Memorandum

TO: Faculty Senate Executive Committee

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

DATE: April 20, 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:

- MAST 345  Texas Maritime Culture and History
- RUSS 322  Masterpieces of Russian Literature

Courses submitted for C certification:

- MGMT/IBUS 452  International Management

Courses submitted for W recertification:

- MARS 280  Coastal and Ocean Resources
- VIBS 443  Biology of Mammalian Cells and Tissues
TO: Faculty Senate Executive Committee

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

CC: Thomas J. Oertling, Department of Maritime Studies
    Frederic Pearl, Director, Department of Maritime Studies
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: April 20, 2011

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: MAST 345

We recommend that MAST 345, Texas Maritime Culture and History 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: 45%
2. Course content appropriate to the major
3. Total number of words: 4100
4. Instructor to student ratio for one section: 1:20

Students write four article reviews, an abstract for their planned term paper, and a final term paper. All writing assignments are designed to lead students to the completion of the final term paper. The article reviews focus on topics related to each student's term paper topic, and the abstract acts as a proposal for the term paper. Students receive feedback on each article review, and only the best three are included in the final grade. The students receive formative feedback on their abstracts and on a rough draft of the term paper itself. Instruction is provided through lecture and modeling as well as via detailed handouts on each written assignment.
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):

   MAST 345: Texas Gulf Coast, Maritime Culture and History

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

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

Instructor / Coordinator: Thomas J. Oertling
Printed name and signature: Thomas J. Oertling
(Date): 2/21/2011

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
(Date): 2/28/11

Approvals:

College Dean: Donna Lang
Printed name and signature: Donna Lang
(Date): 3/28/11

Department Head:
Printed name and signature: [Signature]
(Date): 2/28/11

Dr. [Name] - GACD

RECEIVED
MAR 01, 2011
By [Signature]
MAST-345: Texas Maritime Culture and History
Spring 2011 Syllabus

Times:  MW 9:30-10:45am
Locations:  PMEC 146
Instructor:  Mr. Thomas J. Oertling
Office:   SAGC 402
Phone:  (409) 741-4026
Email:  oertlint@tamug.edu

Course Description: The coastal peoples, maritime history and culture of the Texas Gulf Coast ranging from pre-historic times to the present day; geography’s influence on exploration, resources utilization, development and inland access; Texas ports historic and modern; shipwreck sites and historical texts; La Salle’s La Belle, Texas Navy, Mexican War logistics; Civil War Naval actions.

Prerequisites: Junior or Senior classification or permission of instructor

Course Objectives: By the end of the course the student will have a grounded knowledge of the following aspects of the Texas Gulf Coast:

- The maritime geography
- Food resources and later food industries
- The different peoples and groups which occupied the Texas Gulf Coast from the native American Indian period through to the present
- The importance of waterways to the settling and development of Texas
- Spanish Colonial and Mexican perception and utilization of the coast
- The Republic of Texas Navy and its importance and part in winning Texas Independence
- The development of ports
- Tourism and recreation
- Texas Fisheries
- The completion of an in-depth research paper will allow the student to focus on one single topic of their choice for further investigation.

Textbook and/or source materials:

Other readings as assigned.

Grading: The grade will be based on two term exams (20% each, total 40%), one map assignment (5%), a preliminary Research Paper Abstract (5%), three of four article reviews (10% total) one Research Paper (30%), and two 10-15 minute presentations (5% each, total 10%). Students are responsible for reading assignments and taking lecture notes. The research paper may be on any topic of Texas Maritime Culture or History whether covered in the course or not. Topics are to be cleared with the instructor and abstracts, outlines and rough drafts are to be turned in at designated times during the semester. Research papers are due on the last day of class. Two presentations will be made by each student on topics related to the modern history of the coast. Topics to be approved by instructor and notes and presentations will be turned in to instructor. Participation in class discussions is strongly encouraged. Makeup exams may be scheduled with the instructor’s permission and acceptable excuse for absence (see below)

**GRADING WILL CONFORM TO STANDARD UNIVERSITY GRADING SCALE:** 90 – 100 = A, 80 – 89 = B, 70 – 79 = C, 60 – 69 = D, BELOW 60 = F.

Attendance:
Makeup exams: See Academic Rule 7.3, 7.4. Absence from exams will be accepted only for students who have legitimate excuses as defined in the Texas A&M University Handbook of Regulations. These include: (See University Student Rules/Academic Rule 7)
1. Participation in an activity appearing in the University Authorized Activity List
2. Proof of confinement due to illness (medical slip)
3. Death of a member of the student’s immediate family
4. Participation in legal proceedings that require a student’s absence.
5. A religious holiday (see Texas A&M Handbook for details)

If one of these legitimate excuses prevents you from getting to an examination, contact me (by phone or by email) before the day of the examination, if possible. In cases of accident, or emergency, the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

Cell phone and Laptop policies:
Laptops may be used in class for the purpose of taking notes and on occasion linking to websites related to class. They are not to be used in class for checking or answering email, IM’s, youtube, games or other uses not related to class.

Turn your cell phones off or on vibrate while in class.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Student Services Office in the Mary Moody Northern Student Center, or call (409)740-4587. For more information visit http://disability.tamu.edu.

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.tamug.edu/honorsystem/>.

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. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

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

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.

Class Calendar: [By week, excluding dates]
Week I
Jan. 19 Syllabus discussion/ Introduction and Geography of the Texas Gulf Coast

Week II
Jan. 24, 26 The Power of the Wind, 1500-1685 [Francaviglia, Ch. 1]
Article Review 1 – Bring to class Jan 26

Week III
Jan. 31, Feb. 2
Trouble on the Spanish Sea, 1685-1821 [Francaviglia, Ch. 2]
Article Review 2 - from outside reading- post in Web CT by Feb 2.

Week IV
Feb. 7-9 Mexican Independence and the prelude to the Texas Revolution, 1821-1836  Francaviglia, Ch. 3]
Article Review 3- from outside reading-post in Web CT

Week V
Feb. 14 Exam 1
Preliminary Abstract must be presented on or before Exam 1
Feb. 16 On the Waters of the Lone Star Republic, 1836-1845 [Francaviglia, Ch. 4]

Week VI
Feb. 21-23 The Texas Navy [assigned readings]
Article Review 4 – from outside reading- Post in Web CT by Feb 23

Week VII
Feb. 28, Mar. 2
Improvements at Midcentury1845-1860 [Francaviglia, Ch. 5]

Week VIII
Mar. 7-9 Blockades and Blockade Runners1861-1865 [Francaviglia, Ch. 6]
Outline of paper must be presented on Mar. 7

SPRING BREAK Mar. 14-18

Week IX
Mar. 21-23 The End of an Era, 1865-1900 [Francaviglia, Ch. 7]

Week X
Mar. 28 Exam 2
Student Presentations begin
Mar. 30 The Corps of Engineers [assigned readings]

Week XI
Apr. 4-6 King Cotton and other crops that shaped commerce [assigned readings]

Week XII
Apr. 11 Gulf Fisheries [assigned readings]
Apr. 13 Oil Industry [assigned readings]

Week XIII
Apr. 18 Recreation and Tourism [assigned readings]
Rough Draft of paper must be presented on Apr. 18
Apr. 20 Hurricanes [assigned readings]

Week XIV
Apr. 25 TBA
Apr. 27  Galveston: Change and Identity, discussion

Week XV
May 2  Maritime communities, discussion

Research (Term) Papers are to be turned in (hard copy only) on the final day of class

No Final Exam
MAST 345: Tx Mar Cult & Hist.
Explanation of assignments and grading system

Two term exams (20% of grade each, total 40%) 10-15 short answers and 2 essay questions

One Map assignment (5%): Students will draw a map of the Texas Gulf Coast and locate and draw correctly the a set of geographical and cultural features. These will include Rivers, Bays, Islands and Peninsulas, Passes and Harbor entrances, Missions and Towns. Use 1/2 of a poster board for this assignment. Score is out of 60 points.

Four Article Reviews: (The best three review will be chosen for the final grade 10%, total) Article reviews are single page summaries of peer reviewed articles (scholarly journal or assigned readings). They include a summary of the article and a short evaluation (Commentary) by the student. (See Sample). Each is a templated assignment-follow format give precisely. The grade is based on content, following the format, and clear, concise writing.

Review 1: Students will write a review of an instructor assigned reading. This review will be turned in as hard copy for class discussion.

Reviews 2-4: Students will review articles from recommended peer reviewed journals and databases. Although students select based on personal preference, articles should be selected as part of the process of developing term projects and presentations and should suggest topics, provide content, and serve as models for conventions in academic writing.

Preliminary Abstract (5%) Students will write a preliminary abstract of the planned term project. It should briefly introduce the topic, include a brief statement of the hypothesis, summary of planned content, and a comment regarding the value of this study and future implications.

Outline- No grade The outline is a preliminary listing of subtopics in a logical sequence. It will be discussed in class and reviewed individually with the professor in a private conference. It is required as preparation for the term paper, and without this step, the term paper will not be accepted.

Research Paper (30%): Each student will write a 12-15 page Research Paper, as described in the abstract, on any topic related to the Texas Gulf Coast. Topics to be approved by the instructor in preparation of the earlier abstract and outline. Papers are to be double spaced, standard margins, length is exclusive of figures. Title page, table of contents, and Reference page are not included in the page count.

Two 10 minute Presentations (10%): Each student will give two presentations on a topic related to the modern (post 1900) Texas Gulf Coast. Topics must be approved by instructor and notes and presentations will be turned in to instructor. The first presentation, a trial run much like a draft, is not graded. The 2nd presentation will be graded based on content, synthesis and presentation.
Oertling  
MAST 345

**Research Reviews**

Higher level students are expected to read professional publications related to their future career fields. During the semester, you are required to read and report on at least 4 articles. Some of them may be suitable for inclusion in papers written for this course.

The review must be no more than a single page. It should contain a summary of the article and your comments on both content and style. Identify the primary audience and evaluate the author's probable success in communicating and in achieving his or her desired results. The format in the accompanying sample is acceptable and potentially useful to you.

There are several objectives in completing these summaries. One is to have you writing in semi-finished form on a daily basis. A second is for you to develop the habit of cross-referencing information and synthesizing new uses for things that you can read. A third is to provide information for your research project. These reviews serve as extended annotated bibliographies. Rather than busy work, they will provide the structure for your research.

**Heading/Title:** The title/author information in the sample is written in Reference or Works Cited format. Should you use information from this article, you can copy the citation directly from your review. The date in parenthesis at the end is optional.

**Topics:** A brief list of topics may provide you with cross references as you prepare papers. This functions in the same manner that an abstract or key word list might. It helps you choose topics or organize information that you have collected.

**Summary:** The summary should be the largest part of your review. It should contain a shortened version of the information that the author presents. You may include close paraphrases and quotations which relate to the topics covered, and which might be useful inclusions in your papers. In order to include the greatest amount of information in the smallest space, this section should be the authors work and not your opinion of it. If you include direct quotations, be sure to place them in quotation marks.

**Commentary:** This section is your impressions. Comment on content and style. Since this section is your notes to yourself, if the articles is poorly done and should not be considered for future use, indicate that in this section. If it is a worthwhile article which could be used as a basis for future papers, or if it suggests worthwhile research, mention that here also. You may include implications for the further research or other thought which stem for this article.
Research Review-Example


Topics: Government encouragement of exporting, balance of trade, preserving manufacturers, decision making behavior in management.

Summary: Based on a survey of 816 small sized manufacturing companies in Wisconsin (423 responding), using multiple regression, the authors present a 6 stage model of preparedness of companies to export manufactured products in order to expand markets.

1-Not interested
2- Would fill an unsolicited order but take no follow-up action
3-Actively explores feasibility of exporting (often following an unsolicited order)
4-Exports experimentally to psychologically close countries
5-Experienced in one country-actively changing to meet changing exchange rates, tariffs, etc.
6-Explores possibility of exporting to countries more psychologically different.

The most significant determinant of a company’s interest in exporting goods was the receipt of an unsolicited order. Approximately 60% of stage 4 companies began in this manner. Interestingly, profitability and growth expectations were relatively unimportant before receiving the order. In stage 5, rational decisions were made based on expectation and perceived barriers. Beyond stage 6, companies often have manufacturing facilities in other countries and exporting is a diminishing interest.

Perceived barriers included difficulty in understanding foreign business practices, different product and consumer standards, difficulty in collecting money, and difficulty in obtaining adequate representation. They also pointed out that management was more open to considering exporting when mangers had visited specific countries, lived abroad, or spoke (at least partially) the language in those countries. Familiarity with the culture increased interest in exporting.

They concluded that government, especially the Department of Commerce, could increase American exports by arranging visits, promoting foreign language instruction, cultural exchange, and by aiding in generating initial unsolicited orders. They also recommended that government programs should include initiatives targeted to each of the 6 stages and should be progressive, actively intended to move companies through the 6 stages.

Commentary: Because of the age of this article, it is useful as a conceptual model suggesting methodology, but the data are outdated and cannot be used as verification. It might be useful to begin with this article and to research later government and business efforts in order to determine their effectiveness or to determine the validity of the 6 stage model. Active partnering between government, business, and foreign markets could encourage US manufacturing companies to expand their markets and to survive and flourish in the 21st century economic environment and could improve our balance of trade and American world image. Does government supported training and information remove perceived barriers? Do businesses apply rational models such as SWOT in decision making? Are unsolicited initial orders still the most significant determinant in a company’s decision to actively enter world markets? Has technology facilitated the process? This article provides background information for newer studies.
Term Paper Assignment  
MAST 345

The term paper may be a report on a subject of your choice and within the scope of the course, but your topic must be approved by your instructor. It will be 12-15 pages, double spaced. The paper may include graphics to clarify your meaning, but the graphics are not counted in page length.

**Topic** - The paper topic should be complex enough to justify 12 pages of examination. Topics should be selected based on important information you discover in your readings and articles you review earlier in the semester may be included as sources. You will be given instructions on appropriate information to include in your final abstract and conclusion. Often these will be determined by your approach in content sections.

**Required Elements** -
- **Cover sheet (Title page)**
- **Table of Contents** - (since you will reference page numbers, include them)
- **Subheadings** which serve as informative titles to the sections that follow. Note: The introduction does not normally need a heading.
- **References** (at least 3) cited in APA format

**Grading Guidelines**
- Content - 60%
- Organization - 10%
- Required elements and format - 10%
- Language use - 10%
- Grammar and Mechanics - 10%

Note- Use the rubric and information (including handouts and samples) from earlier lectures and consultation as guides. Note that lack of clarity, ambiguity, and other writing weaknesses which interfere with your meaning may result in loss of points in both Content and Language Use or Grammar.

**Due Date** - Term papers must be turned, hard copy, on the last day of class. Late papers may be severely penalized or not accepted.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Brett Cooke, Department of European and Classical Languages and Cultures  
Richard Golsan, Head, Department of European and Classical Languages and Cultures  
Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: April 20, 2011  
SUBJECT: REPORT ON PROPOSED W COURSE: RUSS 322

We recommend that RUSS 322 Masterpieces of Russian Literature 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:20

The writing for RUSS 322 includes two papers and 20-24 daily reports. Students prepare brief written and oral reports daily on the technical aspects of each poem studied in class. Provided feedback prepares students for writing the two analysis papers. These exercises involve precisely the same concepts and terminology—all performed in Russian. The research essays are resubmitted after instructor review of drafts. Examples of verse analysis, both oral (via lecture-oral report-discussion) and written (in course packet), are assigned. Class is exclusively conducted in Russian, so much written and oral feedback is devoted to correct use of noun/adjective/pronoun case and verbal aspect use.
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):

RUSS 322 Masterpieces of Russian Literature

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: Leighton B. Cooke

Printed name and signature

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

Michael T. Stephenson

College Dean:

Printed name and signature

(Date)

Department Head:

Printed name and signature

Christoph Konrad for Richard J. Golson

(Date)
RUSSIAN 322
Masterpieces of Russian Literature

Fall 2011
Russian Lyrical Poetry of the 19th Century
Pushkin, Lermontov, Tyutchev & Fet

L. B. Cooke  Office Hours:  TBA
MWF 12:40-1:30  329C ACAD
ACAD 123  845–4762; 693–3704
brett-cooke@tamu.edu

Textbook:  Professor’s packet, available at Notes N’ Quotes.

Requirements:
2 papers  20% each. It is absolutely required to receive the professor’s approval for the poem you will analyze. The first will be on a lyric by Pushkin, the second on one by one of the other three romantic poets.

2 hour examinations  20% each. The first will be on the poetry of Pushkin, October 9th. The second will take place at the time of our final examination and will cover the other three poets.

Class Performance  20% on the basis of brief written daily reports and oral participation in class discussions.

The entire course will be conducted in Russian.

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

Schedule of lessons:
8/29-9/2  Pushkin’s “I loved you…” «Я вас любил»
Russian versification & Pushkin’s epigrams.

9/4-8  Russian versification & Pushkin’s epigrams.
Russian versification & Pushkin’s epigrams.

9/11-15  Pushkin: “Day’s luminary has extinguished…” «Погасло дневное светило»
Pushkin: “I recall the wondrous moment…” «Я помню чудное мгновенье»

Pushkin: “Arion.” «Арион»

Pushkin: “Verses Written during Insomnia.” «Стихи сочинённые во время бессонницы»

10/2-6  Pushkin: “God grant I not go mad…” «Не дай мне Бог сойти с ума»
Pushkin: “Exegi monumentum.”

10/9  Midterm Examination on Pushkin’s lyric poetry.

10/16-20  
Lermontov: “The Sail.” «Парус»  
Lermontov: “Death of the Poet.” «Смерть поэта»

10/23-27  
Lermontov: “It is boring and sad and … “ «И скучно и грустно и некому руку подать…»
Lermontov: “A Dream.” «Сон»

10/30-11/3  
Tyutchev: “Silentium!”
Tyutchev: “A Dream at Sea.” «Сон на море»

11/6-10  
Tyutchev: “Day and Night” «День и ночь», “What are you howling about, night wind?” «О чём ты воешь, ветер ночной?»
Tyutchev: “Holy Night…” «Святая ночь на небосклон взошла…»

11/13-17  
Tyutchev: “Est in arundineis modulation musica ripis.”
Fet: “Storm at night sea” «Буря на море вечернем…»

11/20-22  
Fet: “I came to you with a greeting” «Я пришёл к тебе с приветом…»

11/27-12/1  
Fet: “A whisper, timid breathing…” «Шёпот, робкое диханьё…»
Fet: “This morning, this joy…” «Это утро, радость эта…»

12/4  
Final review

December 11, 10:30-12:30  
Final Exam on Lermontov, Tyutchev & Fet.

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Code Rules and Procedures, stated at http://www/tamu.edu/aggiehonor.

Student Learning Outcomes:
During the semester, students will:

1. expand their knowledge of the human condition and human cultures in the context of the course subject matter.
2. enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone.
3. enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary.
4. gain an understanding of the intellectual demands required for the study of literature and culture through their own critical analysis—thinking, reading, listening, speaking, and writing.
5. develop an appreciation of a foreign literature and culture as both a field of knowledge and a creative process.
6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign literature and cultures.
7. learn to understand these issues and interpretations in their cultural and social contexts.
8. develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.
Fall 2011  
RUSS 322  
Masterworks of Russian Literature  

Russian Lyric Poetry of the 19th Century  
Pushkin, Lermontov, Tyutchev and Fet

Brett Cooke  
MWF 12:40-1:30 ACAD 123

This variant of our masterworks course will cover the greatest yet least accessible of Russia's arts, its lyric poetry. As such, this course offers a substantial survey of such important writers as Pushkin, Lermontov, Tiutchev and Fet. Particular attention is paid to Pushkin, the greatest of all Russians, who is largely unknowable outside of his native language. The emphasis is very much on what should be understood as Russia's popular philosophy, whereas principles of versification are only studied to give students some cognitive tools for discussions.

The entire course is conducted in Russian. This includes the readings, with the exception of poetic reference materials provided in the course packet available at Note N' Quotes at the end of the summer. The reading assignments are extremely minimal, but students are expected to know the poems well. Generally each class period will be devoted to a very precise discussion of a single lyric poem, usually between 8 and 40 lines in length. Given that each poem is thoroughly discussed in Russian, it provides truly extensive practice in objective conversation. Oral reports on aspects of the assigned poem (rhythm, genre, imagery, etc) will be assigned during the prior meeting—these generally require only a few comments—and subsequently will be submitted in writing. Since we pay close attention to the details of each lyric, class sessions give students much opportunity for reviewing their grammar. In toto, the course provides students ample training in the study of communication, Russian and non-Russian.

Regular oral reports on features of the assigned poem in class will help prepare students for writing two papers on other poems to be found in the course packet, which constitutes a select anthology for these poets. Only one student may write on a given poem—be sure to reserve your topics with the instructor in advance. Papers may be resubmitted if substantially revised and accompanied with the original submission. There will be two 75-minute exams, one conducted during the period designated for final examinations.

This course is appropriate for students who have passed RUSS 201, the prerequisite. Students who have passed RUSS 102 with an A and who are simultaneously enrolled in RUSS 201 may obtain permission to enroll. See the instructor: (979) 693-3704; brett-cooke@tamu.edu. It readily substitutes for RUSS 301 or 302, required course for the major and the minor.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Daria Panina, Dept. of Management
     Murray Barrick, Head, Dept. of Management
     Martha Louder, AOC Dean, Mays Business School
DATE: April 20, 2011
SUBJECT: REPORT ON PROPOSED C COURSE: MGMT/IBUS 452

We recommend that MGMT/IBUS 452 International Management be certified as a Communications (C) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 42%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:30

The W and C Course Advisory Committee noted that the student to instructor ratio for this course was rather high, and asked that the department monitor it. In this course, students write two case papers of about four pages each and do both a group and an individual oral presentation. Each student must present at least five minutes as an individual. Students research a county and present on their findings collaboratively for one presentation. Groups are carefully monitored to ensure equal participation of all students.

The first draft of each case paper will be due on the date of the case discussion. Pass/fail status will be given upon this date. The instructor will provide written comments on each paper and will allow students to revise and resubmit their work to receive the full credit for the assignment. A portion of the class period will be devoted to the discussion of common writing issues discovered during the assignments.

Each student will also receive feedback from the instructor and classmates on oral presentations by the means of anonymous audience feedback. Afterwards, the class will discuss common technical issues in presentation delivery.
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/IBUS 452 - International Management

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: Daria Panina 2/22/2011
   Printed name and signature (Date)

Received: Valerie Balester 4/10/11
   (W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: 3/3/11
   Printed name and signature (Date)

Department Head:  
   Printed name and signature

RECEIVED APR 11 2011
By

3/3/11 Scanned - RA
OBJECTIVES:

This course is a survey of the field of international management. It is divided into four parts. The first part of the course examines the global manager’s environment (e.g., political, economic, legal and technological environment) as well as ethics and CSR issues. The second part of the course focuses upon the cultural context of global management (e.g., role of culture, cross-cultural communication, negotiation and decision making). The third part of the course explores a series of issues that are unique to global strategic management (e.g., formulating strategy, global alliances and strategy implementation, and organizational structure and control systems). Finally, the fourth part of the course surveys the major issues in global human resources management (e.g., staffing, training, and compensation, management development and motivation).

TEXT:


COURSE on eLearning:

Course materials for MGMT 452 can be found in eLearning on Howdy Portal. You can find there a copy of the course syllabus, lecture notes, the grades, and other materials. I will also post there the information about exams, hints for doing projects, cases and additional assignments from time to time.

GRADE DETERMINATION:
Knowledge of the substantive material covered in the course is of central importance. However, as in the business world, the ability to communicate knowledge orally and in writing is also very important. Grading will be competitive and will include, where appropriate, consideration of content as well as grammar, style, and organization. Due to a large number of cases used in the course, students are expected to be prepared for every class and to participate in class discussions. "Extraordinary" class participation will be considered in borderline cases in determining final grades.

Two exams (100 points each)  200  
Two Cases (40 points each)  80*  
Group Project  50*  
News Presentation  20*  
Attendance  10  
TOTAL  370  

*Because this course is incorporating communication as a critical aspect of the learning experience, these assignments must be passed before any grade other than failing can be given.

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:

333 to 370 points: A  
296 to 332 points: B  
259 to 295 points: C  
222 to 258 points: D  
0 to 221 points: F  

Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Moreover, the full consequences of scholastic dishonesty will be pursued consistent with University policy.

The handouts used in this course are my intellectual property. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, homework problems, in-class materials, review sheets, and additional problem sets. Because these materials are my intellectual property, you do not have the right to copy the handouts, unless I expressly grant permission.

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

ASSIGNMENTS:

The most challenging aspect of this class is its focus on the behavioral issues. In most cases, the material is not conceptually difficult. However, management is not just a technical matter requiring technical knowledge. It is also a human matter. It involves “getting things done through people” and requires an understanding of how people will respond to specific actions. Thus, the objective of this course is to develop problem-solving and decision-making skills in addition to learning technical knowledge.

To overcome this problem, we will have assignments that will help you master the textbook material and allow you to explore issues developed in the textbook and in class in more depth.

2 Cases (40 points each)

We will be using comprehensive cases for Part 1 and Part 3 of the book. For each case you will be required to read the textbook material and do the case assignment in writing. Case papers are not group projects: you are expected to work individually on these assignments. Each case paper should be at least 1000 words (4 pages) long. Specific requirements and grading rubrics for the case papers will be available on ELearning. The individual case papers will be submitted twice. First draft of each paper will be due on the date of the case discussion. Pass/fail status will be given upon this date. I will then provide written comments on your papers and will allow you to revise and resubmit your work to receive up to the full credit for the assignment. A portion of the class periods will be devoted to the class discussion of common writing issues discovered in the first drafts.

News Presentations (20 points)

During the course of the semester you will be required to read business periodicals, such as Financial Times or Wall Street Journal. Each student will have to present one current event and discuss its implications to international management in class. Specific presentation instructions and examples of news presentations will be provided at the beginning of the semester. You will receive feedback from the instructor and classmates on your news presentations so that you can work on your presentation style for the group presentation at the end of the semester.

Group Project (50 points)
The class will divide into groups on the first day of the semester. Each group will pick a foreign country to be researched. You will be required to do research on economic, political, legal, technological, and cultural environments of a chosen foreign country. You will then make a presentations of your findings followed by Q&A and class discussion. Group projects will be graded based on the quality of the material and their presentation. All members of a group and expected to participate in group research and presentation, and will receive an equal grade for the group project. Feedback on presentations will be provided by the instructor and the peers.

**Attendance (10 points):**

You will be given full credit for attendance if you will come to class regularly. Attendance checks will start on the second week of the semester. Up to two missed classes will not be taken into account while calculating attendance grade.

**ANTICIPATED EXAM DATES:**

First Exam Wednesday March 4 Chapters 3 - 5

On exam days, you will need to bring to class:
1. your ID card
2. a pencil
3. Scantron Form 882-ES

**FINAL EXAM:**

The final will not be comprehensive. It will cover Chapters 9-11. The final is scheduled for Monday, May 9 from 1:00 p.m. to 3:00 p.m. in WCBA 112.

**EXAMINATION RESULTS:**

After each examination, grades will be posted on the course web site or e-mailed to the students. We will post grades as soon as possible. If the results are not posted, it means we do not yet have the grades.

**ADA POLICY:**

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

EXAM REVIEW AND GRADE APPEALS:

You will be able to review your exams and prepare written appeals on exam questions during specific days and times. These are the only opportunities you will have to appeal exam grades. Appeals will not be allowed after the posted dates for a specific exam. If you are unable to attend a review session (due to an excused absence listed in the Missed Examinations section below), arrangements must be made with the TA prior to the scheduled review date. If no prior arrangements are made, you forfeit the opportunity to review your exam.

MISSED EXAMINATIONS:

Absences from an exam will be excused for the following reasons ONLY:

a) Participation in an activity appearing on the University authorized activity list,
b) Death or major illness in a student’s immediate family,
c) Illness of a dependent family member,
d) Participation in a legal proceedings or administrative procedures that require a student’s presence,
e) Religious holy day,
f) Illness that is too severe or contagious for the student to attend class (to be determined by the Health Center or off-campus physician),
g) Required participation in military duties.

This policy will be strictly enforced. Anyone who does not have a valid reason for missing an exam will receive a zero for that exam. If you miss an exam for a valid reason, please call or e-mail me, either before the exam or as soon as possible after missing the exam. Leave your name, student ID number, phone number and reason for missing the exam. When you come for the make-up examination, you must bring a copy of your documentation (which will be kept up by the TA) to the exam. Please make sure the documentation has sufficient information so it can be verified for authenticity.

WEHNER BUILDING POLICY:

We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality conditions 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 classrooms.

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: http://www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

COURSE OUTLINE:

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TO: Faculty Senate Executive Committee

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

CC: Jae-Young Ko, Department of Marine Science
Patrick Louchouarn, Head, Department of Marine Science
Donna Lang, AOC Dean, Texas A&M Galveston

DATE: April 20, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARS 280

We recommend that MARS 280 Coastal and Ocean Resources 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: 44%
2. Course content appropriate to the major
3. Total number of words: 5100
4. Instructor to student ratio for one section: 1:28

Students write both individually and collaboratively in MARS 280. They write three short essays, two letters to the editor of a newspaper, a report of an interview, and reports on seafood tracking and climate change. The last two reports are written collaboratively in groups of four that keep a project logbook to monitor individual contributions. Individually, each student writes 3600 words for 31.4% of the final grade. Many of the students’ letters to the editor have been published in the Houston Chronicle and the Galveston Daily News.

Students are required to consult with the instructor on drafts of the report of the interview and the report on seafood tracking; in addition, they are required to have a writing lab review of the collaborative report, and are encouraged to have everything reviewed in draft form.

For instruction, students examine models of previous student work, participate in class discussion, and listen to lectures about plagiarism and research from the Galveston Writing Lab.

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):
MARS 280–900 Coastal and Ocean Resources

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: Jae-Young Ko 2/24/2011
Printed name and signature

Received: Valerie Balester 2/27/11
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: William Seitz 2/24/2011
Printed name and signature

Department Head: Patrick Louchouarn 2/24/2011
Printed name and signature
MARS 280 (sec. 900) – Coastal and Ocean Resources
Fall 2010
Meeting times & location: MWF 2:00pm – 2:50pm, PMEC 144.

Course Description and Prerequisites
The main goal of this course is to review food, minerals, transportation and recreational resources available from the coastal and oceanic zones; to discuss methods of recovery and utilization of these resources; and to provide the student with a foundation for understanding the wealth of these resources available from the ocean and its margins, including the impact of human activity on these resources. This course satisfies the requirements of the international and cultural diversity as well as the writing intensive course (W). You must pass the written portion of this course in order to receive W credit. There is no prerequisite for this class.

Learning Outcomes
After successfully completing the course, students are expected to 1) understand complex networks from the resource exploitation to the consumption, and associated diverse environmental impacts in a systematic way, 2) exercise critical evaluations for the range of broad policies (e.g. United Nation’s law of the Sea) and specific regulations (e.g. the Texas Coastal Management Program) required to manage these resources, and 3) build a viewpoint for sustainable management of the coastal and ocean resources.

Instructor Information
Dr. Jae-Young Ko, Assistant professor, Dept of Marine Sciences.
   Email address: koj@tamug.edu; Office phone: 740-4919;
   Office location: Ocean and Coastal Studies Building, Rm 357.
   Office Hours: MWF 3-4pm. Also I will be available for additional times after making prior arrangements through email or phone.

TA: Mr. Kevin Warner (MARM, kewarner@neo.tamu.edu)

Textbooks and Resource Materials
There is no formal text for this course; however, we will be using the following two books:

The two books will be available at the WebCT of the class.

In addition, there will be selected handouts and/or assigned readings from a variety of print and internet sources.

Tentative Schedule:

   (Pew report, Intro and Ch 1).

Sept 6–Sept 10: Use of the Ocean through History

Sept 13–Sept 17: U.S. use of the Ocean
   (Ocean Commission, Part I)
Sept 20–Sept 24: The Coastal Environment
(Ocean Commission Part II and Appendix C; Pew report, Ch 4 and 12)
  • Letter to editor “pre-assignment” due Sept 24.

Sept 27: The Coastal Environment
(Ocean Commission Part IV, Pew Report Ch 4 and 12)

Sept 29: Review for Exam 1, Oct 1: Exam 1

Oct 04-Oct 08: Living Marine Resources
(Ocean Commission Part VI and Pew Report Ch 2, 3, 6, 10,11,14)
  • Dr. Ko’s conference attendance (the Texas Sea Grant Researcher Conference, Port Aransas, TX; 10/7-8)

Oct 11–Oct 15: Living Marine Resources
(Ocean Commission Part VI and Pew Report Ch 2, 3, 6, 10, 11, 14)
  • The seafood tracking assignment due Oct 11.

Oct 18–Oct 22: Mineral and Energy Resources
(Ocean Commission Part VI)

Oct 25-Oct 29: Mineral and Energy Resources
(Ocean Commission Part VI)

Nov 1: Review for Exam 2, Nov 3: Exam 2

Nov 5-Nov 12: Industrial use of the Ocean
(Nov 5: the Q-drop deadline)
  • Group report on agency interview due Nov 12.

Nov 15–Nov 19: Piracy and illegal uses/harvesting of ocean resources

Nov 22–Nov 24: Law of the Sea and Selected Regulatory Statues
(Ocean Commission Part VIII)
  • Letter to editor submission on or before Nov 24th.

Nov 26: No class for Thanksgiving holiday

Nov 29–Dec 3: Law of the Sea and Selected Regulatory Statues
(Ocean Commission Part VIII)

Dec 06: Review for Exam 3 and “The Big Picture” of how the oceans are being used/depleted and possible solutions to the problem
  • Group report on impacts of climate change on Galveston bay due Dec 6.
Dec 8-9  Reading days (no classes)

Dec 13  Exam 3 (5-7pm)

Grading:

Grades will be taken on 3 exams, 3 short-essays, 2 group projects and 2 individual-effort projects for a 400 points: A = 360-400, B = 320-359, C = 280 – 319, D = 240 – 279, F = below 240.

1. In-class exams (225 pts)
   There will be three in class exams (75 x 3 pts), and no comprehensive final.

2. Short essays (75 pts)
   At the time of each exam, students will submit a 3-page essay on topics the instructor assigned. The essay topics will be handed-out one week before the exam. Each essay is worth 25 points-75 points total. The points for the essay and in-class exam are combined for a total of 100 for each unit.

3. Seafood tracking (25 pts)
   The first individual-effort project: tracking of a sea food product purchased at a local super market or restaurant back to its source. The objective of this assignment is to comprehend the increasing globalization of the seafood industry and the global nature of the seafood available in the Galveston markets. Due date: October 11, 2010.

4. Writing to newspaper editors (25 pts)
   The second individual-effort project: writing an one-page letter to the editor of the Houston Chronicle or the Galveston County Daily News about some ocean/coastal related article(s) covered by the newspapers. Your "pre-assignment" letter is due September 24, 2010 and is worth a maximum of 10 points. Your final official letter can be submitted anytime before November 24, 2010 and is worth a maximum of 15 points for letters submitted to the Galveston Daily News (local newspaper), and a maximum of 20 points (i.e. a 5-point bonus is possible) for letters submitted to the Houston Chronicle (regional/national newspaper).

5. Interview with one of the following three groups working around Galveston Bay: a non-governmental organization (NGO), governmental agency, and private-sector interest group. (25 pts).
   The first group-effort project: The maximum group size is 4 students per group. The group members will be assigned. Conduct an interview with an organization from the three above-mentioned groups working around Galveston Bay. Asking about: 1) organization structure, 2) their mission, 3) their vision for sustainability of the bay area, 4) perceived serious challenges in the future, 5) their achievements, 6) challenges in implementation, and, 7) others. All of the group members should attend the interview and write the report together. Students are expected to bring drafts of their papers to class a week before the due date. After getting feedbacks from the instructor, students will hand in the final paper. Due date: November 12, 2010.

6. Group report on impacts of climate change on Galveston bay (25 pts)
   The second group-effort project: Climate change toward global warming seems real. The students will be grouped (max: 6 students) to prepare a report, covering 1) physical, 2) biological-ecological, 3) socio-economic, and 4) policy for the Galveston bay for year 2050. Students are expected to bring drafts of their papers to class a week before the due date. After getting feedbacks from the instructor, students will hand in the final paper. Due date: December 6, 2010.
The details of each of these projects and the grading rubric for writing assignments will be handed out over the next several weeks.

Advice: do not wait until the last minute to do these assignments. Start working on them as soon as possible as they can take several weeks to complete because of logistics, emails, replies, follow-ups, etc.

7. Bonus points (Max: 10 pts)

Grading criteria:

This is a writing-intensive course (W-designation on transcript). Each of the four writing assignments is worth a maximum of 25 points. All assignments are graded with attention to content (i.e. the science/policy part of the course) and writing (i.e. grammar, syntax, clarity, organization). All of the writing assignments are expected to hand in through emails for the purpose of plagiarism check.

Use the following grading criteria in working on each assignment. Note: Late assignments will receive an automatic five-point deduction (in 100 points scale)!

22-25 (A) Questions answered completely; factual information is correct; demonstrates a thorough understanding of major concepts; supports that understanding by giving specific examples that illustrate how the processes work; shows a sophisticated ability to reach conclusions and make interpretations based upon an analysis of the data; writing is an example of literacy and clarity.

19-21 (B) Questions answered with some supporting documentation; factual information is essentially correct, although not always clear; major concepts are outlined although there may be some minor inconsistencies; specific examples illustrate how the processes work, but they may not be entirely applicable; shows a solid ability to reach conclusions and make interpretations based upon an analysis of the data; writing has only minor mistakes.

16-18 (C) Questions answered; some factual information is missing; major concepts are outlined but their explanation is not always consistent; examples given are appropriate, but not properly connected to the concept; conclusions and interpretations are correct but connections to data are unclear; writing is good but hampered by mistakes in grammar and syntax.

13-15 (D) Questions not answered completely; factual information not always correct or shown; major concepts are stated imperfectly, examples are not completely relevant; conclusions or interpretations indicate misconceptions; writing contains significant errors in grammar and syntax.

0-12 (F) Questions are mostly not answered; information is missing or incorrect; poor or incorrect statement of concepts; examples not provided; interpretations not based upon facts; writing poor and ungrammatical.
Additional comments for class:

I use Power Point Presentations and overhead projectors together for lecture. Some (not all) of the lecture notes will be posted on the Webct. This is a writing intensive class, and part of the writing skills needed to survive in the workplace will be the ability to listen effectively, take comprehensive notes, organize your notes as to the most important facts/concepts, and how to find additional information to supplement your notes. You are expected to get writing helps from the Writing Lab, at CLB 108 (writinglab@tamug.edu) before submitting the writing assignments. A five-point will be added when you use the writing lab before a final submission (in 100 points scale).

I do not want to train you as a walking dictionary type student, but I hope you build a systems contextual understanding for diverse issues of ocean and coastal resources. Thus, rather than asking a specific fact (e.g. What year did Christopher Columbus arrive in America?), I’d like to ask you more general questions requiring a basic knowledge of the facts and concepts but also require you to present a well reasoned answer from the material we discuss in class and/or from the readings (e.g. What were the social and technological factors driving sailors including Columbus to find New Worlds such as America during the 15th century?, or ‘Are there any lessons from the 15th century European-native American interactions that can be applied to the modern-day world? If so where and how? If not, why not?’)

Class attendance is extremely important for your success in this class. The notes you take in class will be important when studying for the exams and the success of the group projects require each person’s unique perspective. Please remember that your participation in the group projects affects all members of the group and their grade. Be respectful of not only the group members, but also your classmates.

Various Institution Policy Statements:

**Disabilities Act (ADA) Policy Statement:**

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

**Plagiarism:**

Plagiarism is most commonly defined as copying a portion(s) of other students’ paper(s) or some published work without proper citations. (Texas A&M University, University Writing Center, [http://writingcenter.tamu.edu](http://writingcenter.tamu.edu)). When discovered, serious academic penalties will be imposed.

**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.tamug.edu/honorsystem/](http://www.tamug.edu/honorsystem/).
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. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

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.

Pledge:

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

“An Aggie does not lie, cheat or steal, or tolerate those who do. On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

__________________________________________  
(Signature of student)       (date)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Larry Johnson, Department of Veterinary Integrative Biosciences
Evelyn Tiffany-Castiglioni, Head, Department of Veterinary Integrative Biosciences
F.H. "Skip" Landis, AOC Dean, Biomedical Sciences Program

DATE: April 20, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: VIBS 443

We recommend that VIBS 443 Biology of Mammalian Cells and Tissues 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: 3250
4. Instructor to student ratio for one section: 1:25

VIBS 443 is a 4-credit course. Students write a short description of every class lecture, for a total of twenty-five short descriptions, to prepare them for a topic and help them process what they heard (a writing-to-learn technique). In addition, they write a term paper on a researched topic. All first drafts of the research paper get comments from a Graduate Assistant Teacher and are peer reviewed. One change in this course since original certification is that Dr. Barbara Gastel (a member of the W and C Course Advisory Committee and co-author of a book on science writing) now helps with the writing instruction.

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

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

   VIBS 443 Biology of Mammalian Cells and Tissues

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: Larry Johnson Larry Johnson 02/20/2011
(Printed name and signature)

Received: Valerie Balester 03/04/2011
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: C. John Cashman 03-02-11
(Printed name and signature)
(Date)

Department Head: C. John Cashman 03-02-11
(Printed name and signature)
(Date)
BIOLOGY OF MAMMALIAN CELLS AND TISSUES

VIBS 443 Biology of Mammalian Cells and Tissues

Class meets: M. W. F. 10:20 a.m. – 12:20 p.m. Spring 2011

Room: VMA 230

Course Coordinator
Larry Johnson, Ph.D.
Professor
Department of Veterinary Integrative Biosciences
VMS Rm. 159
Phone 845-9279

Clinical Faculty
Fred Clubb, Jr. DVM. MS, Ph.D.
Clinical Professor
Department of Pathobiology

Laboratory Instructors
Marvin Cannon, Ph.D.
Professor Emeritus
Human Anatomy and Medical Neurobiology

Guest Instructors
Ian R. Tizard, B.V.M.S., Ph.D.
Professor
Department of Pathobiology

Course Graduate Assistant
James "Will" Frank
648-1300
VMR 334

Larry Dangott, Ph.D.
Research Scientist
Biochemistry and Biophysics

Barbara Gastel, MD, MPH
Professor of
Veterinary Integrative Biosciences

Manual is modified from that used in a course entitled, “The Biology of Cells and Tissues,” produced by the Department of Cell Biology and Anatomy at Southwestern Medical School, Dallas, Texas. Dr. Johnson previously was a member of that faculty and was co-author of the previous manual.
**Course #/Title:** VIBS 443 Biology of Mammalian Cells and Tissues and VIBS 602 Histology

**Class Meets:** M. W. F. 10:20 a.m. – 12:20 p.m.  
**Room:** VMA 230

**Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Writings Due</th>
<th>Quiz</th>
<th>Page</th>
</tr>
</thead>
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<tr>
<td>Wed. 01/19/11</td>
<td>Course Overview and Introduction to writings</td>
<td></td>
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<tr>
<td></td>
<td>Lecture – Introduction to Cells, Tissues, and Microscopy</td>
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<td>Fri. 01/21/11</td>
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<td>Lecture – Membranes and Receptors</td>
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<td>Lecture – RER, Golgi, Secretion</td>
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<td>Wed. 01/26/11</td>
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<td>Lecture – Lysosomes, SER, Mitochondria, and Inclusions</td>
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<td>Fri. 01/28/11</td>
<td>Conf. – Membranes</td>
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<td>Lab – Cell Structure II</td>
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<td>Fri. 02/04/11</td>
<td>Lab – Cell Structure III</td>
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<td>Mon. 02/07/11</td>
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<td>Lecture – Nucleus and Mitosis</td>
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<td>Lab – Peripheral Blood</td>
<td>Quiz 2</td>
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<td>Mon. 02/21/11</td>
<td>Lab – Cartilage and Bone</td>
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2
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<th>Quiz</th>
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<td>Conf – Bone Formation</td>
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<td>Mon. 04/11/11</td>
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<td>Mon. 04/25/11</td>
<td>Lab – Female Reproductive System</td>
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<td>Quiz 6</td>
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<td>Mon. 05/02/11</td>
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<td>Review</td>
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<td>Tues. 05/03/11</td>
<td>Review (redefined day)</td>
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<td>Tues. 05/10/11</td>
<td>*Final Didactic and Practical Exam (8:00 a.m. – 10:00 a.m.)</td>
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<td>*(Completed evaluation forms are required to receive final exam)</td>
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</table>
COURSE FACULTY AND RESEARCH OR TEACHING INTEREST

Larry Johnson, Professor, Course Coordinator
Department of Veterinary Anatomy and Public Health
B.S. North Carolina State University, 1971
M.S. Virginia Polytechnic Institute and State University, 1974
Ph.D. Colorado State University, 1978
Research interests - Biology of the testis and spermatogenesis, control of Sertoli cell number and testicular size, effect of age, season, and toxins on the numbers of testicular somatic cells and germ cells and on germ cell degeneration during different developmental steps throughout spermatogenesis.
Academic interests are to prepare students for medical and veterinary schools and stimulating interest in science among the youth.
VMS Room 159 845-9279

Laboratory Instructor
Marvin Cannon, Ph.D.
Professor Emeritus
Human Anatomy and Medical Neurobiology
Texas A&M Health Science Center

Guest Instructors
Ian R. Tizard, B.V.M.S., Ph.D.
Professor
Department of Pathobiology
Fred Clubb, Jr. DVM. MS, Ph.D.
Clinical Professor
Department of Pathobiology

Larry Dangott, Ph.D.
Research Scientist
Biochemistry and Biophysics
Barbara Gastel, MD, MPH
Professor of
Veterinary Integrative Biosciences

Course Laboratory Assistant
James “Will” Frank
Graduate Student
Veterinary Integrative Biosciences
648-1300 VMR 334

ACKNOWLEDGEMENT FOR TEXTBOOKS FROM WHICH FIGURES WERE MODIFIED. These include Alberts, Banks, Elias, Fawcett, Juqueira, Langley, Tuttle, and Weiss. Also; Nature was used. See the last page of this manual for complete citations.
LECTURE

COURSE OVERVIEW

Biology of Mammalian Cells and Tissues VIBS 443 “W” course classification
Larry Johnson

I. Objectives
   A. To make a transition from molecular events to organ systems
   B. To have classical histology merged with modern cell biology
   C. To learn technical skills - new types of vision - using the light microscope and electron microscope
   D. To learn the relationship between cell structure and cell function, and how organ architecture facilitates its function
   E. To learn normal histology as a prerequisite for understanding pathology

II. Materials
   A. Laboratory notebook
   B. Course schedule
   C. Histology slides, electron micrographs, computers and their care
   D. Slides to introduce each laboratory
   E. Lecture outlines, laboratory exercises, word slides, and study guides for each lecture
   F. Evaluations - must be returned to receive final exam
   G. Textbooks
      1. Basic Histology by Jonqueira, Carneiro and Kelley
      2. Atlas of Normal Histology by DiFiore

III. Organization
   A. Cell Biology - Tissues - Organs - Organ Systems
   B. Lectures (26) begin usually at 10:20 a.m. are supplemented by five clinical correlations to relate lectures material to pathological conditions. The objective of lectures is to learn about structure - function relationships and fundamental concepts.
   C. Laboratories: To learn cell and tissue appearance and function. Subject matter of laboratories usually will be that material covered in lecture of the previous class period.
   D. Conferences: (10) To develop conceptual thinking for problem solving
E. Term paper: written about one of the ten conference topics, as an opinion published in a scientific journal format (e.g., 2,000 words) for 250 points of 1000 points

**Term Paper Objectives**

- To advance understanding of conference topics as they relate real-world situations
- To improve communication skills among students in medical fields
- To improve awareness of issues related common diseases

**Term Paper Prompt**

Choose one of the discussion conference topics about which to compose your essay. Using the attached sample as a guide, write about issues relating to your topic. Assume this will be published in a scientific journal and will be read by professional colleagues. Use two or more outside sources, which should be cited correctly at the end of the paper, and describe your opinion concerning this topic and its implications to the medical field.

The final product should be 200+ words (not to exceed 3,500 words), typed and double-spaced, in Times New Roman, with 1" margins. Be sure to include the title of the discussion conference in the paper and a list of your sources at the end. If you use a direct quotation, you must correctly cite it in the paper.

**Training**

Students will be given examples of previous works in class, with a specific lecture dedicated to instructing students about writing for scientific journals.

**Submittals**

The following will be due throughout the semester. Feedback will be given at each step, with a final grade for the final draft.

- Outline
- Description
- First Draft
- Second Draft
- Final Draft

**Grading of Term Paper**

| Submitting of each paper on time (5 papers x 1% each): | 5% |
| First and Second Draft: | 5% |
| Final Draft: | 15% |
| Total Percent of Course: | 25% |

F. Preparative homework allows the student to become familiar with the subject of the lecture prior to the lecture period. Preparative homework (25 sets total) is due prior to the lecture on that day that
the subject matter is covered in the lecture. The homework will consist of a list of 3 to 5 structures
or structural features unique or specifically characteristic of cells, tissues, organs, or organ systems
covered in the lecture that day, and one sentence for each describing how these structures or
structural features contribute to the unique function that of given cell, tissue, organ, or organ
system. Possibly, a randomly-selected subset of homework will be graded; however, all homework
submitted on time will be recorded.

G. Exams

1. Quiz to test all materials covered since last quiz or didactic test
2. Practical exams to test concepts and identifications
3. Essay exams on conference material
4. Didactic exams to test everything

H. Grading

1. Point distribution

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<td>Quiz (6) every other week</td>
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<td>(50 points each, drop 2)</td>
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<td>Term paper</td>
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</thead>
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2. A=900+; B=800-899; C=700-799; D=600-699; F=599-0

3. Student participation in class and student enhancement of the objectives of the
course are encouraged and may pay off in borderline cases.

4. Scholastic dishonesty including plagiarism as defined at the TAMU Web Site
(http://student-rules.tamu.edu/rules20.htm) will not be allowed.

5. Grades may be curved at the end of the semester.

IV. Getting Started in the Laboratory

A. Light microscope parts
B. Kohler illumination
Policies:
1. A university-excused absence is the only excuse acceptable for missing an exam or homework due date. I must be notified of your excused absence by the second working day after your last day of absence. If this second day is a class day on which an exam is scheduled, you must notify me within 1 working day after your return to class. All makeup exams MUST occur within 5 working days after you return to class. The makeup exam will be all essay and short answer questions. EVERYONE will take the exams. Any university-excused exam, assignment, or makeup exam not completed WILL result in a grad of I (incomplete). The work needed to complete the course must be completed before the last day of classes during the next Fall or Spring semester in which the student is registered. Otherwise, the grade will become an F.
2. Late work is unacceptable.
3. I will do my best to have the exams back to you within one week. Any exam questions you feel have been graded incorrectly (or that I miss-graded) may be resubmitted to me with a written explanation attached to the original exam. Please realize that any resubmitted exams (other than a simple miss-grade) are subject to a complete re-grade.
4. Grade scale: A = 900+; B = 800-899; C = 700-799; D = 600-699; F = 599-0
Note: Attendance counts and is expected! I am more inclined to work with people who are here. Also, should a curve be necessary, I will curve exams rather than final course grades. Please note that makeup exams do not receive the benefit of a curve, as they are a different format than the general exam given to the class.
5. Scholastic dishonesty will not be tolerated! Any dishonesty will result in a zero for the exam or paper (i.e., Dishonesty includes plagiarism) and a letter of reprimand. In addition, it is the university's right to seek conduct probation, suspension, or dismissal from the university, as provided for in the Aggie Honor Code.

The Aggie Honor Code, definitions of academic dishonesty, and procedures for handling dishonesty cases may be found at http://www.tamu.edu/aggiehonor/. I recommend all students read this!

The following is taken from the student rules website found at http://www.student-rules.tamu.edu:

20.1 Categories of scholastic dishonesty: Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.
20.1.1 Acquiring information: Acquiring answers for any assigned work or examination from any unauthorized source. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor. Observing the work of other students during any examination.
20.1.2 Providing information: Providing answers for any assigned work or examination when not specifically authorized to do so. Informing any person or persons of the contents of any examination prior to the time the examination is given.
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.
20.1.4 Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.
20.1.5 Fabrication of information: The falsification of the results obtained from a research or laboratory experiment. The written or oral presentation of results of research or laboratory experiments without the research or laboratory experiment having been performed.
20.1.6 Violation of Departmental or College Rules: Violation of any announced departmental or college rule relating to academic matters, including but not limited to abuse or misuse of computer access or information.
20.1.7 Falsification of Information: Changing information on tests, quizzes, examinations, or any other material that has been graded and resubmitting it as original for the purpose of improving the grade on that material.

6. Texas A&M has very clear policies regarding discrimination (The America with Disabilities Act is a federal act which all states and state institutions must comply with) and sexual harassment. Should you feel that you have a disability that requires accommodations to ensure a proper learning environment, you may contact the
Office of Services for Students with Disabilities in the Department of Student Life Services. The Americans with Disabilities Act is as follows:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, services for students with disabilities in Room 126 of the Koldus Building, or call 845-1637. I feel very strongly that anyone who wants to take this course should be able to do so, regardless of physical ability. If you have a disability which requires some special accommodation, please make an appointment with me within the first 2 weeks of the semester to discuss the appropriateness of the instructional methods in this class or any academic adjustments that may be needed.

7. There are formal processes for dealing with grievances concerning grades, scholastic dishonesty, and failure to provide adequate learning environments, sexual harassment and discrimination. If there are major concerns about the conduct of this course (and an agreeable resolution cannot be met between you and I), you may contact Dr. "Skip" Landis, RM 81 VMTH. Alternatively, for disability and sexual harassment grievances, you may contact the Vice President of Student Affairs. For formal processes regarding scholastic dishonesty, please see the Honor Code Website and the Student Rules and Regulations.

8. The aforementioned policies are in compliance with and derived from the TAMU Rules and Regulatory Compliance statements found in the policies and rules section of the TAMU Website.

Larry Johnson, Ph.D.
Professor of Veterinary Integrative Biosciences
Texas A&M University http://peer.tamu.edu
College Station, Texas 77843-4458
Phone: (979) 845-9279
Fax: (979) 847-8981