and ethical leadership theories to ethical dilemmas.
• diagnose organizational culture.
• discuss the importance of culture in organizational success.
• identify the role of the leader in creating and implementing organizational culture.

Prerequisite: Graduate classification

Required Texts:

Assigned reading via e-learning

Course Policies:
Participation: You are expected to become an active member of the leadership community. Because of the importance of participation, lack of participation will impact your final grade.

Explanation of assignments will be made in class and on e-learning. Assignments are due at the BEGINNING of the class on the due date. Late assignments are penalized 10% per day. Assignments will not be accepted more than 2 weekdays after the due date.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Intersection of organizational culture and ethics in leadership</td>
<td>Why Your Gut is More Ethical than Your Brain Article&lt;br&gt;Mere Christianity Chapters</td>
</tr>
<tr>
<td>Week 2</td>
<td>The concept of organizational culture Levels of culture</td>
<td>Rituals in Organizations Article&lt;br&gt;The Way it Should Be Article</td>
</tr>
</tbody>
</table>
| Week 3 | Culture typologies  
Deciphering culture | Cultural Typology Article  
Cultural Typology Chapter  
Deciphering Culture Chapter |
|---|---|---|
| Week 4 | Leader’s role in beginning, embedding, & transmitting culture | The Contradictions that Drive Toyota’s Success Article  
Google Culture Article  
**Due: Case Study 1** |
| Week 5 | Organizational culture change | OC3 Article  
Org Change and Characteristics of Leadership Effectiveness Article  
Emotional Case for Change Article |
| Week 6 | Morality | Ch 1 T&K  
Amoral Leadership Article  
**Due: Corporate Culture Analysis** |
| Week 7 | Consequentialist & non consequentialist moral theories | Ch 2-3 T&K  
Does Consequentialism Make Too Many Demands or None at All? Article |
| Week 8 | Virtue Ethics | Ch 4 T&K  
Emerging Paradoxes in Executive Leadership Article  
**Due: Case Study 2** |
| Week 9 | Absolutism & relativism | Ch 5 T&K  
Values, Beliefs, & Leadership Article  
Vegetarianism, Sentimental, or Ethical Article |
| Week 10 | Ethical Theory Analysis | **Due: Vice President’s In-Basket** |
| Week 11 | Moral leadership and culture | Defining the Socially Responsible Leader Article  
The Structure of Moral Leadership Article |
| Week 12 | Shaping ethical contexts | Building Effective Ethical Small Groups Article  
Creating an Ethical Organizational Climate Article  
**Due: Movie Analysis** |
| Week 13 | Teaching Ethics | Teaching Ethics Article  
Business Leadership: Three Levels of Ethical Analysis Article |
Course Evaluation

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<td>Discussion</td>
<td></td>
<td>semester</td>
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<td></td>
<td>Lead and Facilitate Online</td>
<td>50</td>
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<td></td>
<td>Posting Discussion</td>
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<td>Culture and Ethics</td>
<td>Corporate Culture Analysis</td>
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<td>Application Papers</td>
<td>Case Study 1</td>
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<td></td>
<td>Case Study 2</td>
<td>100</td>
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<td></td>
<td>Vice President's In Basket</td>
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<tr>
<td></td>
<td>Movie Analysis</td>
<td>100</td>
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<tr>
<td>Final</td>
<td>Create Your Own Company</td>
<td>150</td>
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Course Grade:
Grades will be calculated based on points earned. There are a total of 800 points available. Grades will be assigned based on the following scale:

<table>
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<tr>
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<td>D</td>
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<td>F</td>
<td>475 and below</td>
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Special Notes:
Statement of Equal Opportunity in Educational Programs
The College of Agriculture and Life Sciences does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Edward W. Romero, Ph.D.; Director of Diversity and Inclusion; Texas A&M AgriLife, 2147 TAMU; College Station, TX 77843-2147. Call 979-845-2423. Requests for accommodation of a disability should be directed to Mr. Steve Schulze, Chief Human Resources Officer and Director of Special Projects, Texas A&M AgriLife Human Resources.

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.

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

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (www.tamu.edu/aggiehonor). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at www.tamu.edu/aggiehonor.

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.

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

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

Please refer to the relevant section of student rules for the consequences of academic dishonesty: http://www.tamu.edu/aggiehonor/academischic.pdf.

Copyright Statement
The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

APA Format
The Publication Manual of the American Psychological Association is the primary style guide for several disciplines and fields of study, including agricultural education. It provides systematic and consistent rules for grammar, punctuation, spelling, quoting, manuscript format, presentation of tabular or graphic data, citations within the text, and referencing. It should not hinder your personal writing style. Applying APA rules to your writing (a) helps writers to learn APA style requirements, (b) helps readers focus on the manuscript’s content, and (c) suggests high-quality scholarly writing.

When preparing and submitting papers, manuscripts, and other assignments for this course, you will follow the APA rules. Adherence to these rules will be considered in the grading of all assignments.

The citation for the most current edition of the manual is as follows:
17 September 2010

MEMORANDUM

TO: University Curriculum Committee

FROM: Daniel Conway
Professor and Head of Philosophy

RE: Review of Course Proposal for ALEC 617

The purpose of this memo is to confirm that I have reviewed the course proposal for ALEC 617, "Leadership in Organizational Culture and Ethics." It is my judgment that this course will not duplicate or compete with any similar courses currently offered by the Department of Philosophy. I have no objection to the formal approval of this course by the Faculty Senate.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

1. Request submitted by (Department or Program Name): Department of Agricultural Leadership, Education, and Communications

2. Course prefix, number and complete title of course: ALEC 652 Images of Agriculture: Visual Communication Research

3. Catalog course description (not to exceed 50 words):
   Explore visual communication from theoretical, physiological, and interpretive perspectives as it applies to media images used to depict agriculture and agricultural issues. Current research in visual communication and its application to agriculture; use of visual images in agricultural communication research.

4. Prerequisite(s):
   ALEC 695 or introductory research methods

5. Is this a variable credit course? □ Yes ☑ No
   If yes, from _____ to _____

6. Is this a repeatable course? □ Yes ☑ No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes ☑ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation) |
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<tr>
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<td>IMAGES AG VISUAL COM RES</td>
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Approval recommended by:

Jack F. Elliot
Department Head or Program Chair (Type Name & Sign) Date

David Reed
Chair, College Review Committee Date

Dean of College
Date

Chair, GC or UCC
Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10

Level 6
Agricultural leadership - education - communications

ALEC 652
Images of Agriculture: Visual Communication Research
Texas A&M University
Department of Agricultural Leadership, Education, and Communications

Instructor
Tracy Rutherford, Associate Professor
125 Scoates Hall
Phone: 458-2744
Email: trutherford@tamu.edu

Required Texts


Course Description
This course will explore visual communication from theoretical, physiological, and interpretive perspectives as it applies to media images used to depict agriculture and agricultural issues. Current research in visual communications and its applications to agriculture with use of visual images in agricultural communications research.

Purpose
The interpretation of information is a critical component of informing, educating, and persuading individuals and cultures. Agriculture often finds itself in an identity crisis, balancing between the folklore of history and the modernization of the future.

Course Outcomes
Students will be able to:
1. Explore current research and literature of visual communication through selected readings.
2. Recognize the importance of visual images in media to agriculture, and
3. Identify the proper use of such images in agricultural communications research.

Projects
Personal viewing evaluation 15%
Based on class readings and a personal journal, explore how you view messages in general. Then, choose three specific visual examples from three different sources (photos, advertisements, Web pages, magazine stories, etc) and evaluate how they could be viewed differently by different people. Explore what the intentions were behind the use of visuals in the three examples.

Theoretical Concept Paper 20%
In 5-10 pages, describe a visual communication theory, its use and application to agricultural communications, and how it could be used in research. Your paper must include a minimum of five scholarly sources.
Integrative Literature Review 20%
A form of research that reviews, critiques, and synthesizes representative literature on a topic to generate new frameworks and perspectives (Torraco, 2005). Your review should create links between visual communication research and agriculture.

Visual Communication project 35%
This is practical application of visual literacy. Each student will develop a poster for presentation at a regional or national meeting proposing an innovative use of visual communication in the agricultural communication classroom or in agricultural communication research.

Professionalism 10%
Educators and learners are professionals guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success. If you are ill or an emergency occurs, contact your instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations.
CELL PHONES MUST BE TURNED OFF PRIOR TO CLASS PERIOD BEGINNING.

Evaluation
Each assignment is critiqued by the professor and occasionally through peer evaluation. Assignments are evaluated on:
1. Accuracy and completeness of information.
2. Design complexity (how well parts are integrated into the whole).
3. Aesthetic (effective use of design principles).
5. Creativity (original rather than commonplace ideas).

Grading Scale

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## Projected Course Schedule

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<tr>
<th>Week</th>
<th>Lecture</th>
<th>Assignment</th>
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</table>
| 1    | Review Syllabus, Course Expectations,        | Smith et al chapters 1 & 2  
|      | Assignments                                  | Kenney chapter 1                                                          |
| 2    | What we see, What we perceive                | Smith et al chapters 3 & 4  
|      |                                              | Kenney chapter 8                                                          |
| 3    | Physiology of vision                          | Personal Viewing Evaluation Due  
|      |                                              | Smith et al chapter 5                                                     |
| 4    | Theories of Visual Communication              | Smith et al chapters 6, 9, 15                                             |
| 5    | Theories of Visual Communication              | Draft concept paper due                                                   |
| 6    | Ethics of Visual Communication                | Smith et al chapters 26, 27, 28                                            |
| 7    | Visual Literacy                               | Smith et al chapters 29 & 30                                              |
| 8    | Research Design                               | Theoretical Concept Due  
|      |                                              | Smith et al chapters 10, 11, 14                                           |
|      |                                              | Kenney chapter 10                                                         |
| 9    | Research Design - Semiotics                   | Smith et al chapters 15 & 16                                              |
|      |                                              | Kenney chapter 2                                                          |
| 10   | Research Design                               | Kenney chapters 3, 4  
|      |                                              | Selected Current Research Readings                                        |
| 11   | Research Design                               | Kenney chapters 6  
|      |                                              | Selected Current Research Readings                                        |
| 12   |                                              | Integrative Literature Review Due                                         |
| 13   | Sharing Visual Communication Projects         | Visual Communication Project Due                                          |
| 14   | Sharing of Visual Communication Projects      |                                                                           |

Selected Visual Literacy Journals and Web sites:


Visual Communication/Visual Rhetoric:  
[http://www.uiowa.edu/~commstud/resources/visual.html](http://www.uiowa.edu/~commstud/resources/visual.html)

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1 Topics or dates may change due to availability of resources

Rutherford, T. ©2010
Course Policies

Attendance: Two unexcused absences will result in one letter grade deduction (each occurrence) for the final grade. You cannot miss class and expect to do well in this class. If at all possible, please let your instructor know if you are going to be absent in advance. Quizzes and lab assignments may be made up for University Excused Absences. See the official student rules for clarification of excused absences.

Late Assignments:
The penalty for missing deadlines is 10 points for every weekday they are late and work will not be accepted (in accordance with university student rules) if it is more than one work week late.

Professionalism Statement:

APA: The Publication Manual of the American Psychological Association is the primary style guide for several disciplines and fields of study, including agricultural education. It provides systematic and consistent rules for grammar, punctuation, spelling, quoting, manuscript format, presentation of tabular or graphic data, citations within the text, and referencing. It should not hinder your personal writing style. Applying American Psychological Association (APA) rules to your writing (a) helps writers learn APA style requirements, (b) helps readers focus on the manuscript’s content, and (c) suggests high-quality scholarly writing.

When preparing and submitting papers, manuscripts, and other assignments for this course, you will follow the APA rules. Adherence to these rules will be considered in the grading of all assignments.

Academic Misconduct


ADA Policy: The Americans with Disabilities ACT (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Company of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call 845-1637.

Scholastic Dishonesty:

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

We expect all class members to comply with TAMU policies regarding scholastic dishonesty and other issues outlined in the official student rules. As a professional in any communication field, plagiarism harms the credibility of the profession as a whole. Plagiarism of any sort (including submission of assignments used in a previous or concurrent course without explicit permission) will result in an F in this course and possible dismissal from Agricultural Communications & Journalism program.

Copyrights:

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

TO: Tracy Rutherford, PhD
    Associate Professor, Agricultural Communications & Journalism
    Department of Agricultural Leadership, Education and Communications

FROM: Tim McLaughlin, Department Head

DATE: December 13, 2010

SUBJECT: Support for ALEC 652 Images of Agriculture: Visual Communication Research

I have reviewed the syllabus for the proposed course, ALEC 652 – Images of Agriculture: Visual Communication Research, and discussed it with the Department of Visualization’s Program Advisory Committee for the Master of Science in Visualization. We are fully supportive of the proposed course and believe it will be complementary to the offerings from the Department of Visualization.

Cc: Jack F. Elliot, Professor and Head Department of Agricultural Leadership, Education, & Communications,
    Fred Parke, Professor and Program Coordinator for the Master of Science in Visualization program
    Leslie Feigenbaum, Senior Lecturer and Assistant Dean for Academic Affairs,
    College of Architecture

C108 Langford Center
3137 TAMU
College Station, TX 77843-3137

Tel. 979.845.3465 Fax. 979.862.2705
www.viz.tamu.edu
Memorandum

December 3, 2010

TO: Richard L. Street  
Professor and Head, Department of Communication  
College of Liberal Arts

FROM: Tracy Rutherford, Ph.D.  
Associate Professor, Agricultural Communications & Journalism  
Department of Agricultural Leadership, Education and Communications

SUBJECT: Request for New Course, ALEC 652 Visual Communication Research

I am writing to request support for a proposed graduate course, Visual Communication Research, to be taught in the Department of Agricultural Leadership, Education, and Communications. This course is focused on the use and analysis of images in various forms of communication: Print media, photography, advertising, and web pages. The content of the course specifically explores the theoretical concepts applied through research methods. This class has been taught previously as a 689 and will now be sent to the university curriculum committee for approval as a regular course offering.

After you have reviewed the attached proposed course syllabus, please indicate the Department of Communication's agreement, by your signature below, that this course complements the curricula in your department. I look forward to your response by December 8, 2010.

Signature ___________________________ Date 12-3-10

CC: Jack F. Elliot, Professor and Head Department of Agricultural Leadership, Education, & Communications
Sent from my Verizon Wireless Phone

----- Forwarded message -----
From: "Tim McLaughlin" <timm@viz.tamu.edu>
Date: Thu, Dec 9, 2010 5:48 pm
Subject: New Course Proposal
To: "Rutherford, Tracy" <TRutherford@aged.tamu.edu>
Cc: "Frederic Parke" <parke@viz.tamu.edu>

Tracy,

After reviewing the proposed course, ALEC 6XX -Visual Communication Research, the graduate faculty advisers of the MS-Visualization program have come to the conclusion that the title and substance would need to be more specific about Visual Communication as applied to Agricultural Leadership Research before we feel comfortable contributing our support.

The Department of Visualization is broadly positioned regarding visual communication. We have no reason to object, and in fact are supportive of, the development of visual communication courses that are related to specific aspects and application to fields of study and research such as Ag Leadership.

We commonly find ourselves in a similar situation when dealing with computer programming. We teach programming in both our undergraduate and graduate programs, and have coordinated carefully with the Department of Computer Science and Engineering to respect their broad domain and our specific application of programming to computing for visualization.

I hope this makes sense. I will be happy to visit with you by phone to cover more of this topic than can be conveyed adequately via email. Please let me know what we can do.

sincerely,

tim

ps -Dr. Fred Parke, the Program Coordinator of the Master of Science in Visualization program is Co'ed on this email.

On 12/2/10 2:59 PM, Rutherford, Tracy wrote:
> Mr. Tim McLaughlin,
> 
> I am writing to request support for a proposed graduate course,
> Visual Communication Research, to be taught in the Department of
> Agricultural Leadership, Education, and Communications. This
> course is focused on the use and analysis of images in various
> forms of communication: Print media, photography, advertising,
> and web pages. The content of the course specifically explores
> the theoretical concepts applied through research methods. This
> class has been taught previously as a 689 and will now be sent to
> the university curriculum committee for approval as a regular
> course offering.
> 
> I spoke with Dr. Jorge Vanegas at a meeting in McAllen about this
> course. He advised me to send the letter to you for approval.
> 
> After you have reviewed the attached proposed course syllabus,
> please indicate the Department of Visualization’s agreement, by
> your signature below, that this course complements the curricula
> in your department. I look forward to your response by December
> 8, 2010.
> 
> The formal letter and syllabus are attached.
> 
> Thanks,
> 
> Tracy
> 
> Tracy Rutherford
> 
> Associate Professor & Program Coordinator
> 
> Agricultural Communications & Journalism
> 
> Texas A&M University
> 
> 125 Scoates Hall, TAMU 2116
> 
> College Station, TX 77843-2116
> 
> P: (979)458-2744
> 
> F: (979) 845-6296
> 
> Description: AgriCulturalscript
> 
> --

Tim McLaughlin
Department Head, Department of Visualization
College of Architecture, Texas A&M University
+1.979.845.3465
www-viz.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Biochemistry & Biophysics

1. This request is submitted by the Department of

   Biochemistry & Biophysics

2. Course prefix, number and complete title of course:

   BICH 676  Bacteriophage Biology

3. Catalog course description (not to exceed 50 words):

   Oral presentation and discussion in the general area of the viruses of microbes and bacteria. Literature review with a broad scope, from basic molecular biology of phages to practical applications of microbial virus technology. Repeated for credit up to 12 times. Prerequisite: Approval of instructor.

4. Prerequisite(s):

   Approval of instructor

5. Is this a variable credit course?  ☑ No

6. Is this a repeatable course?  ☑ Yes

   Will this course be repeated within the same semester?  ☑ No

   If yes, this course may be taken 12 times.

7. This course will be:

   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Ph.D. in Biochemistry

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix  Course #  Title (excluding punctuation)

| BICH  | 676 | Bacteriophage Biology |

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Gregory D. Reinhardt
Department Head - Type Name & Sign Date

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
BICH 676- Bacteriophage Biology

Syllabus for BICH 676 - 1 credit hours
Bacteriophage Biology
Spring 2010

Class Time: Tuesday 12:30 - 1:20 pm
BioBio 203

Office Hours: By appointment

Instructor: Ry Young (5-2087), room 311A BioBio; ryland@tamu.edu

Secretary: Daisy Wilbert (5-9427), room 308 BioBio; daisy@tamu.edu

TAMU L.E.A.D.S Emergency Information: http://studentaffairs.tamu.edu/emergency

Objectives:

This Journal Club (JC) is modeled on the Beckwith-Silhavy literature class of the 1970s. The goal is to make each class an active discussion, so we will all learn something. To this end, there are some general principles:

Format
1. There will be a minimum formal media preparation. As much as possible, papers will be presented by projected transparencies of the figures and tables; transparencies will be prepared by the course secretary, Daisy Wilbert. A computer/projector will be available, with the pdf of the paper loaded, but in general we will use it only for showing figures that do not convert into transparencies well, and structures/movies.
   The best thing about transparencies is you can mark on them!

2. There will be Designated Presenters (DPs), usually two, for each class session. Besides being responsible for finding the paper(s) to be covered, the Designated Presenters are responsible ONLY for giving a short background, looking up methodology and, at the end, to summarize the take-home lessons. Powerpoint is optional here; whatever is easier. The expected level of effort will be to generate one or two transparencies or slides, or just write on the board. Nothing has to be memorized; you can used prepared notes for the Intro and you can bring any references you want for the Methods.

3. The DPs can divide up their tasks in any way they want. The Introduction will provide necessary background and then state the question being addressed, its significance, and the system used to address the question. Important methods can be addressed at the start or at the appropriate time when they are invoked during analysis of the paper.

4. The presentation will be done jointly, by everyone else in the class that day. After the Introduction (and Methods summary, if needed), a student will stand up, proceed to the front of the room and describe the first figure or table. The order of presenters will be determined by lot, done at the beginning of each session. For each section of results or
data figure/table, what we want to know is what is the question, what was the approach, what were the results, and what did it mean? Then the next person does the next table/figure, and so on. If you are called on to do this, and you don’t understand something, it is better to say so rather than obfuscate or bob and weave. If this happens or the class or instructor judges the student is not getting it right, the next person in the lot rota will stand up and give it a try. (A clue that this has happened is the classic phrase: “Sit down, cadaver breath!”). Occasionally, if several people have not succeeded, the Instructor may recruit from down the list to speed up the class. The theory is that peer pressure will and the certain knowledge of getting a grade will have everyone putting in the effort to read and understand the paper.

5. Differences between this journal club and others: Here we are not emphasizing seminar presentation skills, so practice and timing are not required. Instead, we are developing critical thinking skills, initiative, and the ability to think on your feet.

Grading
The instructor is there to moderate, to provide experience/expertise, etc. There will be a grade assigned which will depend on your level of participation (50%) and, of course, the quality of your efforts when it is your turn to introduce the paper and provide methodology (50%).

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<td>69-60</td>
<td>D</td>
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<td>59-</td>
<td>F</td>
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</tbody>
</table>

Participation  50%
Paper and Methodology  50%
Attendance  100%

Attendance is mandatory. Each unexcused absence beyond one lowers your possible grade one letter.
Please refer to this website below:
http://student-rules.tamu.edu/rule07

Materials
Paper that student find to present on and transparencies

Topics for Spring 2010
This Journal Club is an official function of the Center for Phage Technology. Thus we will explicitly sponsor papers from both basic and applied phage biology. No later than 2 weeks before their assigned journal club session, each DP team is required to submit to the Instructor a prioritized list of papers that they wish to have chosen for the journal club and negotiate with the Instructor, and make sure that the Course Secretary is notified about the final choice of the paper, so she can put it on the Google site and prepare the transparencies. The list can have only one entry on it if you prefer, but if it gets rejected, it means that another choice has to be made immediately.
We are looking for papers with "meat" and some interesting features. Again, papers can be either basic or applied. Moreover, papers do not have to be new literature. Finally, if they are small enough, two or more papers can be combined into one journal club session.

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

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

**Aggie Honor Code**

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

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

www.tamu.edu/aggiehonor/

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

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
## Schedule and papers for Spring 2010

<table>
<thead>
<tr>
<th>Week #</th>
<th>Papers</th>
<th>Designated Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Organizational meeting</td>
<td>Dr. Ryland Young</td>
</tr>
<tr>
<td>Week 2</td>
<td>Discussion on Bacteriophage T4 &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 3</td>
<td>Discussion on Bacteriophage gene &amp; Supplementary Information &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 4</td>
<td>Discussion on Domain on Bacteriophages &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 5</td>
<td>Discussion on Phage Lambda DNA &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 6</td>
<td>Discussion on DNA into Liposomes by Bacteriophage lambda &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 7</td>
<td>Discussion on Phage lambda chromosomes &amp; Supplementary Information</td>
<td>Two Graduate students</td>
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<tr>
<td>Week 8</td>
<td>Discussion on DNA Ejection from Single Phage Particles &amp; Supplementary Information</td>
<td>Two Graduate students</td>
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<tr>
<td>Week 9</td>
<td>Discussion on Liposomes by Bacteriophage lambda &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 10</td>
<td>Discussion on Injection of Phage lambda DNA &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 11</td>
<td>Discussion on Immunoglobulin-like domains on bacteriophage &amp; Supplementary Information</td>
<td>Two Graduate students</td>
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<tr>
<td>Week 12</td>
<td>Discussion on the DNA packaging into Bacteriophage &amp; Supplementary Information</td>
<td>Two Graduate students</td>
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<tr>
<td>Week 13</td>
<td>Discussion on Bacteriophage portal on package DNA &amp; Supplementary Information</td>
<td>Two Graduate students</td>
</tr>
<tr>
<td>Week 14</td>
<td>Discussion on Liposomes during injection of lambda DNA &amp; Supplementary Information</td>
<td>Two Graduate students</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Biochemistry and Biophysics
2. Course prefix, number and complete title of course: BICH 677 Chemical Genetics and Drug Discovery
3. Catalog course description (not to exceed 50 words):
   Review, discuss and present scientific literature studies based on the usage of small molecules to alter protein function.

4. Prerequisite(s):
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No □ If yes, from _____ to _____
6. Is this a repeatable course? □ Yes □ No □ If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.S., Ph.D.

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation)
          |          | BICH 677 CHEMGENE & DRUG DISC V R Y
Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
0 | 4 | 0 | 0 | 0 | 3 | 0 | 3 | 2

Approval recommended by:
Gregory D. Reinhart
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
BICH 677  
Chemical Genetics and Drug Discovery  
Spring 2011

Instructor: James Sacchettini  
Email: sacchett@tamu.edu  
Phone: 862-7636  
Office: 2138 ILSB

Prerequisite: Life Sciences Graduate Classification

Class time: Wednesday 12:00 PM – 1:00 PM

Location: ILSB Room 3147

Credits: 1

Course Topic: The Journal club will review, discuss and present scientific literature studies based on the usage of small molecules to alter protein function. Chemical genetics topics will focus on the identification of roles of proteins in different biological processes, investigation of the mechanism of their biological function, and identification of small molecules for medicinal drug therapies.

Course format and expectations:
1. A student will present a paper that has been previously shown to and approved by the instructor. This student will have researched the background and will after a 15 minute presentation, lead the discussion.
2. The presentation will include a PowerPoint.
3. All students are required to read the paper beforehand and to prepare questions and remarks.

Selection of the Paper:
1. The papers should be related to a recent chemical genetics and/or drug discovery topic.
2. The instructor approves one week before the paper is to be presented.
3. The paper needs to be emailed to the instructor and the students the week before presenting it. Every student needs to download their own paper and bring it to class.

Presentation:
1. The presenter should have the PowerPoint Presentation on a USB.
2. The PowerPoint should include important tables and figures.

Class Attendance:  
Each student is required to attend all classes. Unexcused absences are not allowed. You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu
Course Material:
Papers should be selected from current scientific journals such as Biochemistry, Structure, PNAS, Science and Nature.

Presentation Schedule:
January 19 - Discuss the presenting schedule
January 26 - Presentation # 1
February 2  - Presentation # 2
February 9  - Presentation # 3
February 16 - Presentation # 4
February 23 - Presentation # 5
March 2    - Presentation # 6
March 9    - Presentation # 7
March 23   - Presentation # 8
March 30   - Presentation # 9
April 6    - Presentation # 10
April 13   - Presentation # 11
April 20   - Presentation # 12
April 27   - Presentation # 13

Grading Scale:
Grade will be determined by 50% attendance and 50% presentation. The following grading scale will apply.

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = < 60

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.

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://www.tamu.edu/aggiehonor
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Entomology
2. Course prefix, number and complete title of course: ENTO 614 Insect Community Ecology
3. Catalog course description (not to exceed 50 words): Provide a strong and contemporary foundation in insect population, community and evolutionary ecology. Review historical and theoretical perspectives, current philosophies, approaches and a description of classic experiments used to test and modify theories on topics including: insect herbivore-plant interactions; major biological forces affecting population dynamics and community structure (resource availability, competition, predation, mutualisms, etc.).

4. Prerequisite(s): Graduate classification

Cross-listed with: ____________________________
Stacked with: ______________________________

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from ________ to ________
6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken ______ times.

Will this course be repeated within the same semester? ☐ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   M.S. and Ph.D. in Entomology

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   ENTO | 614 | Insect Community Ecology

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<th>Lect.</th>
<th>Lab</th>
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<th>Admin. Unit</th>
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<td>6</td>
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   Approval recommended by:

   David Ragsdale
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee Date

   Dean of College Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Insect Community Ecology
Entomology 614
Spring
Micky D. Eubanks

Contact: Dr. Micky Eubanks
Ph: 979-862-7847
Email: m-eubanks@tamu.edu
Office: Biological Control Facility (BCC) 115
Lab: Biological Control Facility (BCC) 122

Number of credit hours: Three (3)
Days and times of lectures: Tu and Th 11:10 a.m. - 12:25 p.m.
Room: XXX
Office hours: Open door policy and meetings by appointment.
Class website: eLearning
Pre-requisites: Graduate classification or approval of instructor
Required Text: none


Additional Readings: Assigned readings from the primary literature and book chapters.

Course Rationale: The objective of this course is to provide a strong and contemporary foundation in insect population, community and evolutionary ecology. Insect ecology is a dynamic and relatively young field. As a result, our understanding of the forces that limit population growth, shape community structure, and influence the rate of evolution of insect populations is rapidly expanding. Insect ecology is maturing as our world’s natural resources become degraded and altered, perhaps irrevocably. At the same time, our agricultural crops are being challenged by insect pests that are becoming more difficult and expensive to control and calls for more ecologically based control measures are increasing. In addition, insects that have strong, negative effects on native species are invading our most precious indigenous habitats. Consequently, understanding the principles that underlie insect ecology is imperative to understand the natural world and to help solve serious environmental problems. My goal is to stimulate your interests in this exciting and rapidly growing field and to provide a background that will help you understand and study the problems facing our natural resources.

For each topic I will provide an historical and theoretical perspective and a description of classic experiments used to test and modify theory. I will address current philosophies, approaches, and conclusions for each subject. Students will read selected papers on each topic and participate in class discussions (see below). We will start with insect herbivore-plant interactions and expand our topics to include the major biological forces affecting population dynamics and community structure (resource availability, competition, predation, mutualisms, etc.). As the semester progresses, the scope of the lectures and literature will broaden from pair-wise interactions (e.g., two competing species or a predator and its prey) to the entire community of organisms and their
physical environment. We will finish our course by examining the role of ecological interactions in the evolution of insect species and their life histories. Along the way we will highlight “hot” topics in ecology such as invasion biology, trait-mediated effects, ecosystem function, etc.

**Course Goals and Learning Outcomes:** By the end of this course students should: 1) recognize the important role of natural history within the discipline of insect ecology, 2) understand how basic and applied ecological concepts relate to insects and their relatives, 3) appreciate the role insects play in the development and testing of ecological theories, 4) critically assess and objectively critique the primary scientific literature on insect ecology, 5) understand the mechanisms that mediate interactions of insects with their biotic and abiotic environments, 6) recognize the value and application of insect ecology in solving real-world problems.

**Research Proposal:** Everyone will write a research proposal that addresses an important, current topic of insect ecology (but not the topic of your dissertation or thesis). Two class meetings will be dedicated to panel meetings that evaluate the proposals. The class will be divided into two panels. Panel one will review the proposals of panel two members and vice-versa.

**Regular and Final Exams:** All three exams will consist of short-answer and essay type questions. The final exam will be comprehensive. I will stress general principles and theories and experimental tests or examples of these ideas. Full credit will require familiarity with lecture notes, literature used in our discussions, and assigned readings.

**Discussions:** There will be approximately ten class meetings devoted to the discussion of classic and recent papers. The class will be assigned two primary references. Two student “volunteers” will lead the discussion. Everyone should critically read to the best of her/his abilities each paper and should be capable of providing an oral summary of each. Discussion participation will be graded on how well you lead discussion and whether or not you participate in the discussion. It is very important that everyone participates in discussion. I will do my best to provide you with at least 4 days to read the papers.

**Grading:**

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Exam 1:</td>
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<td>Exam 2:</td>
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<td>Final Exam:</td>
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<tr>
<td>Research Proposal:</td>
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<tr>
<td>Discussion:</td>
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A ≥ 90%  B 89 – 80%  C 79-70%  D 69 – 60%  F ≤ 59%
Class Schedule for Insect Ecology
Micky D. Eubanks

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 18</td>
<td>Tu</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>January 20</td>
<td>Th</td>
<td>Insect Behavior: Mating &amp; Finding Food &amp; Homes</td>
</tr>
<tr>
<td>January 25</td>
<td>Tu</td>
<td>Social Insects: Diversity and Intensity</td>
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<tr>
<td>January 27</td>
<td>Th</td>
<td>Social Insects: Ecology &amp; Evolution of Eusociality</td>
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<tr>
<td>February 1</td>
<td>Tu</td>
<td>Discussion II</td>
</tr>
<tr>
<td>February 3</td>
<td>Th</td>
<td>Plant-Herbivore Interactions: Diversity, Diet Breadth, and Barriers to Herbivory</td>
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<tr>
<td>February 8</td>
<td>Tu</td>
<td>Plant-Herbivore Interactions: Plant Defense Hypotheses</td>
</tr>
<tr>
<td>February 10</td>
<td>Th</td>
<td>Discussion III</td>
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<tr>
<td>February 15</td>
<td>Tu</td>
<td>Plant-Herbivore Interactions: Distribution &amp; Abundance</td>
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<tr>
<td>February 17</td>
<td>Th</td>
<td>Plant-Herbivore Interactions: Evolutionary Ecology</td>
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<tr>
<td>February 22</td>
<td>Tu</td>
<td>Discussion IV</td>
</tr>
<tr>
<td>February 24</td>
<td>Th</td>
<td>Exam I</td>
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<tr>
<td>March 1</td>
<td>Tu</td>
<td>Competition: Resource Limitation &amp; Theory</td>
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<tr>
<td>March 3</td>
<td>Th</td>
<td>Competition in Herbivores, Detritivores, &amp; Predators</td>
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<tr>
<td>March 8</td>
<td>Tu</td>
<td>Discussion V</td>
</tr>
<tr>
<td>March 10</td>
<td>Th</td>
<td>Mutualisms Proposal Topics Due</td>
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<tr>
<td>March 15</td>
<td>Tu</td>
<td>Spring Break</td>
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<td>March 17</td>
<td>Th</td>
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<tr>
<td>March 22</td>
<td>Tu</td>
<td>Predator-Prey Interactions: Feeding Habits &amp; Effects</td>
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<tr>
<td>March 24</td>
<td>Th</td>
<td>Predator-Prey Interactions: Dynamics</td>
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<tr>
<td>March 29</td>
<td>Tu</td>
<td>Discussion VI</td>
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<tr>
<td>March 31</td>
<td>Th</td>
<td>Community Structure: Niches, Organization, &amp; Genetics</td>
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<tr>
<td>April 5</td>
<td>Tu</td>
<td>Community Structure: Time, Space, &amp; Compound Communities</td>
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<tr>
<td>April 7</td>
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<td>Multi-trophic Interactions: Trophic Cascades</td>
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<tr>
<td>April 12</td>
<td>Tu</td>
<td>Discussion VII</td>
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<tr>
<td>April 14</td>
<td>Th</td>
<td>Biodiversity: Gradients &amp; Island Biogeography</td>
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<tr>
<td>April 19</td>
<td>Tu</td>
<td>Exam II</td>
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<tr>
<td>April 21</td>
<td>Th</td>
<td>Insects &amp; Earth: Paleobiology, Climate, &amp; Ecosystems</td>
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<tr>
<td>April 26</td>
<td>Tu</td>
<td>Insects &amp; Earth: Invasions &amp; Conservation Biology</td>
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<tr>
<td>April 28</td>
<td>Th</td>
<td>Proposal Panel I (note due dates below)</td>
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<tr>
<td>May 3</td>
<td>Tu</td>
<td>Proposal Panel II</td>
</tr>
<tr>
<td>May 6</td>
<td>Fri</td>
<td>Final Exams Start</td>
</tr>
</tbody>
</table>

Proposals Due by 5:00 p.m. Sunday, April 24th; Proposal Reviews Due by Wednesday, April 27th, 5:00 p.m.
Rules of conduct for and during exams and quizzes:

- There will be no excused trips to the bathroom or other excursions from the classroom during an exam.
- If one must leave the room during an exam, that student’s exam must be terminated and submitted to the instructor. Exceptions will be made on a case-by-case determination at the instructor’s discretion.
- Students arriving after the start of a test will be allowed to take the test at the discretion of the instructor.
- Tests for all students will end at the time allotted for the exam, even if the student started late.
- Examinations missed during an absence will be made up at the discretion of the instructor and only if the absence meets the guidelines of an official absence. *Make-up examinations are discouraged.*
- All materials (books, papers, backpacks) are to be placed below the desk and remain on the floor until tests and quizzes have been terminated for all students.
- Test papers are to be flat on the desktop at all times – not held up and read.
- Talking to others while taking the test will be considered cheating and grounds for invoking academic dishonesty.
- No food or drinks will be permitted during an examination.

Attendance and class etiquette:

**Lecture attendance:** Texas A&M University expects all students to attend class and to complete all assignments. For official rules on attendance, please visit the student rules website (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)). If you miss class on a regular basis, we will likely ask you to explain your repeated absences.

**Exams and quizzes:** You will be required to take all quizzes and exams the days they are scheduled. Only the following absences are considered excused by Texas A&M University...

- Participation in an activity appearing on the university authorized activity list (see [http://studentactivities.tamu.edu/stuactweb/submainpages/authsponmain.htm](http://studentactivities.tamu.edu/stuactweb/submainpages/authsponmain.htm)). If engaged on any of these activities please inform instructor or TA in advance.
- Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.
- Illness of a dependent family member.
• Participation in legal proceedings or administrative procedures that require a student’s presence.

• Religious holy day (see [http://student-rules.tamu.edu/append4.htm](http://student-rules.tamu.edu/append4.htm)). If observing a religious holy day please inform instructor or TA in advance.

• Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).

• Required participation in military duties.

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

Class etiquette:

• Students are expected to be in their seats and prepared for lecture at the time scheduled for the start of class. Personal conversations should cease at this time.

• If a student must be late, please enter quietly and be seated as close to the door as possible.

• If you have reason to be late consistently, please discuss the reasons with the instructor and obtain approval.

• If a student is absent, the student remains responsible for all lecture or laboratory subjects discussed and materials provided during the period(s) of absence.

Classroom and laboratory conduct:

All lectures and laboratories are to be conducted in a professional manner. Therefore, the following conduct is expected…

• No tobacco products are allowed (this is a University rule for the buildings).

• No cell phones or pagers in use or active.

Academic Integrity and Dishonesty

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

The processes, procedures, rules and definitions associated with academic misconduct may be found at the websites listed below. All questions associated with academic misconduct should be directed to the Aggie Honor System Office (AHSO) in the Academic Building, Suite 104 or at the following telephone number: (979) 458-3378.

Aggie Honor System Office: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Rules & Definitions: [http://www.tamu.edu/aggiehonor/acadmisconduct.htm](http://www.tamu.edu/aggiehonor/acadmisconduct.htm)

Cheating – Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
• During an examination, looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices) unless specifically allowed in advance by the instructor.

• Having others conduct research or prepare work without advance authorization from the instructor.

• Acquiring answers for any assigned work or examination from any unauthorized source. This includes, but is not limited to, using the services of commercial term paper companies, purchasing answer sets to homework from tutoring companies, and obtaining information from students who have previously taken the examination.

• Collaborating with other students in the completion of assigned work, unless specifically authorized by the instructor teaching the course. It is safe to assume that all assignments are to be completed individually unless the instructor indicates otherwise; however, students who are unsure should seek clarification from their instructors.

• Other similar acts.

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

• Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).

• Failing to credit sources and attempting to pass off the work as one’s own.

• Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless such assistance is explicitly prohibited by the instructor. If such services are used by the student, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.

• Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.

Process and Procedures: http://www.tamu.edu/aggiehonor/reporting.html

Appeals: http://www.tamu.edu/aggiehonor/appeal.html

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Nutrition & Food Science

2. Course prefix, number and complete title of course: FSTC 669 Experimental Nutrition & Food Science Laboratory

3. Catalog course description (not to exceed 50 words): Nutritional intervention into animal models of metabolic or emotional disorders; genetic modifications or pathogens in food products; analyses of gene expression and behavior

4. Prerequisite(s): BICH/GENE 432 recommended; graduate in nutrition or related major

5. Is this a variable credit course? □ Yes  ☒ No  If yes, from _______ to _______

6. Is this a repeatable course? □ Yes  ☒ No  If yes, this course may be taken ______ times.

7. Will this course be repeated within the same semester? □ Yes  ☒ No

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Open to all majors

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

   Approval recommended by:

   Alex Castilo
   Department Head or Program Chair (Type Name & Sign)  Date

   Steve Smith
   Department Head or Program Chair (Type Name & Sign)  Date

   (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services  3/10
NUTR 369/669 and FSTC 369/669 (4 credits)  
Experimental Nutrition & Food Science Laboratory  
Semester: Fall 2011

Department of Nutrition & Food Science, Texas A&M University  
Class Time: MWF 08:00 – 10:20 AM  
Classroom Location: 007 Kleberg

Instructor: Carmel Morgan, Ph.D.  
Office: 218C Kleberg  
Tel: 458-1849  
Office Hours: by appointment  
E-mail: camorgan@tamu.edu

Textbooks  

Course Description: Study nutritional intervention into animal models of metabolic or emotional disorders. Assess genetic modifications or pathogens in food products. Experimental approaches include analyses of gene expression and behavior. Training culminates in a mock manuscript, and either an oral presentation (undergraduates) or a mock funding proposal (graduates).

Prerequisites: Undergraduate: junior or senior in nutrition or related major and BICH/GENE 432 recommended; Graduate: BICH/GENE 432 recommended graduate in nutrition or related major

Course Objectives  
1. Knowledge of experimental nutrition: enhanced by lectures, reading and discussing journal articles; assessed by examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)  
2. Training in experimental techniques: obtained from laboratory experiments; assessed from laboratory notebook, manuscript, and examinations  
3. Critical analysis: enhanced by discussion of journal articles, feedback on laboratory notebook, experimental design, and the outline, draft, and critique of manuscript; assessed from examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)  
4. Writing quality: enhanced by workshops on manuscript writing, discussions of journal articles, and feedback on laboratory notebook, experimental design, the outline, draft, and critique of manuscript, and the outline, draft, and critique of manuscript proposal (graduates); assessed by manuscript, laboratory notebook, and proposal (graduates)  
5. Speaking quality: enhanced by workshop on oral presentation, practice oral presentation, and feedback on discussions of journal articles; assessed by oral presentation

Examinations: Contain multiple-choice, fill-in, true-false, short-answer, and essay problems. Graduate examinations will contain an additional essay problem. A make-up examination will be
provided if a *university-approved absence* prevents taking a regular examination. Absences due to injury or illness will be excused by a verifiable physician’s note.

**Laboratory Notebook:** Grade depends on organization, neatness, and legibility in meticulous and accurate recording of data in a bound notebook using ink. Reserve first 3 pages for *Table of Contents*. Use transparent tape to add gel photos and DNA sequences. Regular attendance is crucial for the grade, as there will be *no make-up experiments*.

**Manuscript: Format:** Word; 12-point Times New Roman; double-spaced; 1-inch margins; ≥ 20 pages. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center (http://writingcenter.tamu.edu) assists with writing assignments. Include the following components.

- **Abstract** (~1 page): Summarize hypothesis, methods, results, and significance.
- **Introduction** (~4 pages): Describe relevant research done previously.
- **Materials & Methods** (~4 pages): Describe experimental subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design.
- **Results** (~8 pages): Describe results with tables and/or graphs, statistics, and figure legends. Prism 3 and SigmaStat 2 are available for graphing and statistics, respectively.
- **Discussion** (~5 pages): Discuss significance and potential impact of experimental findings. Describe future research that might be conducted.
- **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for your Introduction, Materials & Methods, and Discussion sections.

**Submission of Writing Assignments:** Submit Word documents in e-mail attachments by 5:00 PM on due dates (see class schedule below). Beginning at 5:01 PM on due date, late submissions will be penalized 5% per day. Verify submission by e-mail response from instructor. Late assignments due to injury or illness will be excused by a verifiable physician’s note.

**Oral Presentation.** Each undergraduate will give a 5-minute presentation based on assigned journal article and two articles selected by the student. Feedback will be received in a discussion with instructor, graduate assistant, and classmates. Provide an overview, reformatted graphs and tables as relevant, and your conclusions. Schedule required practice presentation with a classmate. *Outline and additional articles are due 1 week before presentation date.* All students are urged to attend the weekly *Nutrition Seminar Series.*

**Funding Proposal.** Each graduate will prepare a mock funding proposal based on his/her experimental results (actual or predicted). **Format:** Word; 12-point Arial; single-spaced; 1-inch margins; 8-page maximum. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center assists with writing assignments (http://writingcenter.tamu.edu). Include the following components.

- **Project Summary** (~1/2 page): State scientific problem. Summarize long-term goal, project goal, central hypothesis, rationale, specific aims, significance, and innovation.
- **Project Narrative** (~1/4 page): State the relevance to public health and the relevance to the mission of the funding agency (e.g., NIH).
- **Specific Aims** (~1 page): Provide background paragraph, paragraph with long-term goal, project goal, central hypothesis, and rationale, 2-3 specific aims, working hypothesis for each aim. Last paragraph provides predicted outcome and projected positive impact.
• **Significance & Innovation** (~1 page): First paragraph, describe relevant research done previously to illustrate significance of proposed work; Second paragraph, describe relevant research done previously to illustrate innovation in the proposed work.

• **Experimental Approach** (~5 pages): For each specific aim, provide introductory paragraph with objective of the aim, working hypothesis, general approach, rationale, and general prediction; Justification & Feasibility (review of relevant literature and preliminary data). Describe subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design. Provide expected outcome summary, and describe potential problems and alternative strategies. Provide a table of the experimental timeline for completing the project.

• **Future Directions** (~1/4 page): Discuss significance and potential impact of experimental findings. Describe future research that might arise from the proposed work.

• **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for Significance & Innovation and Experimental Approach sections.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduates</th>
<th>Graduates</th>
<th>Final Grading Scale</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>15</td>
<td>15</td>
<td>A</td>
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<tr>
<td>Exam II</td>
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<tr>
<td>PCR Primer Design</td>
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<td>B</td>
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<td>Problems Sets</td>
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<td>2</td>
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<tr>
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<tr>
<td>Journal Discussion</td>
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<td>5</td>
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<td>Lab Notebook</td>
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**Laboratory Safety:** The online safety tutorial must be completed before conducting research. The Howdy Portal is located at https://howdy.tamu.edu/cp/home/displaylogin. Students must attend the Laboratory Safety Workshop before conducting research.

**Plagiarism:** passing off as one's own ideas, words, writings, etc. those that belong to another. Accordingly, you commit plagiarism if you copy the work of another person and submit it as your own, even if you have the permission of that person. Plagiarism destroys the trust among colleagues without which research cannot be safely communicated.
**Academic Integrity**: As stated in the Texas A&M Student Rules (www.tamu.edu/aggiehonor):
Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.
Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.
Student Rule 20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
Student Rule 20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

To ensure your understanding of academic integrity, plagiarism, and the importance of citation, you are required to complete **two online tutorials** through the TAMU Libraries web page for this course. To complete each tutorial and its accompanying proficiencies:

- Go to TAMU Libraries [http://library.tamu.edu](http://library.tamu.edu).
- Login to email instructor the results of the proficiencies. Choose **Tutorials** under
  Class Resources and select the “**Academic Integrity**” button from the top listing.
- Complete the **Citing Your Sources** and the **Academic Integrity & Plagiarism** tutorials.
  Once you have completed the tutorial, choose the “**Email results**” button and email
  instructor the results by the specified date (see class schedule above for due dates).
- **Failure to complete both tutorials (with a grade of ≥85%) and to submit results to instructor will result in a 5% deduction from final grade.**

Plagiarism on any assignment will not be tolerated, and it will be recommended that you receive an “F” in this course if evidence of plagiarism is found.

**Cheating**: *Aggies do not lie, cheat, or steal, nor do they tolerate those who do.*
Visit [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for more information.

**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](http://disability.tamu.edu).
<table>
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<tr>
<th>Schedule</th>
<th>Date</th>
<th>Lecture and Laboratory Topics</th>
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| Week 01  | Aug 29 | Lec 01. DNA Synthesis & Expression  
Workshop 01. Laboratory Procedures and Safety  
Lab 01a. Basic Techniques: Pipetting & AGE  
**Laboratory Safety Tutorial Due (Online)** |
|          | Aug 31 | Lab 01b. Basic Techniques: Control DNA Extraction, Purification, & AGE  
Workshop 02. Measurements, Calculations, & Dilutions  
*Problem Set 01. (Lab Math) Assigned*  
**Academic Integrity Tutorial Due (Online)** |
|          | Sep 02 | Lab 01c. Basic Techniques: Control DNA Digestion, AGE, & Recovery  
Workshop 03. Manuscript Preparation: Materials & Methods  
*Problem Set 1 (Lab Math) Due*  
Team Projects and Journal Articles Assigned  
*Problem Set 02. (Target Genes) Assigned* |
| Week 02  | Sep 05 | Lec 02. RNA Synthesis & Expression  
Lab 02a. Control RNA Analysis: Extraction from Tissue |
|          | Sep 07 | Lab 02b. Control RNA Analysis: RNA Purification  
Workshop 04. Manuscript Preparation: Results |
|          | Sep 09 | Lab 02c. Control RNA Analysis: Northern Blotting  
*Problem Set 2 (Target Genes) Due* |
| Week 03  | Sep 12 | Lec 03. Reverse Transcription & Polymerase Chain Reaction  
Lab 03a. Control RT-PCR Analysis: Reverse Transcription  
Workshop 05. Bioinformatics: PCR Primer Design |
|          | Sep 14 | Lab 03b. Control RT-PCR Analysis: PCR  
Workshop 06. Manuscript Preparation: Introduction & Discussion |
|          | Sep 16 | Lab 03c. Control RT-PCR Analysis: AGE Analysis of PCR Amplicons  
*Problem Set 03. (PCR Primer Targets) Assigned* |
| Week 04  | Sep 19 | Lec 04. Protein Synthesis & Expression  
Lab 04a. Control Protein Analysis: Protein Extraction from Tissue |
|          | Sep 21 | Lab 04b. Control Protein Analysis: PAGE & Western Blotting  
Workshop 07. Manuscript Preparation: Citations & Literature Searching  
**Citation Tutorial Due (Online)** |
|          | Sep 23 | Lab 04c. Control Protein Analysis: Western Blot Probing  
*Problem Set 3 (PCR Primer Designs) Due*  
*Manuscript Topics Assigned* |
| Week 05  | Sep 26 | Lec 05. Experimental Design  
Lab 05a. Experimental RNA Analysis: Extraction  
**Laboratory Notebooks Checked**  
**Order PCR Primers for Target Genes** |
|          | Sep 28 | Lab 05b. Experimental RNA Analysis: Purification  
Workshop 08. Manuscript Preparation: Abstract & Title |
|          | Sep 30 | Lab 05c. Experimental RNA Analysis: cDNA Preparation  
*Problem Set 04. (Experimental Design Topics) Assigned*  
Workshop 09. How to Deliver an Oral Presentation  
**Manuscript Outlines Due**  
**Proposal Outlines Due (Graduates)** |
| Week 06  | Oct 03 | Lec 06. Molecular Cloning & Expression  
Lab 06a. Experimental Protein Analysis: Extraction |
|          | Oct 05 | Lab 06b. Experimental Protein Analysis: Purification  
Workshop 10. Behavior Analysis |
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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</table>
| Oct 07 | Lab 06c. Experimental Protein Analysis: Blotting  
  Oral Presentations (Undergraduates) and Discussion (All)  
  Problem Set 4 (Experimental Designs) Due |
| Oct 10 | Lec 07. Bacterial Amplification & Sequencing of Cloned DNA  
  Lab 07a. Experimental Gene Expression or Behavior Analysis |
| Oct 12 | Lab 07b. Experimental Gene Expression or Behavior Analysis                                |
| Oct 14 | Lab 07c. Experimental Gene Expression or Behavior Analysis  
  Oral Presentations (Undergraduates) and Discussion (All) |
| Oct 17 | Lab 08a. Experimental Gene Expression or Behavior Analysis                                |
| Oct 19 | Lab 08b. Experimental Gene Expression or Behavior Analysis                                |
| Oct 21 | Lab 08c. Experimental Gene Expression or Behavior Analysis  
  Oral Presentations (Undergraduates) and Discussion (All)  
  Manuscript Drafts Due  
  Proposal Drafts Due (Graduates) |
| Oct 24 | Lab 09a. Experimental Gene Expression or Behavior Analysis                                |
| Oct 26 | Lab 09b. Experimental Gene Expression or Behavior Analysis                                |
| Oct 28 | Lab 09c. Experimental Gene Expression or Behavior Analysis  
  Oral Presentations (Undergraduates) and Discussion (All) |
| Oct 31 | Mid-Term Examination (08:00 – 10:00 AM)  
  Lectures 1-7, Workshops 1, 2, 5, & 10, and Problem Sets 1-4  
  Laboratory Notebooks Checked |
| Nov 02 | Lab 10a. Experimental Gene Expression or Behavior Analysis                                |
| Nov 04 | Lab 10b. Experimental Gene Expression or Behavior Analysis  
  Oral Presentations (Undergraduates) and Discussion (All)  
  Manuscript Critiques Due  
  Last Day to Q-Drop |
| Nov 07 | Lab 11a. Experimental Gene Expression or Behavior Analysis                                |
| Nov 09 | Lab 11b. Experimental Gene Expression or Behavior Analysis                                |
| Nov 11 | Lab 11c. Experimental Gene Expression or Behavior Analysis  
  Oral Presentations (Undergraduates) and Discussion (All)  
  Proposal Critiques Due (Graduates) |
| Nov 14 | Lab 12a. Experimental Gene Expression or Behavior Analysis                                |
| Nov 16 | Lab 12b. Experimental Gene Expression or Behavior Analysis                                |
| Nov 18 | Lab 12c. Experimental Gene Expression or Behavior Analysis  
  Oral Presentations (Undergraduates) and Discussion (All) |
| Nov 21 | Lab 13a. Cloning of Recombinant DNA                                                       |
| Nov 23 | Lab 13b. Cloning of Recombinant DNA                                                       |
| Nov 25 | No Class – Thanksgiving Holiday                                                          |
| Nov 28 | Lab 14a. cDNA Preparation for Sequencing: Bacterial Transformation                        |
| Nov 30 | Lab 14b. cDNA Preparation for Sequencing: Bacterial Amplification                        |
| Dec 02 | Lab 14b. cDNA Preparation for Sequencing: Plasmid Preparation  
  Manuscripts Due  
  Laboratory Notebooks Due  
  Proposals Due (Graduates)  
  Submit cDNA Samples for Sequence Verification |
| Dec 12 | Final Examination (08:00 – 10:00 AM)  
  Lectures 1-7, Workshops 1, 2, 5, & 10, and Problem Sets 1-4 |
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Nutrition & Food Science

2. Course prefix, number and complete title of course: NUTR 669 Experimental Nutrition & Food Science Laboratory

3. Catalog course description (not to exceed 50 words): Nutritional intervention into animal models of metabolic or emotional disorders; genetic modifications or pathogens in food products; analyses of gene expression and behavior

4. Prerequisite(s): BICH/GENE 432 recommended; graduate in nutrition or related major

5. Is this a variable credit course? □ Yes □ No

6. Is this a repeatable course? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Open to all majors

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

   NUTR 669 EXP NUTR & FSTC LAB

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 1 0 6 0 4 3 0 1 9 0 1 0 0 0 2 2 1 2 0 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by: Steve Smith
   Department Head or Program Chair (Type Name & Sign) Date 1/20/11
   Chair, College Review Committee Date

   Alex Castillo
   Department Head or Program Chair (Type Name & Sign) Date 1/20-2011
   Dean of College Date
   Chair, GC or UCC Date

   Submitted to Coordinating Board by: 
   Date Effective Date

   Associate Director, Curricular Services

46 of 58 B
NUTR 369/669 and FSTC 369/669 (4 credits)
Experimental Nutrition & Food Science Laboratory
Semester: Fall 2011

Department of Nutrition & Food Science, Texas A&M University
Class Time: MWF 08:00 – 10:20 AM    Classroom Location: 007 Kleberg

Instructor: Caurnel Morgan, Ph.D.
Office: 218C Kleberg    Office Hours: by appointment
Tel: 458-1849    E-mail: camorgan@tamu.edu

Textbooks

Course Description: Study nutritional intervention into animal models of metabolic or emotional disorders. Assess genetic modifications or pathogens in food products. Experimental approaches include analyses of gene expression and behavior. Training culminates in a mock manuscript, and either an oral presentation (undergraduates) or a mock funding proposal (graduates).

Prerequisites: Undergraduate: junior or senior in nutrition or related major and BICH/GENE 432 recommended; Graduate: BICH/GENE 432 recommended graduate in nutrition or related major

Course Objectives
1. Knowledge of experimental nutrition: enhanced by lectures, reading and discussing journal articles; assessed by examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)
2. Training in experimental techniques: obtained from laboratory experiments; assessed from laboratory notebook, manuscript, and examinations
3. Critical analysis: enhanced by discussion of journal articles, feedback on laboratory notebook, experimental design, and the outline, draft, and critique of manuscript; assessed from examinations, manuscript, oral presentation (undergraduates), and funding proposal (graduates)
4. Writing quality: enhanced by workshops on manuscript writing, discussions of journal articles, and feedback on laboratory notebook, experimental design, the outline, draft, and critique of manuscript, and the outline, draft, and critique of manuscript proposal (graduates); assessed by manuscript, laboratory notebook, and proposal (graduates)
5. Speaking quality: enhanced by workshop on oral presentation, practice oral presentation, and feedback on discussions of journal articles; assessed by oral presentation

Examinations: Contain multiple-choice, fill-in, true-false, short-answer, and essay problems. Graduate examinations will contain an additional essay problem. A make-up examination will be
provided if a university-approved absence prevents taking a regular examination. Absences due to injury or illness will be excused by a verifiable physician's note.

**Laboratory Notebook:** Grade depends on organization, neatness, and legibility in meticulous and accurate recording of data in a bound notebook using ink. Reserve first 3 pages for *Table of Contents*. Use transparent tape to add gel photos and DNA sequences. Regular attendance is crucial for the grade, as there will be *no make-up experiments*.

**Manuscript:** *Format:* Word; 12-point Times New Roman; double-spaced; 1-inch margins; ≥ 20 pages. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center (http://writingcenter.tamu.edu) assists with writing assignments. Include the following components.

- **Abstract** (~1 page): Summarize hypothesis, methods, results, and significance.
- **Introduction** (~4 pages): Describe relevant research done previously.
- **Materials & Methods** (~4 pages): Describe experimental subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design.
- **Results** (~8 pages): Describe results with tables and/or graphs, statistics, and figure legends. Prism 3 and SigmaStat 2 are available for graphing and statistics, respectively.
- **Discussion** (~5 pages): Discuss significance and potential impact of experimental findings. Describe future research that might be conducted.
- **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for your Introduction, Materials & Methods, and Discussion sections.

**Submission of Writing Assignments:** Submit Word documents in e-mail attachments by 5:00 PM on due dates (see class schedule below). Beginning at 5:01 PM on due date, late submissions will be penalized 5% per day. Verify submission by e-mail response from instructor. Late assignments due to injury or illness will be excused by a verifiable physician's note.

**Oral Presentation.** Each undergraduate will give a 5-minute presentation based on assigned journal article and two articles selected by the student. Feedback will be received in a discussion with instructor, graduate assistant, and classmates. Provide an overview, reformatted graphs and tables as relevant, and your conclusions. Schedule required practice presentation with a classmate. *Outline and additional articles are due 1 week before presentation date.* All students are urged to attend the weekly *Nutrition Seminar Series.*

**Funding Proposal.** Each graduate will prepare a mock funding proposal based on his/her experimental results (actual or predicted). *Format:* Word; 12-point Arial; single-spaced; 1-inch margins; 8-page maximum. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center assists with writing assignments (http://writingcenter.tamu.edu). Include the following components.

- **Project Summery** (~1/2 page): State scientific problem. Summarize long-term goal, project goal, central hypothesis, rationale, specific aims, significance, and innovation.
- **Project Narrative** (~1/4 page): State the relevance to public health and the relevance to the mission of the funding agency (e.g., NIH).
- **Specific Aims** (~1 page): Provide background paragraph, paragraph with long-term goal, project goal, central hypothesis, and rationale, 2-3 specific aims, working hypothesis for each aim. Last paragraph provides predicted outcome and projected positive impact.
• **Significance & Innovation** (~1 page): First paragraph, describe relevant research done previously to illustrate significance of proposed work; Second paragraph, describe relevant research done previously to illustrate innovation in the proposed work.

• **Experimental Approach** (~5 pages): For each specific aim, provide introductory paragraph with objective of the aim, working hypothesis, general approach, rationale, and general prediction; Justification & Feasibility (review of relevant literature and preliminary data). Describe subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design. Provide expected outcome summary, and describe potential problems and alternative strategies. Provide a table of the experimental timeline for completing the project.

• **Future Directions** (~1/4 page): Discuss significance and potential impact of experimental findings. Describe future research that might arise from the proposed work.

• **Literature Cited** (~20 references): Cite relevant literature (primary research papers) as sources for Significance & Innovation and Experimental Approach sections.

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<tr>
<th>Assignment</th>
<th>Undergraduates</th>
<th>Graduates</th>
<th>Final Grading Scale</th>
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<tr>
<td>Exam I</td>
<td>15</td>
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<td>A 90-100%</td>
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<td>Exam II</td>
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<td>PCR Primer Design</td>
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<td>Problems Sets</td>
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**Laboratory Safety**: The online safety tutorial must be completed before conducting research. The Howdy Portal is located at [https://howdy.tamu.edu/cp/home/displaylogin](https://howdy.tamu.edu/cp/home/displaylogin). Students must attend the Laboratory Safety Workshop before conducting research.

**Plagiarism**: passing off as one's own ideas, words, writings, etc. those that belong to another. Accordingly, you commit plagiarism if you copy the work of another person and submit it as your own, even if you have the permission of that person. Plagiarism destroys the trust among colleagues without which research cannot be safely communicated.
**Academic Integrity:** As stated in the Texas A&M Student Rules (www.tamu.edu/aggiehonor):

Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.

Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.

Student Rule 20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

Student Rule 20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

To ensure your understanding of academic integrity, plagiarism, and the importance of citation, you are required to complete **two online tutorials** through the TAMU Libraries web page for this course. To complete each tutorial and its accompanying proficiencies:

- Go to TAMU Libraries [http://library.tamu.edu](http://library.tamu.edu).
- Login to email instructor the results of the proficiencies. Choose *Tutorials* under Class Resources and select the "*Academic Integrity*" button from the top listing.
- Complete the *Citing Your Sources* and the *Academic Integrity & Plagiarism* tutorials. Once you have completed the tutorial, choose the "*Email results*" button and email instructor the results by the specified date (see class schedule above for due dates).
- Failure to complete both tutorials (with a grade of ≥85%) and to submit results to instructor will result in a 5% deduction from final grade.

Plagiarism on any assignment will not be tolerated, and it will be recommended that you receive an “F” in this course if evidence of plagiarism is found.

**Cheating:** *Aggies do not lie, cheat, or steal, nor do they tolerate those who do.*

Visit [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for more information.

**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](http://disability.tamu.edu).
<table>
<thead>
<tr>
<th>Schedule</th>
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<th>Lecture and Laboratory Topics</th>
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<tr>
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<td><strong>Aug 29</strong></td>
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<td>Lec 01. DNA Synthesis &amp; Expression</td>
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<td>Workshop 01. Laboratory Procedures and Safety</td>
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<td>Lab 01a. Basic Techniques: Pipetting &amp; AGE</td>
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<td>Lab 01b. Basic Techniques: Control DNA Extraction, Purification, &amp; AGE</td>
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<td>Workshop 02. Measurements, Calculations, &amp; Dilutions</td>
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<td><strong>Problem Set 01. (Lab Math) Assigned</strong></td>
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<td><strong>Academic Integrity Tutorial Due (Online)</strong></td>
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<td>Lab 01c. Basic Techniques: Control DNA Digestion, AGE, &amp; Recovery</td>
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<td>Workshop 03. Manuscript Preparation: Materials &amp; Methods</td>
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<td><strong>Problem Set 1 (Lab Math) Due</strong></td>
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<td>Team Projects and Journal Articles Assigned</td>
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<td><strong>Problem Set 02. (Target Genes) Assigned</strong></td>
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<td>Lec 02. RNA Synthesis &amp; Expression</td>
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<td>Lab 02a. Control RNA Analysis: Extraction from Tissue</td>
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<td>Lab 02b. Control RNA Analysis: RNA Purification</td>
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<td>Workshop 04. Manuscript Preparation: Results</td>
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<td><strong>Problem Set 2 (Target Genes) Due</strong></td>
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<td>Lab 02c. Control RNA Analysis: Northern Blotting</td>
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<td>Lec 03. Reverse Transcription &amp; Polymerase Chain Reaction</td>
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<td>Lab 03a. Control RT-PCR Analysis: Reverse Transcription</td>
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<td>Workshop 05. Bioinformatics: PCR Primer Design</td>
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<td>Lab 03b. Control RT-PCR Analysis: PCR</td>
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<td>Workshop 06. Manuscript Preparation: Introduction &amp; Discussion</td>
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<td>Lab 03c. Control RT-PCR Analysis: AGE Analysis of PCR Amplicons</td>
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<td><strong>Problem Set 03. (PCR Primer Targets) Assigned</strong></td>
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<td>Lec 04. Protein Synthesis &amp; Expression</td>
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<td>Lab 04a. Control Protein Analysis: Protein Extraction from Tissue</td>
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<td>Lab 04b. Control Protein Analysis: PAGE &amp; Western Blotting</td>
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<td>Workshop 07. Manuscript Preparation: Citations &amp; Literature Searching</td>
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<td><strong>Citation Tutorial Due (Online)</strong></td>
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<td>Lab 04c. Control Protein Analysis: Western Blot Probing</td>
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<td><strong>Problem Set 3 (PCR Primer Designs) Due</strong></td>
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<td>Lec 05. Experimental Design</td>
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<td>Lab 05a. Experimental RNA Analysis: Extraction</td>
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<td><strong>Laboratory Notebooks Checked</strong></td>
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<td><strong>Order PCR Primers for Target Genes</strong></td>
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<td>Lab 05b. Experimental RNA Analysis: Purification</td>
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<td>Workshop 08. Manuscript Preparation: Abstract &amp; Title</td>
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<td><strong>Sep 30</strong></td>
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<td>Lab 05c. Experimental RNA Analysis: cDNA Preparation</td>
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<td><strong>Problem Set 04. (Experimental Design Topics) Assigned</strong></td>
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<td>Workshop 09. How to Deliver an Oral Presentation</td>
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<td><strong>Manuscript Outlines Due</strong></td>
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<td><strong>Proposal Outlines Due (Graduates)</strong></td>
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<td><strong>Oct 03</strong></td>
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<td>Lec 06. Molecular Cloning &amp; Expression</td>
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<td>Lab 06a. Experimental Protein Analysis: Extraction</td>
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<td><strong>Oct 05</strong></td>
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<td>Lab 06b. Experimental Protein Analysis: Purification</td>
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<td>Workshop 10. Behavior Analysis</td>
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<td><strong>Week 06</strong></td>
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| Week 07 | Oct 07 | Lab 06c. Experimental Protein Analysis: Blotting  
Oral Presentations (Undergraduates) and Discussion (All)  
Problem Set 4 (Experimental Designs) Due |
|---------|--------|---------------------------------------------------------------|
| Oct 10 | Lec 07. Bacterial Amplification & Sequencing of Cloned DNA  
Lab 07a. Experimental Gene Expression or Behavior Analysis |
| Oct 12 | Lab 07b. Experimental Gene Expression or Behavior Analysis |
| Oct 14 | Lab 07c. Experimental Gene Expression or Behavior Analysis  
Oral Presentations (Undergraduates) and Discussion (All) |
| Oct 17 | Lab 08a. Experimental Gene Expression or Behavior Analysis |
| Oct 19 | Lab 08b. Experimental Gene Expression or Behavior Analysis |
| Oct 21 | Lab 08c. Experimental Gene Expression or Behavior Analysis  
Oral Presentations (Undergraduates) and Discussion (All)  
Manuscript Drafts Due  
Proposal Drafts Due (Graduates) |
| Week 08 | Oct 24 | Lab 09a. Experimental Gene Expression or Behavior Analysis |
| Oct 26 | Lab 09b. Experimental Gene Expression or Behavior Analysis |
| Oct 28 | Lab 09c. Experimental Gene Expression or Behavior Analysis  
Oral Presentations (Undergraduates) and Discussion (All) |
| Oct 31 | Mid-Term Examination (08:00 – 10:00 AM)  
Lectures 1-7, Workshops 1, 2, 5, & 10, and Problem Sets 1-4  
Laboratory Notebooks Checked |
| Week 10 | Nov 02 | Lab 10a. Experimental Gene Expression or Behavior Analysis |
| Nov 04 | Lab 10b. Experimental Gene Expression or Behavior Analysis  
Oral Presentations (Undergraduates) and Discussion (All)  
Manuscript Critiques Due  
Last Day to Q-Drop |
| Nov 07 | Lab 11a. Experimental Gene Expression or Behavior Analysis |
| Nov 09 | Lab 11b. Experimental Gene Expression or Behavior Analysis |
| Nov 11 | Lab 11c. Experimental Gene Expression or Behavior Analysis  
Oral Presentations (Undergraduates) and Discussion (All)  
Proposal Critiques Due (Graduates) |
| Week 11 | Nov 14 | Lab 12a. Experimental Gene Expression or Behavior Analysis |
| Nov 16 | Lab 12b. Experimental Gene Expression or Behavior Analysis |
| Nov 18 | Lab 12c. Experimental Gene Expression or Behavior Analysis  
Oral Presentations (Undergraduates) and Discussion (All) |
| Week 12 | Nov 21 | Lab 13a. Cloning of Recombinant DNA |
| Nov 23 | Lab 13b. Cloning of Recombinant DNA |
| Nov 25 | No Class – Thanksgiving Holiday |
| Nov 28 | Lab 14a. cDNA Preparation for Sequencing: Bacterial Transformation |
| Nov 30 | Lab 14b. cDNA Preparation for Sequencing: Bacterial Amplification  
Manuscripts Due  
Laboratory Notebooks Due  
Proposals Due (Graduates)  
Submit cDNA Samples for Sequence Verification |
| Week 13 | Dec 02 | Final Examination (08:00 – 10:00 AM)  
Lectures 1-7, Workshops 1, 2, 5, & 10, and Problem Sets 1-4 |
Form Instructions

1. Request submitted by (Department or Program Name): Bush School of Government and Public Service.

2. Course prefix, number and complete title of course: PSAA 601, Foundations of Public Service

3. Catalog course description (not to exceed 50 words): Different perspectives on management and leadership in public service; provides overview of how public and nonprofit organizations work; discusses ethical dilemmas that occur in public service careers.

4. Prerequisite(s): PSAA Majors Only

5. Is this a variable credit course? [ ] Yes [X] No  If yes, from ________ to ________

6. Is this a repeatable course? [ ] Yes [X] No  If yes, this course may be taken ________ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Public Service and Administration Program
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.  Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
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Approval recommended by:

Jeryl L. Mumpower  
Department Head or Program Chair (Type Name & Sign)  
Date

Samuel A. Kirkpatrick  
Chair, College Review Committee  
Date

Department Head or Program Chair (Type Name & Sign)  
(if cross-listed course)  
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
PSAA 601: Foundations of Public Service  
Fall 2011  
Bill West

Contact Information  
office: 1099 Allen Academic Building  
e-mail: wwest@bushschool.tamu.edu  
phone: (979) 862-8825 (w); (512) 306-0573 (h); (979) 571-4837 (c)  
office hours: MW 9:30-10:30 and 3-5, by appointment, or whenever I am in  
classroom: Allen 1107  
class hours: 11:00-12:15

Purpose  
PSAA 601 provides a foundation of knowledge that will help you to understand and to  
think critically about the environment of public service. The course examines different  
perspectives on management and leadership, and it provides an overview of how public and  
nonprofit organizations work. It also provides an opportunity to discuss types of ethical  
dilemmas that you are likely to encounter in your careers. Some of the topics in PSAA 601 are  
covered in greater depth in other parts of the MPSA curriculum.

Readings  
PSAA 601 relies on articles and chapters from books that can be found online at  
http://library-reserves.tamu.edu/areas. Readings may be added or deleted during the semester.  
The academic readings listed on the syllabus will also be supplemented by relatively short,  
journalistic articles on current events that I will assign as we go along. These will be used to  
illustrate and examine concepts that that we are covering in class.

Course Requirements and Grading  
The standard Texas A&M University grading scale will apply:

90% - 100% A  Extraordinary, excellent work and mastery of concept  
80% - 89%  B  Good work and solid command of concept  
70% - 79%  C  Adequate work and sufficient understanding of concept  
60% - 69%  D  Poor work, little understanding of concept  
0% - 59 %  F  Lack or work, no understanding of concept

Students are expected to come to class prepared to discuss assigned readings and to  
complete written assignments on time and in a professional manner. Although I realize that you  
have different levels of ability, there is no excuse for anyone to turn in work that is sloppy or that  
otherwise reflects a lack of effort. The course grade will be determined as follows:

  individual paper  40%  
  final exam  20%  
  first group project  15%  
  second group project  15%  
  participation  10%
The paper will be a brief of about 10 pages (double-spaced) that educates a superior on a particular topic. You will be given a menu of topics from which to choose early in the course. The group projects will require pairs of teams to write papers of 12-15 pages taking assigned, pro-and-con positions on issues that are of current importance. The teams will argue their positions before the class. I will look at outlines and rough drafts of individual and group papers that are given to me sufficiently far in advance. Also, I encourage you to seek the advice of the Bush School’s writing consultant. Writing is one of the most important skills that you can develop while at the Bush School. The final exam will be essay and will cover material for the entire course.

**Aggie Honor Code and Academic Integrity**

You have a responsibility for adhering to Texas A&M University’s Honor Code. For information about the code and how it is enforced you may visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

You should be particularly careful to cite the work of others when completing written assignments. Please consult section XIII of your student handbook for guidance on avoiding plagiarism and other forms of academic misconduct. You should also feel free to contact me for the clarification of any issues that seem ambiguous. *The best way to avoid plagiarism is to err on the side of caution when you are in doubt about the need to cite sources.*

**The Americans with Disabilities Act**

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

**TOPICS AND READING ASSIGNMENTS**

**Introduction**

**Part I: Perspectives on Organizations, Management, and Leadership**

A. Organizations as Closed Systems and the Traditional Model of Administration
   - Max Weber, “Bureaucracy”
   - Luther Gulick, “Notes on the Theory of Organization”

B. Criticisms of Traditional Theory
   - Herbert Simon, “The Proverbs of Administration”
   - Robert Merton, “Bureaucratic Structure and Bureaucratic Personality”
   - Warren Bennis, “Organizations of the Future”
C. The Human-Relations Approach to Management
   Abraham Maslow, “A Theory of Human Motivation”
   Frederick Herzberg, “One More Time: How Do You Motivate Employees?”

D. Organizations as Open Systems
   Norton Long, “Power and Administration”
   Brinton Milward and Keith Provan, “Governing the Hollow State”

E. Power and Conflict within Organizations
   Chester Barnard, “Informal Organizations and their Relations to formal Organizations”
   William West, “The Growth of Internal Conflict in Regulatory Administration”

F. Perspectives on Decision Making
   Graham Allison, “Conceptual Models and the Cuban Missile Crisis”
   Irving Janis, “Groupthink: The Desperate Drive for Consensus at Any Cost”

G. Popular Approaches to Management
   David Osborne and Ted Gabler, Reinventing Government, introduction
   Hood and Peters, “The Middle Aging of New Public Management”

H. What is Leadership?
   Case: “Rural Democracy”
   Abraham Zaleznik, “Managers and Leaders: Are They Different?”

I. Characteristics of Effective Leaders
   Eugene Lewis, The Public Entrepreneur, ch. 8

first round of group presentations

Part II: The Nuts and Bolts of Public Service

A. Personnel Systems
   Frederick Mosher, Democracy and the Public Service, ch. 3
   Domonic Bearfield, “Patronage: A Critical Reexamination”

B. Political and Career Executives
   Patricia Ingraham, The Foundation of Merit, ch. 6
   Joel Aberbach, “The U.S. Federal Executive in an Era of Change”
   Donald Moynihan and Alasdair Roberts, “The Triumph of Loyalty Over Competence”

C. Types of Bureaucrats
   Frederick Mosher, Democracy and the Public Service, ch. 4
   Anthony Downs, Inside Bureaucracy, chs. 8, 9.
D. The Legal Context: Bureaucracy and Individual Interests
   The Administrative Procedure Act of 1946
   U.S. Supreme Court, Mathews v. Eldridge
   U.S. Supreme Court, Perry v. Sinderman

F. The Legal Context: Bureaucracy and Policy Making
   William West, "Structuring Bureaucratic Discretion: The Pursuit of Rationality and Responsiveness"
   U.S. Supreme Court, Chevron v. Natural Resources Defense Council
   U.S. Supreme Court, United States v. Students Challenging Regulatory Agency Procedures

F. Budgeting
   Allen Schick, "Mapping the Federal Budget Process"
   Irene Rubin, "Public Budgeting: The Concept of Budgeting as Political Choice"

G. Planning, Analysis, and Program Assessment
   Donald Moynihan, "Managing for Results in State Government: Evaluating a Decade of Reform"
   Beryl Radin, "The Government Performance and Results Act…: Square Pegs in Round Holes?"
   Arnold Meltsner, "The Seven Deadly Sins of Policy Analysts"

second round of group presentations

individual papers due

Part III: Ethical Considerations in Public Service

A. Professionalism and Accountability
   George Frederickson and David Hart, "The Public Service and the Patriotism of Benevolence"
   Thomas Jeavons, "Ethical Nonprofit Management"
   Francis Rourke, "Responsiveness and Neutral Competence in American Bureaucracy"

B. Speaking the Truth to Power
   William Langewiesche, "Columbia’s Last Flight"

C. Enforcing Ethical Behavior
   Robert Wood, "Ethics in Government as a Problem in Executive Management"
   Charles Dempsey, "The Inspector General Concept: Where It’s Been, Where It’s Going"
   C. Fred Alford, "Whistle Blowers and Ethics"

final exam