Memorandum

TO: Faculty Senate Executive Committee

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

DATE: March 10, 2011

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

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

Courses submitted for W certification:

- FINC 489 Ethics in Financial Decision-Making
- MGMT 372 Managing Organizational Behavior
- MGMT 464 Political Environment of Business
- NUTR/FSTC 369 Experimental Nutrition & Food Science Laboratory

Courses submitted for C certification:

- MKTG 323 Marketing Research

Courses submitted for W recertification:

- BUSN 205 Integrated Work-Life Competencies
- FINC 460 Money and Capital Markets
- MARE 452 Senior Design Project II
- POLS 442 Social Welfare Policy
TO: Faculty Senate Executive Committee

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

CC: L.R. Martindale, Department of Finance
    Sorin Sorescu, Head, Department of Finance
    Martha Louder, AOC Dean, Mays Business School

DATE: March 22, 2011

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: FINC 489

We recommend that FINC 489 Special Topics—Financial Ethics be certified as a writing (W) course for four academic years (1/11 to 1/15). This course will be permanently re-numbered to FINC 350—Ethics in Financial Decision-Making once it is approved by the Faculty Senate. We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:20

Students write an essay on an ethical lapse connected to an actual financial crisis or scandal of the 18th, 19th, 20th, or 21st century. Students are required to turn in a complete draft and receive formative feedback on the draft. Students then revise the paper to turn in for a final grade. Students also write a formal memo on an ethical lapse in hypothetical reported employee behavior, proposing a response to the behavior. Writing instruction is provided through models and discussion of feedback on submitted writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   FINC489—Special Topics—Financial Ethics

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

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

Instructor / Coordinator: L. R. Martindale

Received: Valene Balester [Signature]
(W Course Coordinator, University Writing Center) 3/8/11

Approvals:

College Dean: [Signature] 3/2/11
(Date)

Department Head: [Signature] 3/2/11
(Date)
FINC489: Special Topics—Financial Ethics
(To be renumbered FINC350—Ethics in Financial Decision-Making)

L. R. Martindale     Fall 2011             Sections:  901 F tba   902 F tba
357 Wehner                            903 F tba  904 F tba
979.845.4859
LMartindale@mays.tamu.edu
Office Hours W Noon-3PM

Course Overview & Objective
This writing-intensive course about fiduciary duty in the financial workplace is required of all undergraduate finance majors. Students who successfully complete this course will learn to—

-- Integrate classical ethical and historical teachings into professional decision-making;
--Recognize and avoid breaches of fiduciary duty in the financial workplace;
--Apply the CFA Institute’s Code of Ethics and Standards of Professional Conduct; and
--Write clearly and professionally about associated ethical issues.

Prerequisite
This course is limited to declared FINC or FINC-BHNR majors.

Materials
1) Readings packet (tba);

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

The Finance Department conclusively presumes that your submission of any work for grade in this course amounts to your oath or affirmation that you have neither given nor received unauthorized aid on such work.

Grading System
A = at least 90% of available points.
B = at least 80%
C = at least 70%
D = at least 60%
F = below 60%

Grading Policy
This syllabus incorporates by reference the Department’s grading policy, available at http://mays.tamu.edu/media/documents/2010/06/01/HandoutsFINCGradingGuidelines.pdf

Graded Work
Writing Assignments (details below):
#1—essay on historic financial crisis 40% of final grade
#2—formal memorandum 40%
Professionalism, Attendance, & Punctuality 10%
Essay Final Examination (last week of class) 10%
Writing Assignments

Render all written work in 12-point Arial font with 1-inch margins.

#1— Essay on an ethical lapse connected to an actual financial crisis or scandal of the 18th, 19th, 20th, or 21st century.

First Draft due the 5th week of class (purely diagnostic—no point value but instructor will not accept second draft unless student has submitted first draft).

Second Draft due the 7th week of class (40% of final grade).
1,000 words (4 pages) double spaced.

#2— Formal memorandum identifying ethical lapses in hypothetical reported employee behavior, and proposing hypothetical employer response.

Due 13th week of class (40% of final grade).
1,000 words (2 pages) single spaced.

Grading Rubric for Writing Assignments

While the first draft of Assignment #1 is purely diagnostic, the remaining writing assignments will be graded according to this rubric:

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<tr>
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<th>340-400</th>
<th>280-339</th>
<th>0-279</th>
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<tr>
<td>Exceeds Expectations</td>
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<td>75</td>
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<tr>
<td>Meets Expectations</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Let’s Discuss Expectations</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
</tbody>
</table>

- Compliance with Instructions
- Grammar, Spelling, Usage, Vocabulary
- Substance, Originality, Professionalism
- Quality in Comparison to Other Papers

Professionalism, Attendance, Punctuality

Your major department expects you to attend this class regularly and punctually, and to participate in it meaningfully. Your instructor will evaluate all forms of communication from you (assigned writings, e-mails, and verbal utterances) for evidence of professionalism, and will adjust your grade accordingly. This syllabus incorporates by reference Student Rule 7—http://student-rules.tamu.edu/rule07 governing absences. Except in cases of genuine emergency or tragedy, excused absences must be documented beforehand. Your instructor will schedule timely makeup work with you after you adequately document your excuse.

A.D.A.

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 http://disability.tamu.edu/ 845-1637 Cain Hall, Room B118.

Classroom Cleanliness

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

Weeks 1-3—Lectures & discussions surveying classical ethical teachings;
Assigned readings;
Handouts modeling common business writing tasks and styles

Weeks 3-4—Lectures & discussions on the concept of fiduciary duty;
Assigned readings;
Handouts modeling common business writing tasks and styles.

Weeks 5-6—Discussions about common pressures and temptations in the financial workplace;
Assigned readings;
Feedback on submitted writing.

Week 7—Discussions about feedback on submitted writing.

Weeks 8-14—Discussions and speakers about specific ethical issues in the financial workplace;
Feedback on submitted writing;
Discussions about feedback on submitted writing.

**Final Examination**

Your final examination will take place during the last week of class as provided for 1-hour courses. From a menu of essay questions integrating lecture and reading, you will select one question. Your response will be graded according to the rubric provided above.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Dan Chiaburu, Department of Management
    Murray Barrick, Head, Department of Management
    Martha Louder, AOC Dean, Mays Business School
DATE: March 14, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: MGMT 372

We recommend that MGMT 372 Managing Organizational Behavior be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 42.5%
2. Course content appropriate to the major
3. Total number of words: 9000
4. Instructor to student ratio for one section: 1:20

MGMT 372 requires that students write three individual assignments (for 32.5% of the final grade and 6,000 words). In addition, they collaborate on a team project report (10% and 2,500 words). They receive in-class and instructor feedback on the first individual writing project, a week in advance of the due date, so they have time to revise. A class period is devoted to writing issues, and students read about writing (including reading in *Harvard Management Communication*). Each student presents for ten minutes in class on what they have learned about writing from the assigned reading.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   MGMT 372 Managing Organizational Behavior

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

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

Instructor / Coordinator: Dan S Chiaburu
Printed name and signature
(Date)

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

Approvals:

College Dean:
Printed name and signature
(Date)

Department Head:
Printed name and signature
(Date)

RECEIVED
NOV 01 2010
By
**MGMT 372 - 501 502 503**  
MANAGING ORGANIZATIONAL BEHAVIOR, Fall 2010

<table>
<thead>
<tr>
<th>Class</th>
<th>Days</th>
<th>Office</th>
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<tr>
<td></td>
<td>S1</td>
<td>483-G Wehner Building</td>
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<tr>
<td></td>
<td>S2</td>
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<td>S3</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Classroom</th>
<th>Phone/Email</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td></td>
<td>979.845.0348 / <a href="mailto:dchiaburu@mays.tamu.edu">dchiaburu@mays.tamu.edu</a></td>
<td>Tue. and Th. 10:00 AM–12:30 PM Available by appointment: please e-mail</td>
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<table>
<thead>
<tr>
<th>Instructor</th>
<th>Class Webpage</th>
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<tbody>
<tr>
<td>Dr. Dan S. Chiaburu</td>
<td><a href="http://elearning.tamu.edu">http://elearning.tamu.edu</a></td>
</tr>
</tbody>
</table>

**Readings**

- **TEXTBOOK**  
  *Organizational Behavior [Essentials]*, McShane and Von Glinow (McGraw-Hill, 2009)  
  *2nd Edition* (1st Edition can be used if necessary), 398 pages  
  Author Names: McShane, Steven Lattimore and Von Glinow, Mary Ann  
  ISBN 13: 978-0-07-338122-0

- **SUPPLEMENTAL MATERIALS**  
  Articles from the business press, cases, readings, assessment instruments, and additional materials are (a) either in the course electronic files ([http://elearning.tamu.edu](http://elearning.tamu.edu)) or (b) need to be accessed using TAMU databases. You can either print these materials yourself or get a course package from the Copy Corner. A librarian or the instructor will dedicate class time to explain in more detail how to access databases and use related software.

- **SOFTWARE**  
  Download and familiarize yourself with EndNote, provided free to TAMU students:  

**Learning Objectives**

- Build upon and significantly extend your knowledge base from MGMT 363 (*The Management Process*).
- Make informed decisions by applying OB concepts and theories.
- Develop skills to be a more effective manager of self as well as others.
- Better understand the motivations of your behavior as well as that of others.
- Skillfully use OB concepts and research to solve organizational problems.

My goal is to encourage you to not only learn concepts but apply them competently and creatively. At the end of each class, you should be able to address the following:

1. **Self-reflection.** Why are these concepts important to me personally? What have I learned about myself and my behavior in organizations?
2. **Connections with the course material.** Can I define the key concepts? What do the concepts explain or allow me to predict?
3. **Application.** What are the implications of the concepts we discussed? What are their limitations? How are they linked to other concepts that we’ve learned in this class? If I were a consultant or a member of an organization, what would I tell people (related to the course concepts) that would make a difference in performance?
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Type of assignment</th>
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<tbody>
<tr>
<td>One Team Project (Presentation – 5 and Write-Up – 10)</td>
<td>15</td>
<td>Group</td>
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<tr>
<td>Two Individual Writing Projects (12.5 points each)</td>
<td>25</td>
<td>Individual</td>
</tr>
<tr>
<td>One Work Memo (7.5 points)</td>
<td>7.5</td>
<td>Individual</td>
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<tr>
<td>Three In-Class Tests (17.5 points each, non-cumulative)</td>
<td>52.5</td>
<td>Individual</td>
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</table>

Note: Unless a student earns at least 60% for the writing part of this course, s/he will not earn a passing grade of D or above for the course.

Advice & Assistance

Employers desire employees who will do what it is expected (and oftentimes more!) and do it well. I have similar expectations of my students. That is, you must come to class prepared. The work you do should reflect the best of your abilities. Because a key skill of employees is the ability to communicate, you are expected to participate in class and to develop your written and oral communication skills. Lastly, as in any organization, you should do your best to work well with others, even when you don’t like them. Therefore, there are only two class rules: (1) Be polite and respectful to classmates (2) Do not distract others’ ability to learn (e.g., cellphones, pagers, talking).

Team Project (Presentation and Write-Up). Applying principles from the course, you will analyze a case, summarize your findings in a 5-page single-spaced memo, and present your recommendations to the class. I will provide cases in advance.

Individual Project (Assignments #1, #2, and Work Memo). The description of the projects is in the course materials (see course electronic files http://elearning.tamu.edu “Assignments”). Each project requires writing a 5-page single-spaced memo in response to a work issue. Projects are due on time – see instructions on how to deliver.

Tests. There will be three in-class tests. Each will include material covered in the sessions from the beginning of the semester or from the last test. Tests are not cumulative and will focus only on new material (not covered previously).

Grading System

- 90.00 – 100.00 points: A
- 80.00 – 89.99 points: B
- 70.00 – 79.99 points: C
- 60.00 – 69.99 points: D
- < 60.00 points: F

If necessary, an overall curve may be applied at the end of the semester. I do not anticipate this being necessary, however. I also do not curve individual tests or projects.

Feedback to the Instructor

I am committed to continuous improvement in the quality of teaching and learning. Therefore, I would strongly encourage you to talk to me at any time about any aspect of the course. You may also provide anonymous feedback by leaving your comments in my mailbox. In addition, I will distribute questionnaires several times during the semester to get specific feedback. This will help gauge how the course is progressing and make it a worthwhile learning experience for you.

Test Return and Makeup Policies

Test will be returned in class so that students can review them. The instructor will keep the hard copies of the test. If you miss class on the day the test is returned, you may stop by my office to review it. Any questions or appeals about grades must be made in writing via e-mail within 7 days after the test is returned. I will not give make-up test or assignments unless required to do so under University policy. Requests for make-up tests or assignments must be justified with supporting documentation.

PREREQUISITES MGMT 363
## Tentative Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>REQUIRED READINGS</th>
<th>DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Tue., Aug 31</td>
<td><em>Welcome!</em></td>
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<tr>
<td></td>
<td>Th., Sept 2</td>
<td><em>OBE Chapter 1 Introduction to OB</em></td>
<td>Student Information</td>
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<td></td>
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<td><em>Team building, Recap of basic organizational behavior concepts</em></td>
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<tr>
<td>Week 2</td>
<td>Tue., Sept 7</td>
<td><em>Writing Skills: Instructor and University Writing Center</em></td>
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<td>Th., Sept 9</td>
<td><em>OBE Chapter 1 (continued)</em></td>
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<td><em>Student Information Sheet</em></td>
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<tr>
<td>Week 3</td>
<td>Tue., Sept 14</td>
<td><em>OBE Chapter 2 Individual Behavior, Values, and Personality</em></td>
<td>Writing exercise: memorandum</td>
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<td></td>
<td>Th., Sept 16</td>
<td><em>OBE Chapter 2 (continued)</em></td>
<td>Team #1 Presentation</td>
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<tr>
<td>Week 4</td>
<td>Tue., Sept 21</td>
<td><em>OBE Chapter 3 Perceptions and Learning in Organizations</em></td>
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<td>Th., Sept 23</td>
<td><em>OBE Chapter 3 (continued)</em></td>
<td>Team #2 Presentation</td>
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<td>Week 5</td>
<td>Tue., Sept 28</td>
<td><em>OBE Chapter 4 Workplace Emotions, Attitudes, and Stress</em></td>
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<td></td>
<td>Th., Sept 30</td>
<td><em>OBE Chapter 4 (continued)</em></td>
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<td><em>Preparation for Test 1</em></td>
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<td><em>Assignment #1</em></td>
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<td><em>Team #3 Presentation</em></td>
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<td>Week 6</td>
<td>Tue., Oct 5</td>
<td><strong>TEST 1</strong></td>
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<td>Th., Oct 7</td>
<td><em>OBE Chapter 5 Employee Motivation</em></td>
<td>Team #4 Presentation</td>
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<td>Week 7</td>
<td>Tue., Oct 12</td>
<td><em>OBE Chapter 6 Individual Decision Making</em></td>
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<td></td>
<td>Th., Oct 14</td>
<td><em>OBE Chapter 6 (continued)</em></td>
<td>Team #5 Presentation</td>
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<tr>
<td>Week 8</td>
<td>Tue., Oct 19</td>
<td><em>OBE Chapter 7 Team Dynamics</em></td>
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<td></td>
<td>Th., Oct 21</td>
<td><em>OBE Chapter 7 (continued)</em></td>
<td>Team #6 Presentation</td>
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<tr>
<td>Week 9</td>
<td>Tue., Oct 26</td>
<td><em>OBE Chapter 8 Communicating in Teams and Organizations</em></td>
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<td></td>
<td>Th., Oct 28</td>
<td><em>OBE Chapter 8 (continued)</em></td>
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<td></td>
<td><em>Preparation for Test 2</em></td>
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<td><em>Team #7 Presentation</em></td>
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<tr>
<td>Week 10</td>
<td>Tue., Nov 2</td>
<td><strong>TEST 2</strong></td>
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<td>Th., Nov 4</td>
<td><em>OBE Chapter 9 Power and Influence in the Workplace</em></td>
<td>Team #8 Presentation</td>
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<td>Week 11</td>
<td>Tue., Nov 9</td>
<td><em>OBE Chapter 10 Conflict Management</em></td>
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<td>Th., Nov 11</td>
<td><em>OBE Chapter 10 (continued)</em></td>
<td>Team #9 Presentation</td>
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<tr>
<td>Week 12</td>
<td>Tue., Nov 16</td>
<td><em>OBE Chapter 11 Leadership in Organizational Settings</em></td>
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<td></td>
<td>Th., Nov 18</td>
<td><em>OBE Chapter 12 Organizational Structure</em></td>
<td>Team #10 Presentation</td>
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</table>

1 Depending on circumstances and class needs, the schedule may be modified during the semester. Guest speakers will be announced one session in advance.
**Supplemental Readings**
For the procedure to access the materials, see course materials on [http://elearning.tamu.edu](http://elearning.tamu.edu). The information is in “Course Content” in the file “How to access databases.”

**Week 2**

**Week 3.1**

**Week 3.2**

**Week 4**

**Week 5**

**Week 7.2**

**Week 9**

**Week 10.2 and 11**

**Week 12**
Writing Resources

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

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

The writing process is divided into the three stages on the University Writing Center website: "Planning a Draft", "Drafting", and "Revising": http://writingcenter.tamu.edu/resources/

Mandatory Course Materials

Note that these Every week teams will have a ten-minute presentation covering (a) one chapter from Davis (1994) and (b) one of the Harvard Management Communication Letter (see below).


Optional Materials


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


Optional Readings


Career issues


Gender issues


Leadership


Organizing


Relationships at work


Smart people


Speaking / communication


Your job


Your self

UNIVERSITY POLICIES

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

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/

Food & Beverage Policy
We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building and Cox Hall classrooms.

University Statement on Harassment and Discrimination
Texas A&M is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. The university also strives to protect the rights and privileges and to enhance the self-esteem of all its members. Faculty, staff and students should be aware that any form of harassment and any form of illegal discrimination against any individual is inconsistent with the values and ideals of the university community.

Individuals who believe they have experienced harassment or illegal discrimination are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Vice President for Student Affairs at 845-4728.

Make-Up Policy
If an absence is excused, the student will be allowed to make up work within 30 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student
of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list.
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day.
6) Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see section 7.1.6.1)
   b) Injury or illness of less than three class days – student will provide the following within one week of the last date of the absence: (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm, or (ii.) Confirmation of visit to a health care professional affirming date and time of visit
7) Required participation in military duties.
8) Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

ACADEMIC FREEDOM POLICY

3.2.1 Faculty members have ethical obligations and responsibilities to the students of Texas A&M University.
3.2.1.1 Faculty members should foster scholarly values in students, including academic honesty, the free pursuit of learning, and the exercise of academic freedom.
3.2.1.2 Faculty members should act professionally in the classroom and in other academic relationships with students. Faculty members should exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject.
3.2.1.3 Faculty members should maintain respect for the student and for the student's role as a learner. Faculty members should evaluate students on the true merit of their academic performance. Faculty members should be available at reasonable intervals to students for consultation on course work.
3.2.1.4 Faculty members shall not engage in any exploitation, harassment, or illegal discriminatory treatment of students.

12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure, and Promotion
Approved June 20, 1997 Revised July 27, 2001
Supplements System Policy 12.01
## TEAM EVALUATION FORM

**DUE:** Before your team presentation

Your name ________________________________  Team: __________________

Assume that you have $100 to divide among the members of your team (including yourself) based on each member’s overall contribution to the group. The team member whose contribution was the greatest should receive the largest share of the $100. The member whose overall contribution was smallest would receive the smallest amount. In the space below, please write the names of your team – *including yourself* – and the dollars you feel they deserve:

<table>
<thead>
<tr>
<th>Name</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total = $100

Now, use the following space to write a few sentences explaining the major strengths and weaknesses of each member of your team (excluding yourself):

Name: ______________________________________
Comments:
____________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Name: ______________________________________
Comments:
____________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Next, consider your **overall** team effort – both the amount of effort as well as the quality of that effort. On a scale from 0 – 100, what does your team’s total effort deserve? (In assigning a value to your team effort, don’t be modest and don’t be unrealistic):

Overall Team Effort (0 - 100): _______

Finally, refer back to the first question where you divided $100 among your team members and consider the number of dollars that you believe your team members will assign to you. On average, how many dollars will other team members give you and why?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

STUDENT INFORMATION SHEET

DUE: NEXT CLASS

First Name _____________________
Last Name _____________________
Nickname _____________________
Major _________________________
Specialization __________________ ______

Interests/Hobbies:
____________________________________________________________________________
____________________________________________________________________________

Work Experience/Internships:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Expectations for this course (e.g., What do you expect to learn? How?):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How to you learn best? What do you consider to be effective teaching?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Any comments you may have useful for the course

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
TO: Faculty Senate Executive Committee

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

CC: Gerald David Flint, Department of Management
    Murray Barrick, Head, Department of Management
    Martha Louder, AOC Dean, Mays Business School

DATE: March 14, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: MGMT 464

We recommend that MGMT 464 Political Environment of Business be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:30

MGMT 464 has as its objective that students learn to persuasively communicate their analytical conclusions about business-government interfaces in both verbal and written forms. They write a case paper, an issue paper, and a paper summarizing political perspectives; all papers should be of the quality and form that one would expect to present to managerial decision makers during formal business presentations. The first writing assignments will be given a pass/fail status so that the instructor can see the writing skills of the students, provide feedback, and allow the students to revise their work. Students will be expected to revise and resubmit the assignment to receive full credit. For subsequent assignments students will get detailed feedback on their final drafts. Instruction includes discussion of writing issues and common problems, practice proofreading sessions (reading each other’s work), the use of Turnitin to check for plagiarism, and comments on the writing quality of answers on essay tests.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

MGMT 464 – The Political Environment of Business

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

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

Instructor / Coordinator: Gerald David Flint
Printed name and signature

(Date)

Received:
(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: M.L. Louder
Printed name and signature

(Date)

Department Head: Murray Barrick
Printed name and signature

(Date)
Texas A&M University  
Mays Business School  

Spring 2011 – The Political Environment of Business, MGMT 464-500  

Class Times – TR 11:10 a.m. – 12:25 p.m.  
Class Location – WCBA 112  

Instructor  
David Flint, Ph.D.  
Office  
Wehner 401T  
Office Hours  
by appointment  
E-Mail  
dflint@mays.tamu.edu  
Phone  
(979) 845-3132  

PREREQUISITES  
Completion of MGMT 363 and U4 (senior) classification  

REQUIRED COURSE MATERIAL  

_The Wall Street Journal_  

RECOMMENDED MATERIALS  

IMPORTANT CAVEAT  
Given the uncertainty inherent in life, circumstances may cause the scheduled activities and materials of this course to vary in some degree from that which is outlined herein. Should changes to the activities and requirements of this course become necessary, the instructor will discuss any changes with the students and the details of this syllabus will be amended accordingly.  

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

ACADEMIC INTEGRITY STATEMENT  

_Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”_  

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).
FOOD & BEVERAGE POLICY

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building and Cox Hall classrooms. Please be sure when you exit the classroom to remove any extraneous materials (e.g., newspapers) you may have brought into the classroom.

COURSE DESCRIPTION

Organizations exist within the context of political environments that embody and implement many of the collective actions of society. Effective management of organizations must include an interface between the organizations and the political environments in which they operate. This course seeks to prompt awareness of that interface, which includes the consideration of the roles and actions of businesses in society, the effects of and responses to governmental policies, corporate political activity, societal issues of key interest to the conduct of business, and the increasingly international nature of business-government interfaces.

COURSE GOALS

1. Each student will be able to understand and explain the foundational reasons for both market and collective action systems, especially within the context of the U.S. environment.
2. Each student will be expected to understand the basic structures and influences of the U.S. non-market environment.
3. Each student will understand basic economic principles that help to explain the motivations of political actors and business interests active within the political environment, as well as the responses to regulatory activities.
4. Each student will have familiarity with corporate political activities engaged by business interests.
5. Each student will persuasively communicate his or her analytical conclusions about business-government interfaces. Communication must be engaged in both verbal and written forms.
6. Each student will demonstrate an awareness of the diversity of political systems in the modern global business environment.
7. Each student should be able to apply ethical reasoning and judgment in the analysis of business-government interfaces.

GRADING - The final course grade will be computed in the following manner:

<table>
<thead>
<tr>
<th>Individual Effort</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
</tr>
<tr>
<td>Exam #1</td>
<td>100</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
</tr>
<tr>
<td>Exam #3</td>
<td>50</td>
</tr>
<tr>
<td>Written Summary of Political Perspectives</td>
<td>25(25)</td>
</tr>
<tr>
<td>Case Paper</td>
<td>50*</td>
</tr>
<tr>
<td>Issue Paper</td>
<td>125*</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

*Because this course is incorporating writing as a critical aspect of the learning experience, these assignments must be passed before any grade other than failing can be given to the student.
No grading curves will be used. Grades will be assigned based upon the number of points each student earns without regard to the grade distribution within the class. **NOTE: Grades are based on point totals not upon percentages of the total available points for the course.** Assignment of the final course letter grade will be based on the following point totals:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 to 500</td>
<td>A</td>
</tr>
<tr>
<td>400 to 449</td>
<td>B</td>
</tr>
<tr>
<td>350 to 399</td>
<td>C</td>
</tr>
<tr>
<td>300 to 349</td>
<td>D</td>
</tr>
<tr>
<td>0 to 299</td>
<td>F</td>
</tr>
</tbody>
</table>

**CLASS DISCUSSION ATTENDANCE AND PARTICIPATION**

Class discussions are critical to the learning process in this course. Therefore, students must be prepared to discuss assigned readings and cases when physically attending class. Preparation for class discussion requires a basic understanding of the facts and details in the class material. Additionally, students should analytically consider the facts and details in regard to developing a better understanding of the material in pursuit of the course goals given above. Discussion regarding class material is heavily dependent upon the students’ abilities to develop and communicate an understanding of the multiple issues raised in the materials. The instructor will rate each student’s discussion participation for each class session and total the points earned in each session to arrive at a total for the course. Therefore, any single class session will determine only a portion of the class discussion participation points. Consistent performance throughout the course is necessary for successful participation. Quality of participation is rated more highly than quantity of participation; nevertheless, some quantity of participation that is of acceptable quality is necessary in order to earn participation points. Also, the submission of writing assignments on time is considered a vital part of the participation in the course. **Absences and tardiness do reduce the number of participation points earned by a student. Failure to submit the written assignments for grading will automatically reduce participation points to a maximum of 20 percent of the total participation points.**

**EXCUSED VS. UNEXCUSED ABSENCES**

Among the reasons absences are considered excused by the university are the following:

1. Participation in an activity appearing on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by the Student Health Center or an off-campus physician).
7. Required participation in military duties.

**Authorized vs. Sponsored Activities**
An authorized activity is "required due to mandatory participation in a University activity or necessary as a requirement for an official University class." Examples: class field trips which are required for the class; intercollegiate athletic events; required ROTC training exercises.

- An authorized activity is an excused absence, and students with official documentation of that activity are to be afforded an opportunity to make-up missed work in accordance with Student Rules.

A sponsored activity is an activity "sponsored by academic and non-academic departments, administrative entities, and/or recognized student organizations but not required as part of an official class." Examples: field trips sponsored by student organizations; tour of Singing Cadets; Aggie Orientation Leaders trip to a conference.

- A sponsored activity is not considered an excused absence per the definition above, although instructors are encouraged to use their discretion in working with students regarding missed work for sponsored activities.

EXAMS

Three exams will be given during the course. Questions may consist of multiple choice, true or false, short answer, essay and definition questions. Material for the exams will come from textual information, additional lecture information, and any assigned readings.

WRITTEN DELIVERABLES

Written materials should be of the quality and form that one would expect to present to managerial decision makers during formal business presentations. Grading considerations will encompass both content and technical proficiency. See “Details for Written Assignments” below for more information regarding expectations for written assignments. There is no set length for the written assignments and quality of thought and reasoning is preferred over quantity of output.

The first and second written deliverables will be due, in duplicate, before the dates and times noted below in this syllabus. Failure to meet these assignment deadlines will result in a ten percent grade reduction on any late assignment for each day, or fraction of a day, that the document is late.

The late day begins at 5:00:01 p.m. on the due dates noted below in this syllabus. One second late is still late.

The final written deliverable will be due, in duplicate, before 5:00 p.m. on the date noted below in this syllabus. Failure to meet this assignment deadline will result in a ten percent grade reduction on the assignment for each day, or fraction of a day, that the document is late.

The late day begins at 5:00:01 p.m. on the due date noted below in this syllabus.

CONDUCT AND CONSEQUENCES

The intention of the instructor of this course is to provide a learning experience that will help prepare the students for the professional business world and the ranks of those who will have responsibility for the conduct of business in a highly competitive market. Given that intention, the tone of the class will be set at a professional level with respect for the individuals in the class and the process of learning. Debate and questioning is an important part of the class and will be vigorous at times, but these activities
are not meant to demean or attack students. Disagreement is not disrespect and is often appropriate to further understanding. However, any student who does not participate in the class in a professional and courteous manner may be assured that the instructor will pursue university approved means to either improve the student’s behavior or remove the student from the course.

Professionalism is important in the conduct of business. The practice of being punctual, exhibiting good levels of preparation and participation, attitude, and a student’s style used to question and debate all will affect how a student’s level of professionalism is perceived. As noted above, students are rewarded with points for behavior that is consistent with a professional business mindset, such as punctuality and participation. Students are not rewarded for behavior that is not consistent with that mindset. Take the opportunity given in this class to improve your preparation for future careers in business.

DETAILS FOR WRITTEN ASSIGNMENTS

Prompts for each writing assignment will be provided to the students via the e-learning website and in-class distribution. The prompts will discuss expectations of the assignments in terms of content, format, and length. Additionally, the instructor will discuss the assignment expectations and answer and questions from the students about the assignment at the time the prompt is made available, or via email at any point up to the submission deadline.

Incorrect grammar, punctuation, spelling or a poorly written assignment will significantly affect the grade given to an assignment. As noted above in the “Grading” section of the syllabus, a percentage of points on each written assignment will be awarded based upon the technical aspects of the material. Do not take the technical aspects of the written assignments lightly. Effective written communication is based upon knowing and appropriately utilizing the rules of written language. Employers value people who can clearly express themselves with written words. Use this course’s assignments to help strengthen and expand your written communication skills. Feedback on the first two written assignments and follow-up classroom instruction should help you to strengthen your capabilities associated with written communication.

Written assignments should be turned in on standard 8.5” by 11” paper with no larger than 1.5” margins along the sides, top or bottom. Margins should not be less than 0.5” on the sides, bottom or top of the paper. Double line or one-and-one-half line spacing is required. Acceptable fonts include Times Roman, Courier, Arial, Helvetica or any other standard, easily readable type. Font size should not be larger than 12 and should not be smaller than 10, except for headings, titles, graphical legends, within exhibits, or in other portions of the assignment that are not part of the main text. A cover page is required. Special bindings, plastic covers, color printing and other “special” features of written assignments are not specifically required and will not affect the grading of the material. The assignment should simply be attractive and easy to read without extraneous clutter.

The instructor will provide a rubric that provides an overview of technical proficiency in writing. That rubric includes grammar, spelling, punctuation, voice, and other issues that commonly confuse students. Class discussion in the first week of the course will review the rubric and emphasize the need for technical proficiency in writing assignments. The instructor will answer questions from the students about any issues that remain unclear to the students after they review the rubric document.

References that indicate where students are finding specific information must be used. After having seen students struggle with references and citations within the assignments, this instructor has decided to impose some standardization upon referencing within assignments. Therefore, use of the APA style for referencing is preferred. The West Campus Library website maintains information about the use of APA style referencing. Another online resource for the APA style guide is found at http://owl.english.purdue.edu/owl/resource/560/01/ and either website should help students avoid common referencing errors.

Proofreading of at least one other student’s work before submission of any written assignment will be asked of each student in the course. Learning through interaction with other students during the proofreading process can often be more effective than classroom instruction or relying solely upon feedback regarding individual work. Early in the course, students will also be given samples of student writing from prior courses and will be expected to critically evaluate the writing as a means of improving their awareness of common technical problems found in student assignments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Intro to Course</td>
<td>Syllabus/Lecture</td>
</tr>
<tr>
<td>Jan 18 - 20</td>
<td>Discussion of current events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td></td>
<td>Presentation and discussion of Rubric</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>for Writing Expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Relevance of the subject and course</td>
<td>Lecture</td>
</tr>
<tr>
<td>Jan 25 - 27</td>
<td>Background Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer review of writing samples</td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td>Discussion of current events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Background Information continued</td>
<td>Lecture</td>
</tr>
<tr>
<td>Feb 1 – 3</td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td></td>
<td>Summary of Political Perspectives due Friday 2/4/2011 by 1 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>The U.S. governmental system</td>
<td>Lecture</td>
</tr>
<tr>
<td>Feb 8 - 10</td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td></td>
<td>Feedback on first writing assignment</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Outcomes of the U.S. governmental system</td>
<td>Lecture</td>
</tr>
<tr>
<td>Feb 15 - 17</td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Corporate Political Activity</td>
<td>Lecture</td>
</tr>
<tr>
<td>Feb 22 - 24</td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Exam #1 Tuesday</td>
<td></td>
</tr>
<tr>
<td>Mar 1 - 3</td>
<td>Foundations of Economic Analysis</td>
<td>MBN Part One</td>
</tr>
<tr>
<td></td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Case Papers due Monday 3/8/2011 by 5 p.m.</td>
<td></td>
</tr>
<tr>
<td>Mar 8 – 10</td>
<td>The Foundations of Economic Analysis</td>
<td>MBN Part One</td>
</tr>
<tr>
<td></td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td><strong>Spring Break Week March 14 – 18, 2011</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Supply and Demand</td>
<td>MBN Part Two</td>
</tr>
<tr>
<td>Mar 22 - 24</td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td></td>
<td>Feedback on second writing assignment</td>
<td></td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Labor Markets</td>
<td>MBN Part Three</td>
</tr>
<tr>
<td>Mar 29 – 31</td>
<td>Market Structures</td>
<td>MBN Part Four</td>
</tr>
<tr>
<td></td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>Political Economy</td>
<td>MBN Part Five</td>
</tr>
<tr>
<td>Apr 5 - 7</td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Property Rights and the Environment</td>
<td>MBN Part Six</td>
</tr>
<tr>
<td>Apr 12 - 14</td>
<td>Globalization and Economic Prosperity</td>
<td>MBN Part Seven</td>
</tr>
<tr>
<td></td>
<td>Discussion of Current Events</td>
<td>WSJ &amp; other sources</td>
</tr>
<tr>
<td>Week 13</td>
<td>Exam #2 Tuesday</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Apr 19 - 21</td>
<td>Introduction to International Politics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>The European Union political environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 26 - 28</td>
<td>The Chinese political environment</td>
</tr>
<tr>
<td></td>
<td>Other political environments of significance</td>
</tr>
<tr>
<td></td>
<td>Cultural relativism and ethical concerns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Issue Paper is due Tuesday May 3, 2011 by 5:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 3 - 5</td>
<td>Redefined and reading days – no classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Friday – 3 to 5 p.m. Final Exam period</th>
</tr>
</thead>
</table>
TO: Faculty Senate Executive Committee

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

CC: Caurnel Morgan, Department of Nutrition and Food Science
Jimmy Keeton, Head, Department of Nutrition and Food Science
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: March 14, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: NUTR/FSTC 369

We recommend that NUTR/FSTC 369 Experimental Nutrition & Food Science Laboratory be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 8800
4. Instructor to student ratio for one section: 1:20

This four-credit course is cross-listed between Nutrition and Food Science majors. Students keep a laboratory notebook and write a 5000-word paper, which is critiqued in writing by a peer and is also graded. A graduate assistant helps by evaluating students’ laboratory notebooks. In addition to this written peer feedback and instructor feedback on drafts, students participate in five 30-minute writing workshops and read at least 15 nutrition and food science articles. The laboratory notebook is also graded at mid-semester so that students get feedback before completing it. In cases where a student’s research activity results in publishable findings, it will be folded into a project in the instructor’s laboratory. Moreover, students will be urged to submit their work to Explorations, the Texas A&M undergraduate journal.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   NUTR 369 EXPERIMENTAL NUTRITION & FOOD SCIENCE LABORATORY

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

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

Instructor / Coordinator: [Signature]  
Printed name and signature  
(Date)

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

Valerie Balester

Approvals:

College Dean: [Signature]  
Printed name and signature  
(Date)

Department Head: [Signature]  
Printed name and signature  
(Date)
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   FSTC 369 EXPERIMENTAL NUTRITION & FOOD SCIENCE LABORATORY

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

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

Instructor / Coordinator:  
Printed name and signature  
(Date)

Received:  
(W Course Coordinator / University Writing Center)  
03/01/11  
(Date)

Valerie Balester  
3/5/11

Approvals:

College Dean:  DAVID REED  
(Date)

Department Head:  JIMMY T. KEERON  
(Date)
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
Tel: 458-1849
Office Hours: by appointment
E-mail: camorgan@tamu.edu

Textbooks

Course Description: Nutritional intervention with molecular and behavioral analyses of rodent models of metabolic diseases (e.g., obesity) and psychiatric disorders (e.g., depression); Identification of genetic modification or pathogen content of food products with gene expression analyses.

Prerequisites: junior or senior in biology-related major; or graduate in biology-related discipline

Course Objectives
1. Knowledge of experimental science. Instruction: lectures; reading/discussing journal articles. Assessment: examinations; manuscript; graduate proposal
2. Training in experimental techniques. Instruction: lectures; demonstrations; Assessment: laboratory notebook; manuscript; examinations
3. Critical analysis. Instruction: assigned journal articles; feedback on laboratory notebook, experimental design, manuscript (outline, draft, critique), graduate proposal (outline, draft, critique). Assessment: examinations, manuscript, graduate proposal
4. Writing quality. Instruction: lectures; assigned journal articles; workshops on manuscript writing, graduate proposal-writing; feedback on laboratory notebook, experimental design, manuscript (outline, draft, critique), graduate proposal (outline, draft, critique). Assessment: examinations, manuscript, laboratory notebook, and graduate proposal

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 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: Each student will prepare a mock manuscript based on his/her experimental results (actual or predicted). **Format:** Word; 12-point Times New Roman; single-spaced; 1-inch margins; ≥ 10 pages. Drafts will be critiqued in writing by a peer and instructor, and graded by instructor. The University Writing Center ([http://writingcenter.tamu.edu](http://writingcenter.tamu.edu)) assists with writing assignments. Include the following components.

- **Abstract** (~0.5 page): Summarize hypothesis, methods, results, and significance.
- **Introduction** (~2 pages): Describe relevant research done previously.
- **Materials & Methods** (~2 pages): Describe experimental subjects, materials, technologies, equipment, reagents, statistical methods, and experimental design.
- **Results** (~4 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** (~2.5 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 physician’s note.

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](http://writingcenter.tamu.edu)). Include the following components.

- **Project Summary** (~0.5 page): State scientific problem. Summarize long-term goal, project goal, central hypothesis, rationale, specific aims, significance, and innovation.
- **Project Narrative** (~0.25 page): State public health, science, or commercial relevance, and the relevance to the mission of the funding agency (e.g., NIH or USDA).
- **Specific Aims** (~1 page): Provide background paragraph, a paragraph for long-term goal, project goal, central hypothesis, and rationale, 2-3 specific aims, working hypothesis for each aim. Last paragraph for 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** (~0.25 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>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>15</td>
<td>15</td>
<td>A 90-100%</td>
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<tr>
<td>Exam II</td>
<td>15</td>
<td>15</td>
<td>B 80-89%</td>
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<tr>
<td>PCR Primer Design</td>
<td>5</td>
<td>5</td>
<td>C 70-79%</td>
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<tr>
<td>Problems Sets</td>
<td>5</td>
<td>2</td>
<td>D 60-69%</td>
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<tr>
<td>Lab Notebook</td>
<td>15</td>
<td>10</td>
<td>F &lt; 60%</td>
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<tr>
<td>Manuscript Outline</td>
<td>5</td>
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<tr>
<td>Manuscript Draft</td>
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<td>Manuscript Critique</td>
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<tr>
<td>Final Manuscript</td>
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<td>Journal Discussion</td>
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<td>Proposal Outline</td>
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<tr>
<td>Proposal Draft</td>
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<td>Proposal Critique</td>
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<tr>
<td>Final Proposal</td>
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<td>Total</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](http://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 at least 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.


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

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

CC: Janet Parish, Dept. of Marketing
Rajan Varadarajan, Head, Dept. of Marketing
Martha Loudder, AOC Dean, Mays Business School

DATE: March 14, 2011

SUBJECT: REPORT ON PROPOSED C COURSE: MKTG 323

We recommend that MKTG 323 Marketing Research be certified as a Communications (C) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 56%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Total minutes of oral presentation: 5
5. Instructor to student ratio for one section: 1:30

The student to instructor ratio in MKTG 323 is 1:30, rather high; however, the department says occasional graduate student help will be provided. The course requires that students research and write a group report, broken into four parts (research proposal, secondary and qualitative research, questionnaire creation, and data analysis). The data analysis section is individually written (1250 words). Each student also gives a five-minute oral presentation. For feedback, instructors will provide written and/or oral comments on drafts. Oral presentations will be videotaped and comments will be provided to the students. Feedback and instruction will be offered during in-class draft workshops held during the semester. In addition, reading and lectures will address the writing, and students will be encouraged to record their practice oral presentations.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   MKTG 323 Marketing Research

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

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

Instructor / Coordinator: Janet Parish

Printed name and signature

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: M. Loudner

Printed name and signature

(Date)

Department Head: P. Varadarajan

Printed name and signature

P. Varadarajan

(Date)
Marketing 323 – 501, 502
Marketing Research
Spring 2010
TR 8:00-9:15am (Section 501) – WCBA 102
TR 9:35am-10:50pm (Section 502) – WCBA 102

Instructor: Dr. Sandi Lampo
Office: Suite 242 Wehner Building
Office Hours: Tuesdays 11am-12pm & by appointment
Office Phone: 845-6094 **
E-mail: Sandil@tamu.edu
Website: https://elearning.tamu.edu

**Outside of the classroom and office hours, my preferred method of communication is via e-mail. Please note that I will often use e-mail to communicate with you class information. I will send these messages to your neo email account, so please check this account on a regular basis.

Course Readings:

Required Materials:
Essentials of Marketing Research, 2ed
Joseph F. Hair, Jr., Mary Wolfinbarger, David J. Ortinau, Robert P. Busch

Website for text:
www.mhhe.com/hairessentials2e

Other Requirements:
Any additional articles assigned by the instructor.

Course Prerequisite:

Completed MKTG 321 and INFO 303:
You cannot take MKTG 321 or INFO 303 in conjunction with this class.
You must have completed these classes before taking MKTG 323. Please talk to me if you do not meet this requirement.

Course Description:

This course is designed to introduce students to the role of research in marketing business decision making. Students are exposed to a variety of marketing problems, research designs, data collection alternatives, and data analysis tools. Students are given opportunities to apply what they have learned and are encouraged to think like decision makers.

This course counts for the Core Curriculum Communications requirement (a "C" course). **Students must pass the Written and Oral components of this course to Pass this course.**
More specifically:

Marketing 323 is designed to familiarize students with the field of marketing research, and its application in the "real world." Students will be able to apply this knowledge through an actual research project. By the end of the class, students will be able to identify the difference between and know when to use:

- Qualitative and quantitative research
- Primary and secondary research
- Exploratory, descriptive and causal research
- Probability and non-probability sampling
- Cluster, convenience, judgment, quota, simple random, snowball, stratified, systematic sampling designs
- Nominal, ordinal, interval and ratio scaled questions

Students will also have the skills to conduct mystery shopping, conduct focus groups/personal interviews, write a good questionnaire, analyze quantitative data, and orally communicate findings.
Grading:

EXAMS:
- Exam I 100 points
- Exam II (during Final Exam period) 100 points
Subtotal: 200 points

CLASS PARTICIPATION

30 points

WRITTEN & ORAL*:
- Project-Part 1: Group, Written 20 points
- Project-Part 2: Group, Written 100 points
- Project-Part 3: Group, Written 75 points
- Project-Part 4: Presentation
  - Group, Oral (Overall Pres. Cohesiveness) 20 points
  - Indiv, Oral 75 points
  - Indiv, Written (minimum 1250 words) 75 points
  - Indiv, Written (Pres. Evaluation) 20 points
Subtotal: 385 points

TOTAL: 615 points

Grading Scale:

A 553 points and above
B 492 - 552.99 points
C 436 - 491.99 points
D 375 - 435.99 points
F <375 points

Due to the Extra Credit questions offered throughout the semester, there will be no rounding at the end of the semester.

*IMPORTANT NOTE: Because this is a “C” Course, students who earn less than 270 out of the possible 385 Written and Oral Communication points will FAIL this course, regardless of Exam and Class Participation performance.

Exams:

Exams in this class will be multiple-choice and true-false. It will cover material discussed in the textbook, class notes, class discussions, assignments, hand-outs, guest speakers, videos and anything else we do during class time.

Extra Credit Questions: I will include one bonus question on each exam that will be worth an extra two points.
Note: If you feel that you are having difficulty in achieving your course grade objectives, please consult with me as early as possible. I will help to identify your strengths and weaknesses in the course work in an effort to boost your achievement level. The final days of the semester are not a prudent time to solicit help. While I will do everything possible to help you succeed in this course, each student’s grade is ultimately his/her own responsibility.

Appeal Process for Exams:

Students may review their exams during posted office hours or by appointment. If a student disagrees with an exam grade, the student may appeal his/her exam grade by seeing me during posted office hours or by appointment. Disagreements with an exam grade must be in written form via email – specifically stating why I should reconsider your grade – and should be sent to me within two class days of when the grades are posted. I will inform you in writing (e-mail) of my decision within 48 hours of your request.

Make-up Exams:

Students will be assigned a “0” if an exam is missed without a University-approved excuse*. Students with a University-approved absence will be given a make-up exam at a date and time determined by the instructor. Requests for make-up exams should be made to me in advance of the original exam date via e-mail or voice mail. Make-up exams will not necessarily be in the same format as the examination administered to the general class. The question composition of the make-up exams (e.g., essay, etc.) is at the discretion of the instructor. Life goes on outside of the classroom, and I will do everything within reason to accommodate those students who legitimately miss an exam. I reserve the right to verify all requested absences.

*The following is a list of University-approved excuses:
- Participation in an authorized University activity.
- Death or major illness of an immediate family member.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student’s presence.
- Observance of a religious holy day.
- Confinement due to illness.
- Required participation in military duties.

Class Participation/Attendance:

Throughout the semester, we will participate in small in-class exercises. This will impact part of your participation grade; in other words, just coming to class will not earn you full credit. Please arrive to class on time and do not sleep, read newspapers, work on crosswords or Sudoku, send text messages, etc. Participating in these actions will reduce your participation points. Please come to class prepared with the slides printed and ready to participate.
I have also scheduled a few class periods for you to work on your group project – TEAM WORK DAYS. On Team Work Days, Presentation Days, and Guest Speaker Days, attendance will be mandatory. Non-University approved absences on these mandatory days will result in -5 Class Participation Points for each absence.

Team Work Days:

All Team Work Days are required in-class work days. Team Work Days should be utilized to get feedback from your instructor on all of your written and oral work before these assignments are due.

Course Outline & Assigned Readings:

Although I fully expect to adhere to the course outline provided in this packet, it is subject to change. You are responsible for staying informed about any changes announced in class. Please check our class website and your neo-email account on a regular basis.

Classroom Care:

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for the students in future years. Thus, I ask that you please adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building Classrooms. Your assistance in enforcing this policy is greatly appreciated.

Special Services:

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 Disabilities Services, visit http://disability.tamu.edu, call 845-1637, or go to Cain Hall, Room B118. Also, please see the instructor within the first two weeks of classes.
Aggie Code of Honor: "An Aggie does not lie, cheat, or steal or tolerate those who do."

**What is Academic Misconduct as defined by the Texas A&M Honor System?**

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

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

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

1. **Cheating** - Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

2. **Fabrication** - Making up data or results, and recording or reporting them; submitting fabricated documents.

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

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

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

**This information was taken directly off the Texas A&M Aggie Honor System Office website at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/). For more information please visit the site.**

If there is any form of scholastic dishonesty taking place in this class, we will follow the procedures outlined in the Texas A&M University Student Rules. The minimum action taken for scholastic dishonesty will be a zero on the exam or assignment turned in.

**Tentative Course Outline:** See Calendar
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-Project Info
-Form Groups
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| 23     | 24     | 25      | 26        | 27       | 28     | 29       |
|        |        | Ch.3: Designing Research Project |          | **Guest Speaker:**
How to conduct Secondary Research
- Pt. 1 DUE at beg. of class |        |          |
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Project – Part 1 (Group, Written): Research Proposal (20 points)

Research Topic:
What are companies today doing right and what are they doing wrong when communicating to college students (ages 18-24) using social media such as Facebook and Twitter? How should companies best utilize social media to communicate to 18-24 year old college students?

Objective:
The objective of this assignment is for students to organize and plan for their research study.

Assignment:
The Research Proposal is discussed on pages 40 and 41 in your textbook. However, we will be slightly altering the proposal for this assignment. The proposal should include the following sections:

1. Purpose of the Proposed Research Project
   - State your given research topic. Then, break down this research topic into smaller, redefined questions. (example page 35 – Exhibit 2.7)

2. Type of Study
   - For your project you will be required to conduct Secondary and Primary research. Your Secondary research can include information from the internet, magazines, books, databases, etc. Primary research will include Exploratory (one focus group) and Descriptive research (questionnaire).

3. Definition of the Target Population and Sample Size
   - Target Population: who will you be gathering information from?
   - Your sample size is already defined for you – your team should collect at least 50 surveys. Do not worry about the justification of the size; simply state this number was given to you.

4. Potential Managerial Benefits of the Proposed Study
   - What benefits do you hope will come about from your study? Who will this benefit? Try to be as specific as possible. Avoid broad, generalized statements.

5. Please also include a detailed timeline for all parts of the project.
   - Outline due dates for class as well as due dates within your group in the timeline. When do you hope to have each item completed? I realize this may change as the project develops, but it is good to have a basic timeline to keep your from getting behind and doing things last minute.
Deliverables:
Paper should be typed, 12 point font, double spaced, 1” margins (not 1.25” which is the default on most computers) and the font should be: Calibri, Cambria, Arial or Times New Roman. The paper should be between 2 and 5 pages long; tell me everything I need to know in a concise fashion. Longer doesn’t mean it’s better; practice business writing. Please also include a cover page with the following:
   Mktg 323 – Section #
   Date
   Dr. Sandi Lampo
   Part 1
   Title of Research Project (give your team & project a name...be creative!)
   Group # & Group Member Names (in alphabetical order by last name)

Grading Criteria:
1. Layout/ Presentation/ Concise: 5 points
   - Does it look professional? Is it easy-to-read?
   - Do you have any typos/grammatical/formatting errors?
   - Did you follow instructions?
   - Is your writing concise and to-the-point...but still flow?

2. Content of Research Proposal: 15 points
   - Do the redefined research questions adequately address all parts of the research problem?
   - Is the project well thought out?
   - Is the information discussed accurate? Does it make sense?

** Please note: Typographical/grammatical errors make your hard work look very unprofessional. In the real world, your client is paying you for your work; therefore, your work needs to look professional. So...if I find >2 typographical/grammatical/formatting errors in your paper, I will deduct the full 5 points. Make sure you re-read your paper to check for errors before you turn it in to me.
Project – Part 2 (Group, Written): Secondary & Qualitative Research (100 points)

Objective:
- Learn how to use secondary data and qualitative research to aid in your research study.

Assignment:
1. Use any secondary sources you want to help you understand your research problem better. This information can be helpful to better understand your target market, the problem, case studies of good/bad examples, topics that need to be addressed in qualitative and quantitative research, etc. Secondary research is discussed in Chapter 3.
   - Discuss what your team researched and summarize insights from the research.

2. Along with collecting secondary data, you should conduct some form of qualitative research. This typically includes in-depth interviews and/or a focus group/s. Due to time constraints, you should conduct one focus group for this project. Qualitative data is discussed in Chapter 4.
   - Discuss findings from your qualitative research.

* For #1 and #2, be organized. Make sure you address each of your redefined questions.

3. Typically, in the real world, you would conduct more primary research (in-depth interviews, more than one focus group, etc.). Please answer the following questions:
   - Do you feel it would have been beneficial for you to conduct additional focus groups? If so, please describe the additional focus groups in detail and discuss why they would be beneficial (be specific). If no, please specifically state why (be specific).
   - Do you feel it would have been beneficial to conduct in-depth interviews? If so, please describe the in-depth interviews in detail. If no, please specifically state why (be specific).
   - Would you have done anything different in your focus group that you conducted? (be specific)

Deliverables:
- Turn in a paper outlining the main themes of your secondary and qualitative research, as well as a discussion of #3 above. The format should be the same as indicated in part 1. In the Appendix, include:
  - a bibliography of the sources you used (use any format you are comfortable using, just be consistent),
  - relevant items from qualitative research:
    - Moderator’s guide from focus group including any visuals used
    - Description of your focus groups (when, where, how many, who, etc.)
    - Coding sheets
    - All transcripts (typed) with codes denoted on each statement
• Tabulation charts (you can create tabulation charts for each category of info showing most and least discussed items if you like or you can tabulate your entire list...it's up to you)
• Co-mention charts if you find any significant co-mentions (if you do not find any significant co-mentions, please state that),
• Anything else that you feel will add value

**Grading Criteria:**

1. Presentation/Layout – 15 points
   - Does it look professional? Is it creative?
   - Do you have any typos/grammatical/formatting errors?
   - Did you follow the instructions?
   - Is your information well organized? Easy to follow/understand/comprehend?
   - Is your writing concise but still thorough?

2. Secondary & Primary Research – 50 points
   - Quality & Appropriateness of your research to project – 25 points
     - Does your research adequately address your redefined research questions?
     - Does your research adequately address your target market?
     - Did you conduct a quality focus group...considering your procedures, participants, moderator's guide?
     - How well did you categorize and code your qualitative data?
     - Did you only include research that was relevant to the project (quantity vs. quality)?

   - Insightful discussion of findings – 25 points
     - Do you present your findings in useful, easy-to-follow themes?
     - Do you provide details, examples, case studies, verbatim quotes, charts, etc. to help explain your identified themes?
     - Are your themes relevant and creative?

3. Discussion of Additional Primary Research – 10 points
   - Do you address all questions listed in #3 under Assignments?
   - Are your answers well-thought out and thorough?
   - Do you give specific, detailed answers?
4. Appendices – 25 points

- Moderator’s guide & description of focus group – 5 points
- Typed transcript (including verbal & visual notes) – 10 points
- Coding Sheets/ Tabulation Charts – 10 points

*Since this part of the project is worth an exam grade (100 points), groups who do everything that they are supposed to will receive a B (Good Performance). To receive an A, I must see creativity and effort that really stands out and goes above and beyond. Wow me!

** Also, please remember to re-check your paper for typos/grammar/formatting. If I find >2 typographical/grammatical/formatting errors in your paper, I will deduct a minimum of 5 points. If I find >4 in your paper, I will deduct a minimum of 10 points. Make sure you re-read your paper to check for errors before you turn it in to me.
Project – Part 3 (Group, Written): Questionnaire Creation (75pts)

Objective:
After conducting exploratory research, which you did in Part 2 of your project, the next step is developing a good survey. Since qualitative data cannot be used to make inferences about populations, it is important to use that data to develop a survey/questionnaire, and administer it to enough people so conclusions can be made about your research project. You will learn how to write a good survey, avoiding many of the common errors made when developing survey.

Assignment:
1. Your team will write a survey to address your research problem/opportunity. Make sure the questions are appropriate, easy to understand, organized in a logical order, etc. Chapter 8 in your textbook discusses how to develop a questionnaire. You do not need to include a cover letter with your survey, however, you must include a paragraph at the top informing the participant of: who you are (as a team), why you’re doing this (for class), and the purpose of the survey. Also, tell them the survey is anonymous and confidential and thank them for their time. You should include a thank you at the bottom of the survey as well. Before each section, be sure the instructions are clear and concise; make the survey as easy for the participant as possible while still gathering needed information.

2. You will also need to administer your questionnaire to a sample of five people. After each administered survey, you will need to ask the participant: (1) Did you understand each of the questions, or were some of them confusing? – If yes, which ones and what parts do we need to explain better? (2) Did you see any errors while taking the survey? (3) Do you have any suggestions to improve this survey? These are just a few questions to ask; the more feedback you receive from participants the better your survey will be. Once you have obtained this feedback, make necessary adjustments to your survey.

Deliverables:
1. First draft of survey. (Make sure your indicate page breaks, if/then sequences, etc.)

2. Five completed surveys. (You can just print out the results of your five completed surveys in Qualtrics showing that five respondents have taken the survey.)

3. Summary of suggestions from participants and adjustments made.

4. Final survey. (Make sure your indicate page breaks, if/then sequences, etc.)
Grading Criteria:

- Physical layout of final survey – 10 points
  - Does the survey look professional (colors, white space, font, etc.)?
  - Are there any typos/grammatical errors?
  - Are there any formatting issues (page breaks, question sequencing, etc.)?

- Appropriate use of survey methods and scale measurements - 20 points
  - Are you using the most effective type of scale?
  - Are you using the most effective number and type of scale points?

- Appropriate survey questions and order - 20 points
  - Do your questions address your redefined research questions?
  - Do your questions address and dig deeper on your secondary and qualitative research?
  - Are your questions in a logical order? Do you have a screening question? Where are your demographic questions?
  - Do your questions make sense? Are they easy to understand?

- Opening and closing statements - 10 points
  - Do they sound professional?
  - Do they contain the required information?

- Summary of suggestions and adjustments - 10 points
  - Do you address in detail items that were discussed with your respondents and how you resolved the issues?

- Presence of data indicating five completed surveys - 5 points
Project – Part 4: Data Analysis and Oral Presentation

Objective:
Groups will integrate findings from the qualitative and quantitative data collection to successfully meet the overall project objectives. Groups will explain (both in written and oral formats) their results in a clear and concise, but thorough manner.

Assignment:
After administering your questionnaires, your team will be responsible for compiling your data and analyzing it. We will study how to perform several data analyses in class; your team should conduct the data analysis appropriate for your data. Feel free to use Excel, SAS or SPSS.

As a Group:
Each group will analyze their quantitative data together.

As an Individual:
After all of the quantitative data is analyzed, the group will assign redefined research questions to individual group members. As an individual, each student will develop recommendations for his/her assigned redefined research questions.

Each individual will also be responsible for presenting his/her assigned redefined research questions orally in the form of a class presentation.

Oral Communication:

Oral Presentations (Individual, Oral) - 75 points:
Each individual in the group will present for 5 minutes. Depending on group size, the overall group presentation will last 20-25 minutes.

Each individual member will orally present his/her assigned redefined research questions from beginning to end:
- Identifying the questions,
- Discussing data analyses for those questions – including all secondary, primary exploratory (focus group), primary descriptive (online surveys) data for those questions
- Conclusions for those questions, and how that led to...
- Recommendations based on those assigned redefined questions
- * Each individual member must create the PowerPoint slides for this information him/herself. This is NOT a group effort.

Note: The first presenter will have to do the Introduction. The last presenter will have to do the Conclusion/Closing of the presentation.

Overall Group Cohesiveness (Group, Oral) - 25 points:
While each individual in the group is responsible for presenting his/her assigned redefined research questions from the beginning to the end, it is still a GROUP presentation. Transitions from one speaker to the next
must flow; there must not be repetitive information presented by each
group member; there should be a consistent theme with the slides.
Therefore, each group presentation will receive an Overall Group
Cohesiveness grade worth 25 points.

**Written Component (Individual, Written) - 75 points:**
Each *individual* group member will be required to turn in his/her PowerPoint
presentation for his/her part of the oral presentation (print out the presentation
using the “Notes Pages” option). For each slide, you must type out everything
that you are going to say for that slide. This must be well-written and in
complete sentences. **This written assignment must be a minimum of 1250
words.**

Each individual group member will turn in this Written Component at the
beginning of his/her’s oral presentation.

**Presentation Evaluation (Individual, Written) - 20 points**
Each presentation will be videotaped. Often times, the best way to learn how to
improve your communications skills is to see yourself present. Individually, each
student will be required to watch a video of his/her presentation and write an
evaluation of his/her performance.
Team Member Evaluations

Students will evaluate their group members at the end of the project. It is imperative that each group member communicates with one another, is an active participant, and does his/her part for every part of this project.

When you graduate and get a job, you will have to be able to manage other people's perceptions of you. So, this project will be a great learning tool for you. Throughout this semester, ask yourself:

- Are you communicating? Are you doing your part? Are you an active participant in the meetings?...merely attending is not enough.

At the end of the semester, each group member will fill out an Overall Peer Evaluation form evaluating each member's overall participation in the project as a whole. These Overall Peer Evaluations WILL be used to adjust your individual grade. Here is the scale:

<table>
<thead>
<tr>
<th>Average Score Rcvd from other team members:</th>
<th>Project Grade:</th>
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<tbody>
<tr>
<td>6 – 10</td>
<td>Team Grade</td>
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<td>5 – 5.9</td>
<td>Team Grade – 25 points</td>
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<td>4 – 4.9</td>
<td>Team Grade – 50 points</td>
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<tr>
<td>3 – 3.9</td>
<td>Team Grade – 75 points</td>
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<tr>
<td>2 – 2.9</td>
<td>Team Grade – 100 points</td>
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<tr>
<td>1.9 or lower</td>
<td>Team Grade – 275 points</td>
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</tbody>
</table>

**Example:** At the end of the semester, Joe was given an overall score of 6, 5, and 5 from his group members for an average of 5.3. His course grades were the following:

- Exam I: 85 points
- Exam II: 90 points
- EC Questions: 6 points
- Class Participation: 20 points
- Project-Part 1: 20 points
- Project-Part 2: 92 points
- Project-Part 3: 72 points
- Project-Part 4: 170 points

**Total:** 555 points – 25 Peer Eval Deduction = **530 points**

- 530 points is a B compared to 555 pts which is an A
TO: Faculty Senate Executive Committee

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

CC: John Van Alstyne, Undergraduate Special Programs, Mays Business School
    Martha Louder, AOC Dean, Mays Business School

DATE: March 14, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BUSN 205

We recommend that BUSN 205 be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2200
4. Instructor to student ratio for one section: 1:25

Individual writing assignments include two letters and two memos to the instructor on organizational structure, organizational values, personal values, and course reflections. Students are encouraged to submit drafts of their work for formative feedback. Students who do not do this generally receive their initial submission back with feedback (no grade) and with instructions to revise and resubmit. Initial writing instruction is provided the first day of class and includes sample formats. Two additional writing instruction periods are presented following the submission of assignments and include collective feedback and strategies for improving subsequent assignments. A summary of writing instruction is presented on the last class day.

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

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

BUSN205.913 Integrated Work-Life Competencies

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

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

Instructor / Coordinator: John Van Alstyne
Printed name and signature

January 19, 2011
(Date)

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

Jan 21 2011
(Date)

Approvals:

College Dean: Dr. Jerry Strawser
Printed name and signature
January 19, 2011
(Date)

Department Head: Dr. Martha Loudder
Printed name and signature
January 19, 2011
(Date)
BUSN 205
SPRING SEMESTER 2011

COURSE TITLE Integrated Work-Life Competencies

DESCRIPTION This course is primarily focused on three of the Mays Business School’s seven core competencies—the ability to communicate, the ability to work with others, and the ability to act ethically.

The course also includes work on the other four competencies—the ability to solve problems, the ability to lead, the ability to manage, and the ability to create new opportunities.

Course work is based on an integrated series of classroom presentations, team discussions and assignments, written assignments, case studies, and individual and team presentations. Course outcomes are outlined on pages 2 and 3.

GRADING

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
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<td>Final Exam</td>
<td>20</td>
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<td>Written Assignments</td>
<td>35</td>
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<td>Contribution to Team</td>
<td>25</td>
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<td>Total Points</td>
<td>100</td>
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</table>

COURSE GRADE

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

EXPECTATIONS OF STUDENTS

- Attend all classes and team meetings.
- Think.
- Listen to and learn from class members.
- Speak up when you have an insight or point to contribute.
- Complete all assignments to standard.
- Participate effectively as a team member.
- Demonstrate a capacity for ambiguity.
CONTACT INFORMATION

LTG (Ret.) John Van Alstyne
jvanalstyne@mays.tamu.edu
Office: 979-862-2840
Cell: 979-777-5606
Wehner Building, Room 340J
Office Hours: Tuesday and Thursday, 2:00-3:00
(Other times by appointment)

COURSE OUTCOMES

Each student will:

• **Demonstrate proficiency** in both written and oral communication. (This will be accomplished through writing assignments and through student presentations associated with class participation and case studies.)

• Increase their level of self-awareness as a result of input from the Jung Typology Test, the “Big Five” Personality Test, and feedback from fellow team members and the instructor.

• **Solidify** their personal core values through a values validation exercise and through discussing their values with fellow team members.

• **Demonstrate knowledge of** the relationship between their worldview, their values, their principles and their behavior and actions.

• **Demonstrate knowledge of** the nature of the ethical environment in today’s corporate sector.

• **Be able to apply** Dr. Rushworth Kidder’s model for ethical decision-making.

• **Demonstrate knowledge of** the principles associated with establishing and sustaining a positive and ethical organizational environment.

• **Be able to apply** the basic principles and techniques associated with forming, operating and sustaining a team.

• **Demonstrate their ability to work effectively as a team member.** (This will be accomplished through the team’s targeted discussions and through the team’s work on case studies and other collective assignments.)

• **Demonstrate knowledge of** the five dysfunctions of teams.

• **Be able to apply** approaches and techniques for overcoming these dysfunctions.
• Be able to apply Hill’s Model for Team Leadership in assessing a team.

• **Demonstrate knowledge of** the relationship between an organization’s values, purpose, and vision.

• **Demonstrate knowledge of** the role of an organization’s thematic goals, associated supporting objectives, and standard operating objectives.

• Be able to apply a basic model in support of problem-solving and decision-making.

• **Demonstrate knowledge of** an approach to leadership centered on gaining influence with followers.

• **Demonstrate knowledge of** key principles and techniques associated with representing their organization.

• Increase their capacity to develop others.

• Be able to formulate an approach to their self-development.

## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>WK 1</strong></td>
<td>1/18</td>
<td>Instructor’s introduction to the class</td>
<td>Before class on 1/20, read and be prepared to discuss Handout 1 (The Five Dysfunctions of Teams)</td>
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<td></td>
<td></td>
<td>Class member introductions</td>
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<td></td>
<td>Introduction to the course</td>
<td>Before 2/1, each student will schedule and participate in a one-on-one meeting with the instructor.</td>
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<td>Writing Instruction--Period 1</td>
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<td></td>
<td>1/20</td>
<td>Organize teams</td>
<td>Complete Personal Values Validation Exercise before class on 1/25.</td>
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<td>Discussion on the Five Dysfunctions of Teams</td>
<td>Bring Assignment 1 (Letter to instructor on your personal core values) to class on 1/27</td>
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<td>Team discussion on selected questions/topics</td>
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<td>Explanation of the Personal Values Validation Exercise</td>
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<tr>
<td><strong>WK 2</strong></td>
<td>1/25</td>
<td>Each member presents their personal core values to fellow team</td>
<td>Distribute briefing on Basics of Leadership</td>
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<td>Date</td>
<td>Activity</td>
<td>Details</td>
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| 1/27   | **Complete Jung Typology Test and “Big Five” Personality Test**          | - Distribute Handout 2 regarding Jung Typology Test and “Big Five” Personality Test  
  - Each student should be prepared to brief their fellow team members on the results of their Jung Typology Test and “Big Five” Personality Test in class on 2/1.  
  - Turn-in Assignment 1.  
  - Bring Assignment 2 (Memorandum on Description of Your Notional Organization) to class on 2/3 |
| **WK 3** | **2/1**                                                                 | - Each member (within their comfort level) presents their results on the Jung Typology Test and the “Big Five” Personality Test to fellow team members  
  - Explanation of Assignment 2 (Description of Notional Business Organization)  
  - Writing Instruction--Period 2  
  - Before class on 2/3, read and be prepared to discuss Handout 3 (Relationship between worldview, values, principles and actions) |
| **2/3** | **Discussion of the relationship between worldview, values, principles and actions/behavior** | - Discussion of requirement for a team international experience.  
  (A team report in letter format --Assignment 6-- is due on 3/24.)  
  - Discussion of Team Charter  
  - Teams work on Team Charter (Due on 2/15)  
  - Turn-in Assignment 2.  
  - Before class on 2/10, read and be prepared to discuss Handout 4 (An Organization’s Values, Purpose and Vision) |
| **WK 4** | **2/8**                                                                 | - Team Exercise (Case requiring problem identification and definition)  
  - Teams Work on Team Charter  
  - Bring Assignment 3 (Memorandum on values, purpose and vision of your organization) to class on 2/10 |
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<tr>
<th>WK</th>
<th>Date</th>
<th>Activity</th>
<th>Instructions</th>
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<tr>
<td></td>
<td>2/10</td>
<td>Writing Instruction--Period 3: notional organization) to class on 2/10</td>
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<td>2/10</td>
<td>Discussion on organizational values, purpose and vision</td>
<td>Read Handout 5 (Presentations) before class on 2/15</td>
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<td>Discussion on thematic goals, supporting objectives and standard</td>
<td>Before class on 2/17, read and be prepared to discuss Handout 6 (Teams)</td>
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<td>operating objectives</td>
<td>Turn-in Assignment 3</td>
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<td>Work on Team Charter</td>
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<td>2/15</td>
<td>Briefing on Art of Presentation</td>
<td>Submit Assignment 4 (Memorandum on Team Charter)</td>
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<td>Individual Presentations</td>
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<td>2/17</td>
<td>Teams</td>
<td>Before class on 2/22, read and be prepared to discuss Handout 7 (Problem-</td>
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<td>Individual Presentations</td>
<td>Solving/Decision-Making)</td>
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<td>WK 6</td>
<td>2/22</td>
<td>Discussion of the Problem-Solving/Decision-Making Process</td>
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<td>In-Class Case</td>
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<td>Distribute Case 1</td>
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<td>Individual Presentations</td>
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<td>2/24</td>
<td>Team Time: Work on Case 1</td>
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<td>Distribute Mid-Term Exam</td>
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<td>WK 7</td>
<td>3/1</td>
<td>Work on Case 1</td>
<td>Before class on 3/10, read and be prepared to discuss Handout 8 (Ethics)</td>
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<td>and Handout 9 (Ethical Decision-Making)</td>
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<td>Date</td>
<td>WK 8</td>
<td>WK 9</td>
<td>Wk 10</td>
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<td>3/3</td>
<td>Case 1 Presentations</td>
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<td>3/8</td>
<td>Case 1 Presentations</td>
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<td>3/10</td>
<td>Discussion of Ethics</td>
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<td>3/15</td>
<td>Discussion of Ethical Decision-Making</td>
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<td>Work In-Class Case Using Dr. Kidder’s Ethical Decision-Making Model</td>
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<td>During Week 9, each team will schedule a meeting with the instructor to review its work on Case 2</td>
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<td>3/17</td>
<td>Briefing on Establishing and Sustaining an Ethical Environment</td>
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<td>3/22</td>
<td>Developing Others</td>
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<td>Individual Presentations</td>
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<td>3/24</td>
<td>Teams work on Case 2</td>
<td>Submit Assignment 5</td>
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<td>Submit Assignment 6 (Letter summarizing Team’s International Experience)</td>
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<td>Before class on 3/31, read Handout 13 (Self-Development and Sustainment)</td>
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<td>3/29</td>
<td>Wk 11 Briefing on Establishing and Sustaining an Effective Organizational Environment</td>
<td>Bring Assignment 7 (Slide Presentation on Your Approach to Establishing and Sustaining an Effective Environment) to class on 4/5</td>
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<tr>
<td>3/31</td>
<td>Wk 12 Discussion on Self-Development and Self-Sustainment</td>
<td>Individual Presentations</td>
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<td>WK 12 Individual Presentations</td>
<td>Submit Assignment 7</td>
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<td>4/5</td>
<td>Wk 13 4/7 Case 2 Presentation</td>
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<td>4/12</td>
<td>Wk 13 4/14 Case 2 Presentation</td>
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<td>Bring Assignment 8 (Letter to Instructor on Insights Gained From the Course) to class on 4/28.</td>
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### SUMMARY OF WRITTEN ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASGMT</th>
<th>DESCRIPTION</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Letter on Personal Core Values</td>
<td>1/27</td>
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<tr>
<td></td>
<td>(20% of writing grade)</td>
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<td>#2</td>
<td>Memorandum on Description of Notional Organization</td>
<td>2/3</td>
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<td></td>
<td>(20% of writing grade)</td>
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<tr>
<td>#3</td>
<td>Memorandum on Values, Purpose and Vision of Your Notional Organization</td>
<td>2/10</td>
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<td></td>
<td>(20% of writing grade)</td>
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<tr>
<td>#4</td>
<td>Team Memorandum on Team Charter</td>
<td>2/15</td>
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<tr>
<td>#5</td>
<td>Ethical Decision-Making Case</td>
<td>3/24</td>
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<td></td>
<td>(With Cover Letter)</td>
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<td>(20% of writing grade)</td>
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</tbody>
</table>
#6 Team Letter Summarizing Team’s International Experience 3/24

#7 Slide Presentation on Your Approach to Establishing and Sustaining an Effective Organizational Environment (With Cover Letter) 4/5

#8 Letter to Instructor on Major Insights Gained From the Course  (20% of writing grade) 4/28

Note: If your initial submission does not warrant a grade of A, I will return your assignment without a grade so you may rework and re-submit it. This process will continue until you earn an A on the assignment.

ATTENDANCE: Attendance is required. Excused absences must conform to University guidelines. Exams missed as a result of an excused absence must be completed NLT one week after the date of the scheduled exam. Exams missed without an excused absence will be assigned the grade “0.”

AMERICANS WITH DISABILITY 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 be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall or call 845-1637.

ACADEMIC INTEGRITY STATEMENTS: The University has a system for the enforcement of the Aggie Honor Code, to which every student—graduate as well as undergraduate—is expected to adhere. Violations may result in disciplinary action.

Aggie Honor Code
“An Aggie does not lie, cheat or steal nor tolerate those who do.”

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

CLARITY ON PERMISSIBILITY OF TEAM COLLABORATION ON SPECIFIC ASSIGNMENTS: Students have asked that each faculty member give clear guidance on each graded assignment as to whether or not it is permitted or even desired that students work together. The course curriculum includes some team assignments. The instructor will designate which assignments are individual and which are group assignments.
PLAGARISM: As commonly defined, academic dishonesty/plagiarism consists of presenting as one’s own ideas, the words, writings, etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and submit it as your own, even if you have the permission of the person. It does not matter from where the material is borrowed—a book, article, material from the internet, or the paper of another student in the class—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinctive idea or concept as well as a sentence or longer excerpt to credit the source in the text, a footnote or end note. Plagiarism is a violation of academic and personal integrity at Texas A&M University and carries severe consequences. (See Student Rules on Academic Dishonesty.)

The instructor reserves the right to make changes and substitutions to the course outline and syllabus without prior notification.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: L.R. Martindale, Department of Finance
    Sorin Sorescu, Head, Department of Finance
    Martha Loudder, AOC Dean, Mays Business School

DATE: March 14, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FINC 460

We recommend that FINC 460 Money and Capital Markets be certified as a writing (W) course for four academic years (9/12 to 9/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:30

Students choose a paper topic comparing and contrasting two historic financial upheavals from two different centuries and link those findings to a specific topic covered in FINC 460. Students submit a diagnostic proposal for the paper in memo form which is required but ungraded. Students then write the paper they proposed in the memo. Students receive formative feedback on drafts and are required to attend a two-hour writing workshop. Students will also receive collective feedback during class on the diagnostic proposal.

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

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

   FINC460—Money & Capital Markets

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

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

Instructor / Coordinator:

L. R. Martindale

March 2, 2011

Received:

Valerie Balester

3/5/11

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

Approvals:

College Dean:

(Date)

Department Head:

(Date)

Printed name and signature

Printed name and signature

RECEIVED

MAR 04 2011

By
Your first assignment in FINC460 is to read this syllabus. This syllabus and any reading assigned in it are testable material. The provisions hereof incorporate by reference all applicable University rules, which ultimately control the interpretation of this syllabus. Should an amendment to this syllabus prove necessary or advisable, you will receive reasonable notice.

The Americans with Disabilities Act (ADA) is a federal law providing comprehensive civil rights protection for persons with disabilities. Among other things, the ADA guarantees all students with disabilities a learning environment that reasonably accommodates their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Services for Students with Disabilities: Cain Hall B118; 845-1637.

FINANCE 460: MONEY & CAPITAL MARKETS—Fall 2011

Sec. 901 TR tba
Final Exam tba

Sec. 902 TR tba
Final Exam tba

Sec. 903 TR tba
Final Exam tba

L. R. Martindale 357 Wehner
Office Hours: W 12:00PM-2:00PM and by appointment LMartindale@mays.tamu.edu

Aggie Honor
An Aggie does not lie, cheat, or steal or tolerate those who do. By attending Texas A&M you commit yourself to uphold the Honor Code, accept responsibility for learning, and follow the philosophy and rules of the Honor System. Ignorance does not excuse you: http://www.tamu.edu/aggiehonor. Submission of any work in this course is conclusively presumed to amount to your oath or affirmation as follows: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Course FINC460 is the required course in financial markets and institutions for Finance majors.

Summary The subject matter comprises 3 main areas:

1) Foundations and rationale of the financial system
2) Money, the Federal Reserve, and interest rates
3) Structure of financial markets and institutions

Lecture and reading are complementary but independent components, do not neglect either one. Any reading assigned in this syllabus may be tested, whether or not explicitly referenced in lecture.

Prerequisites FINC341 with a “C” or better. The Department enforces prerequisites. Prerequisites to FINC341: ACCT229, ECON202, ECON203 Basic principles of finance, economics, or accounting are fair game on any exam.

Text Financial Institutions, Markets, & Money, 10th edition Kidwell-Blackwell-Peterson-Whidbee
Other

Required Materials

The Federal Reserve System: Purposes and Functions
Available free of charge—order a copy from the Board of Governors, or download the PDF file: http://www.federalreserve.gov/pf/pf.htm

The Brief Penguin Handbook, 2nd or later edition; Lester Faigley
This book is required reading. You are expected to demonstrate its influence on your graded writing. Its contents are fair game on any exam.

Daily access to The Wall Street Journal and Frequent attention to a business news outlet (e.g. Bloomberg, CNBC, CNN.fn, or Fox)

A “financial” calculator (or other device with comparable capabilities)

Grading System

A – at least 90.0000% of maximum possible
B – at least 80.0000%
C – at least 70.0000%
D – at least 60.0000%
F – less than 60.0000%

There is no “extra credit”. Any point-scoring opportunity counts toward the maximum.

Please review the Department’s grading policy at http://mays.tamu.edu/media/documents/2010/06/01/HandoutsFINCGradingGuidelines.pdf

Graded Writing Component—400 points. See attached Appendix. The Department has designated FINC460 as a writing-intensive (“W”) course required for the BBA in Finance. Each student in FINC460 must complete (and receive meaningful feedback on) at least 2,500 words of graded individual writing. A student cannot receive writing-intensive course credit for FINC460 without a passing grade (at least 240 points) in the writing component.

2 Exams—600 points

Mid-Term Exam. 300 points worth of objective, short-answer, short-essay or workout questions; date in March to be announced.

Final Exam. 300 points worth of short-answer, short-essay or workout questions worth 30 points each; dates and times prescribed by Registrar in Final Exam Schedule.
Outline

The Financing Relationship: Parties & Purposes
- Read the Syllabus; Read the catalog course descriptions of FINC421, 434, & 460;
- Read Chapters 1 and 4 of the Text

The Financial System: Overview & Elements

Financial Intermediation: Rationale & Forms

Money: Origins, Functions, Characteristics
- Read Chapters 2 & 3 of the Text; Read Chapters 1 through 4 of the Federal Reserve book.

The Federal Reserve

Interest Rates and Debt Markets—Read Chapters 5 through 9 of the Text

Equity Instruments & Markets; Read Chapter 10 of the Text

Depository Institutions; Read Chapter 13 of the Text

Contractual Institutions; Read Chapter 18 of the Text

Investment Institutions; Read Chapters 19 & 20 of the Text

Principles, Precepts, Policies, & Other Aids to Navigation

Your instructor is considerably lower-key and less formal than the officious tone of this document implies. Avail yourself of his enjoyment of student contact in and out of the classroom. Save yourself the trouble, however, of trying to argue or negotiate with him about grading or course administration. Above all, no whining.

Except in a genuine emergency or tragedy, excused absences must be arranged ahead of time. Makeup options may be discussed after you satisfactorily document a legitimate university-excused absence as provided in the Student Rules.

Your own notes are your intellectual property. Handouts or images shared with you are not; you may not lawfully make commercial use of them without permission of the author. No one may make any kind of voice or image recording during class, unless the University or the instructor gives permission. No one may attend class who is not on the roll, unless the University or the instructor gives permission.

In the classroom, do not eat, drink, smoke, dip, chew, or otherwise risk an unnecessary addition to the workload of the building staff or the inconvenience of other users of the classroom. Your instructor’s superiors hold him responsible for this. If he receives an official complaint, he will regretfully but aggressively exercise his manifold and dreadful powers of retribution.

If you wish to pay attention to something other than FINC460, do so quietly and unobtrusively. If arriving punctually is a challenge, try to find a less obtrusive seat. If staying awake is a challenge, try not to snore.

Degree candidates and members of the U.S. Armed Forces may expect the maximum accommodation possible under University rules in the event of scheduling challenges.
Overview. The Finance Department has designated FINC460 as a writing-intensive (“W”) course required for the BBA in Finance. For the writing component, the Department requires as follows:

1. Each student in FINC460 must complete at least 2,500 words of graded individual writing. Various instructors may assign additional individual or collaborative writing or presentations.

2. Students cannot receive writing-intensive course credit for FINC460 without a passing grade in the writing component.

3. Each student in FINC460 must attend one of the 2-hour Writing Workshops scheduled below. Failure to complete one of these Workshops will result in a mark of Incomplete for FINC460.

Common Writing Assignments. All students in FINC460 must complete the following as instructed:

1. Diagnostic Exercise: In formal memorandum style, write a proposal for a paper comparing and contrasting two historic financial upheavals from two different centuries (17\textsuperscript{th} through 21\textsuperscript{st}), and linking your findings to a specific topic in FINC460. This is a purely diagnostic assignment, but failure to submit it will result in a mark of Incomplete for FINC460.
   
   1 to 2 pages, single-spaced, 12-point font.
   Due not later than noon Thursday, September 15, 2011.
   Submit directly to Prof. L. R. Martindale, departmental “W” course coordinator.

2. Graded Paper: Write the paper you proposed in the Diagnostic Exercise.
   
   10 to 12 pages main text, double-spaced, 12-point font.
   Due not earlier than noon Thursday, November 17, 2011.
   Due not later than noon Thursday, December 2, 2011.
   Submit not later than noon Thursday.

Grading Rubric. The departmental coordinator will mark the graded paper according to this rubric:

<table>
<thead>
<tr>
<th></th>
<th>340-400 Exceeds Expectations</th>
<th>280-339 Meets Expectations</th>
<th>0-279 Let’s Discuss Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance with Instructions</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Grammar, Spelling, Usage, Vocabulary</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Substance, Originality, Professionalism</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Quality in Comparison to Other Papers</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>300</td>
<td>200</td>
</tr>
</tbody>
</table>

Writing Workshops. These 2-hour workshops involve group feedback on the diagnostic exercise, tips for improved writing, and models of both successful and unsuccessful writing. Each student in FINC460 must attend one workshop. The dates, times, and rooms for Fall 2011 are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, September 21</td>
<td>7:00PM-9:00PM</td>
<td>(room tba)</td>
</tr>
<tr>
<td>Wednesday, October 5</td>
<td>7:00PM-9:00PM</td>
<td>(room tba)</td>
</tr>
<tr>
<td>Wednesday, October 19</td>
<td>7:00PM-9:00PM</td>
<td>(room tba)</td>
</tr>
<tr>
<td>Wednesday, November 2</td>
<td>7:00PM-9:00PM</td>
<td>(room tba)</td>
</tr>
<tr>
<td>Wednesday, November 9</td>
<td>7:00PM-9:00PM</td>
<td>(room tba)</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Frank Warnakulasuriya, Department of Marine Engineering Technology
   Vijay Panchang, Head, Marine Engineering Technology
   Donna Lang, AOC Dean, Texas A&M Galveston

DATE: March 14, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARE 452

We recommend that MARE 452 Senior Design Project II be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:20

MARE 452 is a two-credit course, the second in a two-course sequence. Students submit five different reports in five different stages along the design process: (1) Requirement Specifications, (2) Design Proposal, (3) Preliminary Design Report, (4) Final Design Report, and (5) Final Project Report. In the review process, these reports are iterated back and forth for at least a couple of times resulting in feedback from the instructor on grammar, format, and technical content at each stage. Every student of the group takes leadership at different stages and distributes writing and other technical work among the team members reasonably equally. The instructor oversees this process for fairness. The first four reports are submitted as a group effort; however, the final project report is submitted by each student as an individual effort. The final version will consist of more than twenty pages of written material.

The primary method of instruction is lectures, handouts, and example reports distributed by the instructor regarding report writing. As each team consists of 2-3 members, each student will get significant feedback for his part of writing from his team members. In addition, as there are about 2-3 class presentations conducted during the semester, students will obtain comprehensive feedback from the entire class. More importantly, as the final presentation is given in front of a panel with at least one person from industry, the student will have an opportunity to learn the expectations of industry, which is vital in pursuing his/her career.

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

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

   **MARE 452 SENIOR DESIGN PROJECT II**

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

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

---

**Instructor / Coordinator:**

[Signature]

**Printed name and signature**

**Date:** 3/21/11

**Received:**

[Signature]

(W Course Coordinator, University Writing Center)

**Date:** 3/3/11

**Approvals:**

**College Dean:**

[Signature]

(Printed name and signature)

**Date:**

**Department Head:**

[Signature]

(Printed name and signature)

**Date:**

**RECEIVED**

MAR 03 2011

By
MARINE ENGINEERING TECHNOLOGY
MARE 452 Senior Design Project II
Spring Semester 2011

Outline: This course is a continuation of MARE 451: Senior Design Project I. Development of theoretical, computational or experimental models using the design developed in MARE 451. Formulation, construction and/or fabrication work. Refining, experimenting and testing of models considering alternatives. Analyze results and prepare and submit design documents including project report.

Objectives: To provide students a culminating design project experience involving issues of practical design as conducted in the workplace.

Outcomes: Upon completion of this course, the students will be able to initiate, conduct and successfully conclude an appropriate design task assign to him/her in the work environment.

Prerequisites: MARE 451

Text: None. Handouts will be given. The library has many on-line and up-to-date journals that you can access that will have data and ideas to assist your individual projects.

Course Instructor: Dr. Frank Warnakulasuriya; PMEC 214; x4410; warnakuf@tamug.edu
Project Supervisors: Mr. Vincent Treglia PE; PMEC 163; x4870; tregliav@tamug.edu
Dr. Rudy Martinez; PMEC 215; x4506; martiner@tamug.edu
Dr. Mathew Carroll; PMEC 219; x4473; carrollm@tamug.edu
Mr. Gerard Coleman; PMEC 213; x4856; colemang@tamug.edu
Mr. Henry Fedrickson; PMEC 163; x4760; fedricksonh@tamug.edu
Dr. Sudeep Ingole; PMEC 116; x4025; ingoles@tamug.edu

Course Description
This course is a continuation of MARE 451: Senior Design Project I as in that course, the intention of this course is to teach the discipline of engineering design. In addition, it will provide students a culminating design project experience involving issues of practical design as conducted in the workplace. Therefore, this course consists of two components: lecture sessions and hands-on design laboratory sessions.

Lectures: During designated weekly one-hour lecture sessions, students will learn about advanced conventional and modern design practices, advanced topics in modeling/manufacturing processes, use of CAE tools, instrumentation, and topics in experimental techniques and data analysis.

Design Labs: In the lab, the student will take their design project to modeling/construction and experimenting/testing level. The model or experimental test setup can either be full or partial
depending on the complexity of the design. The intention of modeling should be to predict the design behavior and to perform the necessary tests to prove the prediction. Computer-Aided Drawings and necessary calculations should be finished before any modeling/construction is begun. It is also necessary to get the preliminary/final design approved before being conducting any modeling/construction.

As in MARE 451, each team needs to prepare a project schedule chart, cost estimation and man-hour budget for research, design and build portions of the project. This budget/schedule/estimation should include details with required elements and will be tracked and compared to the actual man-hours, cost and timeline. Presentation time will also be budgeted and compared.

Students are highly encouraged to participate in conferences and meetings held by SNAME, IMAREST, AFE, ASME, etc. with a poster and/or submit an abstract or a manuscript about their design project to an appropriate forum. It is mandatory that all the project groups participate in the university research symposium.

Documents and Deliverables
Report: As this course is proposed to be a writing intensive course, it is necessary that each student compile a detailed report toward the end of the semester about the work performed. The report should include all the sections mentioned in "Format of the Report" and it should contain a main body of at least 20 pages. Preparation of the report will be an iterative process and will develop in many phases. In each phase, the student should submit the report to instructor and should obtain his approval and comments.

A softcopy should accompany the project report (Floppy, CD, memory key, etc.). In the soft copy, a hyperlink should be generated between contents, list of figures and list of tables with the main body of the report.

In addition, if the design is manufacturing/installation oriented, the student should furnish a properly developed set of CAD drawings with their report.

Log book: Students are required to maintain a logbook that reflects their progress and the degree of involvement of each member. In addition, it should contain notes from meetings, ideas that were discussed, ideas that are pursued, pictures, photographs and drawings. It should also contain the summary of each meeting, discussion, calculation session, web research, etc.

Examples of items that will be contained in each entry of the log: When; Where; Who; Topics of discussion; Ideas discussed; equation considered; Sketches made; Decisions made; Action items defined for each individual; Time and place of next meeting.

Design Folder: In addition, students should maintain a design folder throughout the semester. In this folder students should compile:
- Original hand drawn sketches that were used for calculations and as preliminary for CAD drawings,
- computer aided drawings for all systems and for all parts to be manufactured/installed,
• design calculations,
• Design decisions, whys and why-nots, discussion of the "trade-offs" and contradictions, the positive and negatives, etc.

Course Format

<table>
<thead>
<tr>
<th>Week No:</th>
<th>Topics to be Covered</th>
<th>Design Laboratory work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advanced topics in Modeling/Manufacturing</td>
<td>1. Selection of modeling/fabrication processes</td>
</tr>
<tr>
<td>2</td>
<td>Advanced topics in Modeling/Manufacturing</td>
<td>1. Completion of molding/fabrication drawings and documents.</td>
</tr>
<tr>
<td>3</td>
<td>Advanced topics in conventional and modern design practices CAE tools</td>
<td>1. Presentation of Modeling and fabrication procedures</td>
</tr>
<tr>
<td>4</td>
<td>Instrumentation</td>
<td>1. Preparation of testing/experimenting procedures</td>
</tr>
</tbody>
</table>
| 5-10    | Topics in experimental techniques and data analysis                                   | 1. Continually refinement of the model
2. Conduct testing
3. Mid-semester presentation of the progress of the project after 6th week
During this period, students are required to make an appointment to meet their project supervisor and submit the deliverables including project report in-progress, at least every other week |
| 11      | Topics in report writing                                                              | 1. Initial submission of design project report
2. Presentation of final design                                                         |
| 12      | Topics in report writing                                                              | 1. Revision of design project report                                                    |
| 13      | Topics in report writing                                                              | 1. Revision of design project report                                                    |
| 14      |                                                                                      | 1. Final submission of design project report                                            |

Grading
Grading will primarily be based upon the quality and timeliness of the "deliverables". They may also be take-home quizzes and exams based on the lectures.

Exams and take-home quizzes               10% (random testing schedule)
Project presentations                    20% (Initial, mid-semester and final presentation)
Deliverables                              10% (other than design project report)
Symposium Poster                          10% (It is mandatory to present the poster)
Design project report                     50% (graded at least in 5 different stages)

Total                                         100%
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 anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northen Student Center, or call (409)740-4587.

Aggie Honor System

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

Upon accepting admission to Texas A&M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: <http://www.tamuq.edu/honorsystem/>.

Pledge

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

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

Statement on Absences

Information concerning absences are contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For a University excused absence, the student should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs or his or her designee has verified the student's absence as excused. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines.

If the absence is excused per the process outlined in the University Student Rules, the student must be given the opportunity to make up work that was missed. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information about appealing an instructor’s decision.
Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
TO: Faculty Senate Executive Committee

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

CC: Michelle Taylor-Robinson, Department of Political Science
    James Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: March 14, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 442

We recommend that POLS 442 Social Welfare Policy be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:20

A major assignment in POLS 442 is a written data analysis project. Students receive formative feedback (written comments on multiple similar assignments) on each of the “Worksheet” assignments that help them to produce parts of the final Research Report (e.g., worksheet about data analysis and findings, worksheet about selecting a dependent variable, worksheet about selecting dependent variables). They also receive feedback on the Narrative Research Proposal. Multiple small writing assignments related to parts of the Research Report provide repeated opportunities for students to learn from their mistakes about what constitutes professional writing in political science. Course materials include works that provide advice about the writing style used by the American Political Science Association, as well as guidelines for formatting tables and graphs and other data-based presentations.

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

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

   POLS 442 - Social Welfare Policy

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

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

Instructor / Coordinator: Michelle M. Taylor-Robinson
Printed name and signature
Jan. 30, 2011
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
2/1/11
(Date)

Approvals:

College Dean: James R. Rogers
Printed name and signature
2/1/11
(Date)

Department Head: James R. Rogers
Printed name and signature
2/1/11
(Date)
This course is designated as a university-approved "writing-intensive" one ("W" course); it is also designated as an "Inquiry-rich" ("I") one.

Dr. Warren A. Dixon

2123 Allen Building (979-845-2845)
w-dixon@polisci.tamu.edu

Office Hours:  2-3:30 Monday, Wednesday & Friday
(other days & times by appointment)

Course Readings

  * now Department of Health and Human Services
  the Coll reading is available ONLY through TAMU's electronic Course Reserves
  the URL for this resource is http://library-reserves.tamu.edu

  2nd ed. Armonk, NY: M.E. Sharpe. (paperback)


# selected electronic Course Reserves & Internet-based readings
  (see, for example, the separate handout,"Core Readings for the 'Overview'...")
Course Overview

"Social welfare" - as an area of study or as a summary phrase for a range of private and public activities - almost defies definition. It can refer to everything from efforts to secure human dignity and self-actualization to the receipt by an unwed mother of her welfare check. For purposes of this course, we will emphasize primarily those publicly funded "public assistance" programs that provide a financial or service floor under individuals and families or attempt to alter the opportunity structure for low-income individuals and families.

The first half of the course will examine a variety of topics, ranging from a review of some private and public "charity" efforts that preceded the enactment in 1935 of the Social Security Act to an analysis of the social welfare system created by that landmark national legislation. This "overview" will also include an analysis of the incorporation of state and local government-run "mothers' pension" programs into an (initially) uncontroversial public assistance title in the Social Security Act of 1935, an inclusion that would come to have significant impacts on both our politics and the social welfare system itself.

After the Midterm Exam, we will focus, initially, on how these uncontroversial "mothers' pension" programs (now incorporated into the Social Security Act as a federal-state "public assistance" program) transformed efforts initiated in the states nearly a century ago to assist mostly white widows with young children into a minority-dominated, unwed mothers program. In the process, not only does "welfare" become a powerful metaphor in America's culture wars, but it also leads to recurring efforts to "end welfare as we know it" (culminating with the "welfare reform" legislation in 1996).

The course will conclude with an examination of poverty and income inequality. Issues of modern American poverty and inequality range from some technical measurement ones to some partly technical, partly political ones about whether these conditions even present any longer a significant problem in the United States. In dealing with these matters, we will examine the patterns and trends in poverty and income inequality, and review some alternative explanations and justifications for these social and economic conditions.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Weight</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
<td>Wednesday, October 13</td>
</tr>
<tr>
<td>Data Analysis Project</td>
<td>35%</td>
<td>throughout the semester</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>Monday, December 13 (3:30-5:30 pm)</td>
</tr>
</tbody>
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## Schedule of Course Readings*

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview...</td>
<td>Welfare: From</td>
<td>Poverty &amp; Inequality</td>
</tr>
<tr>
<td>the American Social Welfare System</td>
<td>Mothers’ Pensions to TANF</td>
<td></td>
</tr>
</tbody>
</table>

| Coll                                           | Rodgers                       | Seccombe                     |
|------                                           | Chs. 1,2 & 7                  | ..... in its entirety .....    |
| Rodgers Chs. 1,2 & 7                          | ..... Chs. 5, 6, 8 & 9        | ..... Chs. 2, 3 & 4          |
| Seccombe                                      | ..... in its entirety .....    |                               |

Le Roy ** specific text & Worksheet exercises (& enhanced writing assignments) throughout semester

Klass .... pages/chapters assigned (& available for consultation & reference) throughout the semester ....

selected electronic Course Reserves***

& Internet-based readings ........ assignments throughout semester ........

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* specific reading assignments will be announced in class as we proceed through the semester; but see, for example, the separate handout,"Core Readings for the 'Overview'..."

** see DAP assignment schedule on reverse side of this page

*** the URL for TAMU's electronic Course Reserves is [http://library-reserves.tamu.edu](http://library-reserves.tamu.edu)

## Schedule for the Data Analysis Project (DAP)

(Le Roy, Research Methods in Political Science...)

<table>
<thead>
<tr>
<th>DAP assign #</th>
<th>due date for assignment* (by class time)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon, Sept 6</td>
<td>Getting Started</td>
</tr>
<tr>
<td>2</td>
<td>Wed, Sept 8</td>
<td>Ch. 1 A Brief Overview of Research Methods...</td>
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<tr>
<td>3</td>
<td>Wed, Sept 15</td>
<td>Ch. 3 Measurement II: Types of Data</td>
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<tr>
<td>4</td>
<td>Wed, Sept 22</td>
<td>Ch. 2 Measurement I: The Basic Ideas (&amp; Klass, Ch. 1:1-15)</td>
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<tr>
<td>5</td>
<td>Wed, Sept 29</td>
<td>Ch. 4 Variables, Variation, and Explanation (&amp; Klass, Ch. 1:15-29)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>6</td>
<td>Wed, Oct 6</td>
<td>Ch. 7 Data Preparation and Entry (Klass, Ch. 3, esp. pp. 72-74)</td>
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<tr>
<td></td>
<td></td>
<td>Midterm Exam - Wednesday, October 13</td>
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<tr>
<td>7</td>
<td>week of Oct 18</td>
<td>Guidelines for Final Research Report</td>
</tr>
<tr>
<td>8</td>
<td>week of Oct 25</td>
<td>Ch. 11 Bivariate Analysis Using ANOVA</td>
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<tr>
<td>9</td>
<td>week of Nov 1</td>
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<tr>
<td>10</td>
<td>week of Nov 8</td>
<td>Ch. 13 Correlation and Regression</td>
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<td></td>
<td>week of Nov 15</td>
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<td></td>
<td>Wed, Nov 24</td>
<td>&quot;walk&quot; for start of Thanksgiving Break</td>
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<td></td>
<td>week of Nov 29</td>
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<td></td>
<td>Fri, Dec 10 by 5:00 pm</td>
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* Not all text pages and Worksheet exercises within each assigned chapter are required; specific ones will be announced in class.

Any "pop quiz" on an assignment will be announced in class at least one class day in advance.

- DAP assignments must be completed in a timely fashion in order to receive full credit -

**Examinations:** There will be both a Midterm and Final exam. These exams will test your knowledge of the lecture and reading material, using a mixture of question formats [e.g., "fill in the blanks," short answer, short to long(er) essay questions].

**Data Analysis Project (DAP):** This requirement involves a computer-assisted statistical analysis of the differences among the American states in their social and welfare policies. Possible research topics, to name just a few, range from trying to explain the continued differences among the American states in their poverty and welfare dependency rates to their successes (and failures) in exercising their new autonomy (conferred on them by the 1996 welfare reform legislation) to design welfare policies free of most federal mandates to the impact of state welfare programs on welfare recipients' (and the poor's) economic and social behavior to the more political and
institutional questions about the states' governing capacities in financing and administering some social welfare programs (e.g., Unemployment Insurance).

The statistical analysis software (and "manual" on how to use it) is Michael K. Le Roy, *Research Methods in Political Science: An Introduction Using MicroCase* (7th ed.). This very user-friendly "package" can be profitably used by undergraduates (with little statistical or computer experience) to apply social science methods to an array of "real world" social policy questions. And while the book and its software are user-friendly enough to be self-paced, I will use some class time to explore some basic research design issues and the MicroCase software itself. In addition to a number of workbook-type exercises (validated by some pre-announced "pop" quizzes and by some Midterm and Final exam questions), the project also involves the satisfactory completion of a ~10-page *Final Research Report* (due at the end of the semester).

As an integral part of the course, there will be several opportunities for you to develop (with appropriate feedback from me) your discipline-related writing skills, especially those involved with the formatting, interpretation and presentation of statistical analyses of social science data. The Worksheet exercises from Research Methods... range from some minimal "fill in the blanks" tasks to more extensive compositions in which you interpret and write up the results of your computer-assisted statistical analyses of already collected data. (There are, as part of the MicroCase package, several data sets, ranging from public opinion and congressional roll-call data to aggregate measures of the characteristics of the 50 American states and the world's nations.)

These Worksheet exercises (and any enhanced writing assignments attached to them) are graded, although the degree of my scrutiny and grading varies among them. For some I will use pre-announced "pop" quizzes, for others I will merely log in the exercises (noting only that you completed all the assigned parts in a timely manner); on others I will assign a numerical score for either particular parts of them or on them over-all. Any additional writing assignments are spaced far enough apart from each other so that I will have adequate time to provide the necessary feedback to you in case you need to re-do them (and still complete the assignments in a timely fashion). Finally, your *Final Research Report* is intended to be the culmination of a semester-long effort to develop your interpretation and writing skills; so while you will not have an opportunity to "redo" it, it should not be a high-stake writing exercise for those who have worked conscientiously throughout the semester at improving these important skills.

Even though this course may well refresh your knowledge of social science statistics, the DAP component is most definitely not intended to be a mini-course in statistics. Rather it is designed to help you present, interpret and write up your quantitative analysis of social science data in ways that are "accurate, complete and graceful" (a mantra that I will repeat endlessly throughout the semester). If taken seriously, the development and improvement of these skills should serve you well in other data-oriented endeavors, whether they be in other political science courses or in some...
aspect of your post-baccalaureate career.

Finally, I encourage students to collaborate with each other in learning the research design and the data analysis presentation and interpretation skills that are part of the DAP component. There is, of course, a line between "collaborating" and turning in someone else's work as if it were your own. Also, since I include on both exams some questions based on these exercises, it is in your interest to understand the relevant material, which best comes from doing your own work. Besides, significant disparity between your performance on these exam questions and, for example, your previously completed Worksheet exercises and written assignments on the same topics will obviously raise some red flags. Finally, the University is now taking much more seriously the Aggie honor code - "An Aggie does not lie, cheat or steal, or tolerate those who do" (for some examples of "academic misconduct," see http://www.tamu.edu/aggiehonor).

Class Attendance, Attentiveness & Participation: I expect regular class attendance, attentiveness to what is going on in class and engagement with the course material because for most students such behavior enhances their knowledge and understanding. Additionally, in using something like MicroCase, it is very disruptive if some students are irregular in their attendance or, if present, are simply not paying attention. In this context, watch your "multi-tasking" during class sessions. Both anecdotal and scientific evidence is accumulating that none of us multi-task as well as we think we do, whether we are driving a car or attending an upper-division university class.

I realize that the day and time of this course (twice a week with 75-minute sessions at the end of what for some of you may be a very long day) may present a special challenge. But excessive class absences or serious inattention to what is going on in class can be very costly to you grade-wise (and disrespectful to me and the rest of the class). Thus, I note your attendance (and attentiveness) throughout the semester, and it is included in my overall assessment of your performance (see the section below on the "Computation of Course Grades" for more detail on how I take into account your class attendance, attentiveness and participation).

Make-up Policy: In the event of an excused absence, you will have, in accordance with University policy, an opportunity to "make-up" the missed assignment. Finally, the Final Exam (Monday, December 13) must be taken as scheduled. Any individual rescheduling to accommodate you for a University-approved reason probably cannot be done until after course grades have been submitted.

Computation of Course Grades: Your performance on each component* of the course is assigned a numerical value, corresponding roughly to a letter grade (e.g., ≥90 = A+, 89-80 = B+, 79-70 = C+, 69-60 = D+, and <60-0 = F). These numerical values usually reflect some adjustments on my part to take into consideration the component's level of difficulty (and to achieve an appropriate grade distribution). To compute your course average (which will be converted into a letter grade on the TAMU grade sheets), these numerical scores are then averaged according to the weights of each course component. I do reserve the right, however, to make a marginal adjustment in your course grade in order to better reflect the pattern of your grades, the
quality of your Final Research Report, your performance on the Final Exam, and your engagement in the course.**

* The **Data Analysis Project** (DAP) component of your course grade (35%) represents a summary measurement, involving the assigned chapters & exercises in Le Roy, Research Methods... (including any additional writing assignments linked to these exercises), your Final Research Report and class attendance, attentiveness and participation (especially on those days when DAP/MicroCase-related issues are explored or Worksheet exercises and/or writing assignments are due).

Your over-all DAP grade is computed as follows: the Worksheet exercises from Research Methods... (and the enhanced writing assignments linked to these exercises) represent about 30% of it, and the Final Research Report itself represents about 55%, with class attendance (including your attentiveness and participation) making up the remaining 15%. I assign a numerical value for this latter component based on the percentage of class days you are present, with absences on "DAP/MicroCase days" (defined as any class day in which a significant part of the class period is devoted to this component) counted as a double absence; thus, your numerical "attendance, attentiveness & participation" grade can have a value that is less than the actual percentage of class days you were present.

** "The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room [B-118 Cain Hall] or call 845-1637." For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu). ...Texas A&M University Faculty Senate, May 12, 1997

** University Writing Center: The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.
Aggie Honor Code: “An Aggie does not lie, cheat or steal, or tolerate those who do.”

Definition of plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Academic Dishonesty: Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor for more information.

Some concluding (and cautionary) comments...

# Texas A&M intends within the next few years to be among the top 10 public universities in the United States, joining the likes of the University of Michigan and the University of California at Berkeley. This worthy goal has, however, some important implications for undergraduate education. Especially in an upper division course such as this one, I assume that most of you are able to absorb a large amount of factual and analytical detail, recognize and understand the patterns and implications of that detail, follow complex, multi-layered lectures and be evaluated by exam questions that require more than mere memorization on your part. But I have also taught long enough to know that students bring to a course significantly different academic capacities and interests. So if you find yourself having difficulty absorbing and understanding the course material, you need to address that difficulty by, minimally, seeing me earlier rather than later in the semester.

# Based on past experience, some of you will underestimate the difficulty of the Midterm Exam (on Wednesday, October 13). The sheer amount and diversity of the covered material makes it a particularly difficult exam. To state perhaps the obvious, students who have done well in the past on it are usually those who attend class regularly, listen carefully (taking good notes), and complete conscientiously the assigned readings and DAP exercises.

# I use PowerPoint slides extensively in my lectures. Perhaps unlike some other instructors who use this presentation software, I do not merely provide a list of "bulleted points" on each slide for you to write down and memorize (although there are some of those). Instead, I use the PowerPoint software
to create in effect a series of slides that mimic an "electronic blackboard" (now made more interactive with the installation in this classroom of SmartBoard technology) with overlays, diagrams, tables, etc., often in different colors to highlight different facts and concepts. You not only need to record these slides as part of your class notes, but you also need to write down enough of my accompanying remarks and explanations so that the material makes sense to you, especially when you return weeks later to your notes to study for the exams.

In this context, I sometimes wonder whether my (and others) use of PowerPoint is doing a disservice to students in that we may be unintentionally producing a generation of college students who no longer know how to take lecture notes. If, as we go along, you find yourself not knowing what to "take down" in the way of useful notes (especially those that capture the elaborations and explanations of my PowerPoint slides), consider electronically recording my lectures. While my lectures are copyrighted, you have my permission to record them for your own personal, course-related and non-commercial use. Also, even though most of you are upper division students, it is never too late to learn important skills; so if you think they might be useful, avail yourself of the diagnostic and "workshop" assistance offered by the Student Counseling Service (845-4427), which provides at no cost to students a variety of academic (and personal) counseling services. The SCS is located in Cain Hall (Suite B-103), and its website is http://www.scs.tamu.edu.
Guidelines for the
DAP Final Research Report
due Friday, December 10

$ ~10 text pages (with tables & graphs integrated into the body of the paper, the Report should not exceed 15 pages) - you must also provide an "electronic" version (details TBA later); additionally, the first page (or cover sheet) of the Final Research Report must include a ~250 word, single-spaced "abstract" or "executive summary" of the Report.

• Body of Final Research Report: double-spaced, normal margins and fonts; think of it as a professional research report, thus write in a formal, third-person style (and proofread for spelling, grammar, language, and pagination); use the APSA, Style Manual for Political Science (available on electronic Course Reserves under POLS 442) as your authoritative "style" guide.

$ Be especially careful in formatting tables, graphs and other data-based presentations (e.g., table and graph titles, variable names, row and column labels, etc.); review Le Roy, Research Methods in Political Science for examples of how to present, in tabular form, data and statistical analyses, supplemented with Ch. 2 ("Constructing Good Tables") and Ch. 3 ("Creating Good Charts") in Klass, Just Plain Data Analysis - you might also want to skim his "application" chapters (Chs. 4, 5 & 6) for further examples of how to present, in a informative and visually pleasing way, the results of a quantitative analysis.

The basic message here is don't rely on the primitive word processing capacities of MicroCase to do this formatting for you (use MicroCase, in other words, for your statistical analysis, not for the preparation of your Final Research Report).

$ Cite in footnotes at the bottom of your tables and graphs (in an appropriate and consistent manner) the source and "operational" definition of each variable used in each table or graph (mirror the "reader-friendly" templates that are being presented in class)

AN IMPORTANT QUALIFICATION: Your identification, description, and discussion of the "dependent" variable will probably occur near the beginning of your Final Research Report. Since you will likely have only one dependent variable, there is no need to repeat its source and "operational" definition in every table or graph. But if some of your variables are NOT from one of the data files in MicroCase (or a class handout), provide a complete source citation for each of these non-MicroCase (or class handout) variables.
Regardless of the source(s) of your data, include as an Appendix a printout in spreadsheet form of the data values for each variable used in your report; most likely, you will need to "copy & paste" into either a new MicroCase (or Excel) data file these variables in order to print in a useable form this Appendix (NOTE: this Appendix is NOT optional - your Final Research Report is incomplete without it)

Your over-riding goal is to turn in to me an informative, technically correct, visually pleasing and gracefully written Final Research Report.

consult the following "statistical" & "writing" readings as needed for the preparation of your Final Research Report...

   Ch. 5 - "Hypotheses"
   Ch. 8 - "Descriptive Statistics"
   Ch. 10 - "Tests of Statistical Significance and Measures of Association"
   Ch. 11 - "Bivariate Analysis Using ANOVA"
   Ch. 13 - "Correlation and Regression"
   Ch. 14 - "The Overall Process"

# APSA Style Manual for Political Science. 2006. revised ed. American Political Science Association. (available on electronic Course Reserves)

   Ch. 1 - "Analyzing Political, Social, and Economic Indicators"
   Ch. 2 - "Constructing Good Tables"
   Ch. 3 - "Creating Good Charts"
   Ch. 7 - "Finding the Data"

review as needed his "application" chapters...

   Ch. 4 - "Voting and Elections"
   Ch. 5 - "Measuring Educational Achievement"
   Ch. 6 - "Measuring Poverty and Inequality"
Body of Final Research Report

The purpose of your Final Research Report is to explain, using the statistical analysis software program in MicroCase, the differences among the states (as the "unit of analysis") in one of their "social welfare" policies. For help in thinking about and selecting your topic, review your lecture notes and the course readings, especially Christopher Howard, "The American Welfare State, or States?" (a 1999 Political Research Quarterly article surveying the research landscape on the two-tiered American welfare state, available from electronic Course Reserves under POLS 442) and Rodgers, American Poverty..., especially Chs. 7, 6 & 8. Chapters 6 & 8 in Rodgers are particularly useful for this part of your project because these chapters focus on TANF-inspired state welfare policies after the 1996 enactment of welfare reform (PRWORA).

Based on my experience in past semesters, most you will probably select some TANF-related topic. But I do want to encourage you to at least consider Unemployment Insurance (UI), Workers' Compensation (WC) or Medicaid as your "social welfare" policy of choice. All of these programs (the first two being "social insurance" programs, the latter a "public assistance" one) reflect a substantial independent role for the states in financing, setting benefit levels, and managing caseloads. Such independence thus makes relevant the significant state-based variations in the "dependent" variable (e.g., the "adequacy" of the states' weekly unemployment insurance benefits or, to take another example, states' spending on Medicaid as a proportion of their total expenditures) and in the "independent" variables (e.g., the fiscal capacity of the states, their political, partisan and electoral patterns, the demographic make-up of their populations, etc.) While, compared to TANF, there are fewer course-related readings on UI or WC (let alone Medicaid) to guide your research since, by design, this course is framed around, most generally, public assistance programs, and more specifically, "welfare" (i.e., AFDC/TANF), I don't want to suggest by this focus (or what later comes in these "Guidelines...") that you are limited to studying only some aspect of TANF.

Once you have selected a particular "social welfare" program or policy, start thinking fairly quickly in terms of "how-do-I-measure" whatever it is that interests me about this particular social welfare program. For example, if you are interested in examining the TANF program in the states, narrow that interest down to a particular measurable aspect of it (e.g., the dollar level of the states' TANF welfare standard, its adequacy relative to the poverty standard, the TANF dependency rate in the states, the decline in TANF caseloads since the 1996 welfare reform legislation, differences among the states in their TANF policies to encourage work readiness, etc.). Check out the website of the Urban Institute (http://www.urban.org); browse its "Poverty and Safety Net" menu (in the left-pane of its homepage) for an exceptionally good source of data and analyses on welfare-related programs and activities. More generally, see the Appendix ("Websites of Interest") on pages 201-205 in Seccombe, "So You Think I Drive a Cadillac?": Welfare Recipients' Perspectives..." and Klass, Just Plain Data Analysis, Ch. 7 for annotated listings of some social welfare-relevant websites and sources of "social indicators" data.
On selecting your "dependent" variable: While I want to accommodate as much as I can your individual interests and preferences, there are two underlying rules for selecting your topic (i.e., your "dependent" variable). First, it must use the 50 American states as the "sample" and unit of analysis; second, your dependent variable must be reasonably related to the text and lecture topics of this course. For example, the states' compliance with the testing requirements of No Child Left Behind would not be appropriate as your dependent variable; on the other hand, their implementation of various education and job training programs for TANF recipients (or, for that matter, UI or WC beneficiaries) would be. If you have any doubt about whether I would consider your selection to be "appropriate," check with me before you expend a lot of time and energy in developing it.

You must identify your dependent variable on a "worksheet" form provided for that purpose (I will return it to you later with my comments). This "worksheet" exercise constitutes DAP Assignment #9, and it is due by class time, Wednesday, November 3 (NOTE: a subsequent DAP Assignment, due the week of November 15, will provide a vehicle for you to identify, at least provisionally, your independent variables).

Once you have selected your topic (i.e., your "dependent" variable), begin to identify and measure the effects of several plausible independent ("causal") variables on your dependent variable. You will need to consider very carefully your choices. There are, after all, scores of possible independent variables in, for example, the STATES data file, and the selection of some variables over others needs to reflect some serious thought on your part. In other words, the selection of your independent variables needs to be driven by your "theory" or "model" of how the world works (however primitive that "theory" or "model" may be). You should find especially helpful at this stage of your research project the essay by Christopher Howard ("The American Welfare State, or States?"), cited earlier in these "Guidelines..." (and available from electronic Course Reserves).

For starters, think in "categories" of independent variables. For example, identify some factors that are mostly "economic" or "demographic" in nature (e.g., the proportion of the labor force involved in agriculture rather than manufacturing, the income and education levels of households, the racial/ethnic/religious make-up of the population, the proportion of single-parent vs. two-parent homes, etc.). There are, on the other hand, some variables that are more "institutional" in character (e.g., attributes of the program itself or of state government decision making processes), and then there are variables that reflect the political and/or cultural characteristics of the states (e.g., state public opinion and electoral data, viewed as either direct measurements of political ideology or, probably more likely, as "proxy" ones for a variety of ideological or cultural attitudes). On this latter point, most of the variables in the STATES file are Census Bureau type ones. But the STATES file does include Daniel Elazar's famous classification of each state's "political culture" (Variable #1704: "Moralistic," "Individualistic" or "Traditionalistic"); although, unaccountably, not all the states are assigned a data value in the STATES file, so you will need to enter some data values in order to complete
that variable (see me if you are interested in including the Elazar's classification as one of your "independent" variables).

Finally, the particular kind of statistical analysis you do must be appropriate for the type of data you are using. While there is no requirement that only one kind of statistical analysis be used throughout your Final Research Report, I expect that most of you will use primarily scatterplot & correlation (Pearson's r) and multiple regression, with perhaps some ANOVA used with independent variables such as the states' "region" (Variable #1744) or "political culture" (Variable #1704).

A final DAP Assignment, due the week of November 29, will be a one-page, typed, single-spaced "narrative" (with normal margins and fonts) of these two "worksheet" proposals in which you have identified your "dependent" and "independent" variables (more detailed guidance will be provided later for this "final draft" of your research proposal).

NOTE: Failure to complete in a timely fashion DAP Assignment #9 (choosing your "dependent" variable) and the two later ones (on selecting your "independent" variables) raises the possibility that I may NOT accept your Final Research Report.

the following is a suggested outline for your Final Research Report with "welfare (TANF) dependency rate" as the dependent variable (%TANF03 on the "data array" handout for DAP Assignment #6)

Q Introduction & Literature Review - Describe (with words and numbers) the variation among the states in their post-1996 "welfare" (especially TANF) programs and their different "welfare (TANF) dependency" rates. What are some alternative ways to think about "welfare dependency," and how might it be related in complex ways to a variety of socioeconomic, cultural, political, and governmental institutional variables? Review the relevant course material (readings & lectures) to not only enhance your knowledge of TANF (and its predecessor, AFDC), but also to gain some insight into the impact of the 1996 welfare reform on both the states' welfare programs and TANF caseloads. While I don’t expect an exhaustive "review of the literature," you are expected to anchor your paper to the existing state-level "welfare dependency" literature. For example, review the relevant text pages and citations to other studies in Rodgers, American Poverty..., especially Chs. 5,6 & 8, in Seccombe, "So You Think I Drive a Cadillac?:...," especially Chs. 2,4 & 8, and in the two electronic Course Reserves readings by Ron Haskins on "welfare reform." With these "theoretical" speculations as an introduction, offer some explanation and justification for your choice of the particular set of independent (i.e., "causal") variables you will be using in your analysis. Finally, conclude this part of your paper with some hypotheses, expressed correctly and with some linguistic gracefulness (see Le Roy, Ch. 5:87-91 for a minimalist guide to stating hypotheses correctly). NOTE: For purposes of this paper, it is neither necessary nor desirable for you to use the "null hypothesis" format (nor, as I will discuss in class, "tests of significance").
**Data** - Describe briefly the data you will be using (together with any limitations of the data and/or measurements).

**Statistical Analysis** - This part of your Final Report should be the major part of it. You should find it useful to review again the basic research design chapters in Le Roy (Chs. 2 through 4 & 14, including Ch. 3:49-51 on the "ecological fallacy") before beginning your statistical analysis. Review also Klass, Just Plain Data Analysis, especially Ch. 2 ("Constructing Good Tables") and Ch. 3 ("Creating Good Charts"), and at least skim his "application" chapters (Chs. 4, 5 & 6) for further examples of how to present, in a informative and visually pleasing way, the results of a quantitative analysis.

Start simply at first - display a series of simple correlations between your dependent variable and each of your independent ones. For example, using the scatterplot routine in MicroCase, present the statistical correlations in visual form between the measure of "welfare (TANF) dependency" in the states (as, in this case, your dependent variable) and some selected socioeconomic and cultural variables (e.g., measures of the states' income & wealth, inequality, economic development, urbanization, ethnic make-up, religious culture, etc.) and some political and governmental ones (e.g., political ideology, electoral turnout and/or competition, measures of governmental activism, characteristics of the states' TANF programs, etc.). Once you have presented some simple correlations of the dependent variable with your several independent variables, disentangle any inter-correlations among these independent variables (using, for example, the multiple regression routine in MicroCase).

It is in this part of your Final Report where you need to be creative and imaginative yet systematic and careful in how you report your statistical analyses. Pay very close attention to how you describe and measure your variables, and how you present and interpret your tables and results (be especially careful to avoid the "ecological fallacy" in explaining your aggregate data-based findings - review again Le Roy, Ch. 3:49-51 for a data-based example of this very seductive fallacy). Finally, express your conclusions and interpretations in substantive and (if appropriate) directional terms (it is better, for example, to write "Conservative states have lower TANF dependency rates than liberal states" than to write "There is a difference between conservative and liberal states in their TANF dependency rates").

**Summary and Conclusions** - In this concluding section provide an accurate and integrated summary of your findings. It is also quite appropriate in this section for you to speculate on why some of the variables you offered as explanations for the variation in your dependent variable proved to be much weaker (or perhaps even non-existent) than you initially expected (also, do not overlook problems with the data itself as a source of "disappointing" results).

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