Memorandum

May 17, 2010

To:    Executive Committee
       Faculty Senate

From:  Valerie Balester, Chair
       W Course Advisory Committee

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

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W Course status requirement. Therefore, these courses should be included in the "W Designated Course" category to meet the writing intensive requirement for graduation.

Courses submitted for W certification:

•       CSCE 481  Seminar
•       HIST 366  History of Religion in America from 1860 to the Present
•       PHYS 489  The Art of Scientific Communication I: Communicating Science to Scientists
•       PHYS 489  The Art of Scientific Communication II: Communicating Science to Scientists
•       SCSC 314  Life and the Physical Environment

Courses submitted for C certification:

•       FSTC 481  Food Science and Technology Seminar (W Course being recertified as a C)
•       PHIL 111  Contemporary Moral Issues
•       PHYS 489  The Art of Scientific Communication I: Communicating Science to Scientists
•       PHYS 489  The Art of Scientific Communication II: Communicating Science to Scientists

Courses submitted for W recertification:

•       ATMO 456  Practical Weather Forecasting
•       BICH 491  Research with Writing Credit
•       COSC 463  Construction Law and Ethics
•       GENE 491  Research with Writing Credit
•       GERM 310  German Composition
•       MARA 440  Global Economy and Enterprise Management
•       MEEN 360  Materials and Manufacturing Selection in Design
•       RDNG 372  Reading and Writing Across the Middle Grades Curriculum
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: John Keyser, Department of Computer Science & Computer Engineering
Valerie Taylor, Head, Department of Computer Science & Computer Engineering
Jo Howze, AOC Dean, Dwight Look College of Engineering

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: CSCE 481

We recommend that CSCE 481 Seminar 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: 100%
2. Course content appropriate to the major
3. Total number of words: 6250
4. Instructor to student ratio for one section: 1:15

CSCE is a junior/senior level follow-up to the entry course, CSCE 181, offered to first year and sophomore students. They share a common book (Writing for Computer Science), and together establish an expectation that all CSCE students will work on their writing skills. One or two graduate assistants are assigned to the course to help the instructor. CSCE requires that students write five short reports and a resume, which provide them with practice and feedback, and one longer report. They are required to turn in a draft of the long report for instructor comment, which is then revised. Students also must meet with either the instructor or the teaching assistant early in the writing process to go over the topic, outline, and sources planned for the report.

If the short reports and resume do not meet an acceptable level of quality, students are required to revise and resubmit them. Besides reading about writing in computer science, instruction includes lectures on writing in computer science and a full class day devoted to writing issues.
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):

   CSCE 481: Seminar

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:  Dr. John Keyser  John Keyser  3/10/10
Printed name and signature  (Date)

Received: Valerie Balester  3/31/10
(W Course Coordinator, University Writing Center)  (Date)

Approvals:

College Dean:  Dr. Valerie Taylor  Valerie Taylor  3/10/10
Printed name and signature  (Date)

Department Head:  Dr. Valerie Taylor  Valerie E. Taylor  3/10/10
Printed name and signature  (Date)
CSCE 481 – Seminar

Meets: Tuesdays, Thursdays, 9:35 – 10:50, HRBB 124

Class Web Page: http://courses.cse.tamu.edu/keyser/csce481

Instructor:
John Keyser
Office: 527C, H. R. Bright Building
Phone: 458-0167
email: keyser@cs.tamu.edu
Office Hours: Tuesday, Wednesday 2:30 – 4:00

Goals:
The goal of this course is to expose students to a variety of topics of current interest in computer science. This will include several practical issues related to career-oriented topics, such as finding a job, job environment, and graduate school. This course is being taught in a way consistent with W course requirements.

Topics:
The course will cover a variety of topics in class, in addition to research topics that students will be exposed to through attending research seminars outside of class. The in class topics will include material on:
- Career opportunities and pathways for those with undergraduate and/or graduate degrees in computer science and engineering
- Job topics, including job searching, interviewing, and negotiating
- Company work environments
- Computer Science/Engineering research, including undergraduate research
- Graduate school
In addition, in-class instruction will be provided on writing for computer science.

Prerequisites:
Junior or Senior standing. The course is mainly intended for those students who are about a year or a bit more away from graduation.

Grading:
This course will be offered on a pass/fail basis. To receive a satisfactory grade, students must complete all of the following satisfactorily. Failure to successfully complete any one of these three areas will result in failing the course. More details about the particulars of these assignments will be provided separately.
- **Seminar Reports**: Students must complete 13 seminar reports. Seminar reports are short reports filled out in class, and are also used to determine attendance (the first class will require a student information sheet). Seminar forms are to be turned in at the end of class. There will be 16 or more class meetings, so even if some classes are missed, you should still be able to complete the 13 reports.
• **Short Written Assignments:** Students will complete 6 written reports. Each of these will be a short report of 1-2 pages. Written reports will be graded on a scale of 0 to 10, with a 7 considered a passing score. Students will be given opportunities to revise their written work, provided it is completed early enough in the semester.
  - 1 resume assignment. You will develop your resume.
  - 3 “culture” assignments. These will be reports based on research-oriented presentations in the department.
  - 1 company-related report. This may be drawn from the career fair.
  - 1 report to be determined later.

• ** Longer Written Assignment:** Details of this assignment will be provided later. You should anticipate a document of 4-6 pages. You will be required to turn in a draft document, you will receive feedback on this draft, and you will be required to revise your writing based on the feedback.

The following grading rubric will be used for all *short* written assignments. Note that a 7 is considered passing.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>High (Exceeds Expectations)</th>
<th>Medium (Meets Expectations)</th>
<th>Low (Below Expectations)</th>
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<tbody>
<tr>
<td>Spelling</td>
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<td>0</td>
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<tr>
<td>Grammar/Punctuation</td>
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<td>Completeness</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Style</td>
<td>2</td>
<td>1</td>
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<tr>
<td>TOTAL</td>
<td>10</td>
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• **Spelling:**
  - *High:* No spelling errors
  - *Medium:* One or two spelling errors, but not the type to make meaning obscure, and not of basic or common words
  - *Low:* Major misspelling of important or common words, or a number of minor errors that interfere with reading or comprehension.

• **Grammar and Punctuation:**
  - *High:* Punctuation and grammar are appropriate to the audience and genre and enhance the style. The grammar and punctuation conform to the conventions for edited American English. There are no punctuation or grammar errors.
  - *Medium:* Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for edited American English. Errors may occur but are few and do not markedly distract the reader.
  - *Low:* Errors occur frequently and mar the writer's intent and the reader's comprehension. Reading is frequently interrupted by error. The writer has not proofread.

• **Completeness:**
- **High:** All sections are included and the content is consistent with the lecture/assignment.
- **Medium:** One section is missing and/or the content is not consistent with the lecture/assignment.
- **Low:** More than one section is missing and the content is not consistent with the lecture/assignment.

- **Style:**
  - **High:** The writing sounds mature and professional and reads clearly. The style is concise and to the point.
  - **Medium:** The writing is comprehensible but at times a bit unclear or wordy.
  - **Low:** The writing seems inappropriate for the professional or educated reader, is difficult to read, wordy, or unclear.

**Textbook:**

**Academic Honesty:**
The Aggie Honor Code is: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Details about the honor code, policies, and procedures are available on line at: http://www.tamu.edu/aggiehonor
All writing is to be done on your own. In your reports, you must be sure to cite any references used in your work.

**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 the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.
Late Policy
As was mentioned in class, the late policy for the six writing assignments in this class will be as follows:

- Each day late that an assignment is turned in will result in one point (of the 10 possible points) being lost.
- Late penalties will be cumulative per assignment, beginning g 2/9/10
  - Note that if you turned in your original resume or original job fair report late, that will not count against future revisions of those assignments.
  - However, for the revised versions of each of these, any further late penalty will still apply.
- As an example:
  - A culture assignment is turned in 1 day late, and receives a 5/10 grade. The grade would be adjusted down to 4/10 for the late penalty.
  - Assume the revised culture report is turned in 8 days later (incuring another penalty), and receives an 8/10 “normal grade.” The report would then lose 2 points (one for the original late day, one for the subsequent late day), for a 6/10, and would need to be revised yet again.
  - Assume that the next revision is 2 days late. Then, the cumulative late penalty would be 4 points, meaning the assignment cannot be completed satisfactorily!

Revision Process
This policy regarding paper revisions applies to the six short writing assignments.

- Revisions of papers are due one week from the date they are returned in class.
- Other than the resume assignment, you do not need to turn in a revision if your original document was passing (7/10 or better)
- You should turn in your papers on CSNet.
  - Other than the resume assignment, you should turn it in to the same assignment on CSNet as the original.
  - You may also bring a printout to class (in fact, this is preferred).
- In addition, you should bring your original, marked copy to class, and turn the hard copy back in. If you are unable to attend class, you may turn in the hard copy directly to the instructor or TA by that time.
- Do not forget the cover page, including the statement of the revision number.
- For days when class does not meet, we will have an alternative means of turning in papers and revisions, probably involving collecting (and returning) papers at the usual class starting time.

Special Notes
- For the resume assignment, all students are required to revise the resume. On CSNet, this should be turned in to the Resume – Revised Drafts section.
You are to put together an up-to-date version of your resume. This resume is to be suitable for use at the SEC Engineering Career Fair on January 26.

Note that your resume should be one page in length, and should follow standard resume formatting. You should design your resume using the principles discussed in class January 19; the powerpoint presentation is available on the course webpage, and further links may be added there.

Please turn in a PDF version of your resume via the CSNet System. The deadline for turning in your initial resume is:

11:59 p.m. on Sunday, January 24.

You will receive feedback on the resume, and will be required to revise it following the feedback. However, there will not be sufficient time to provide this feedback cycle before the Career Fair. Those who would like early feedback on their resume (in order to revise it for the career fair) should meet with Dr. Keyser at some point on Monday, January 25. Time will be available from 10:30 – 5:00; further details will be posted on the course webpage.
You are to complete three culture assignments. Note that the structure of these reports may be different from those you have experienced previously in CSCE classes.

For each culture assignment, you are to attend a seminar or research presentation within the department of Computer Science and Engineering or computer engineering-oriented talks in the department of Electrical and Computer Engineering. The seminar should be a research-oriented presentation, either presenting new or prior research. A list of some acceptable seminars will be posted on the course webpage, but will generally include any department graduate seminar, computer engineering seminar, Master’s or Ph.D. defense, or research group oriented presentation (e.g. Parasol seminars, Graphics seminars, etc.). If there is a different research-oriented seminar (e.g. outside the department) that you would like to attend, please check with the instructor ahead of time; several other seminars, even in other departments, might be acceptable. If for some reason you believe you will be unable to attend seminars in this way, talk to the instructor as soon as possible.

Each seminar will deal with some research-oriented topic. Some seminars might be presentations of new research, some might be presentations of prior papers/work, and some might be general presentations in which topics of current research are mentioned. Your culture assignment should focus on this research topic, not on the presentation itself. You are to prepare a one page summary of the specific research topic that was addressed in the seminar. This should include:

- The name and date of the seminar/presentation you attended, along with the name and affiliation of the speaker, and the title of the seminar, if there was one.
- What is the motivation for this area of research; why are people studying this?
- What is the new contribution in the work that was presented? How much of an effect will this have on the state of the art? This should form the bulk of your report. Note that you should be able to describe and summarize the topic/contribution, not just give a report of what the speaker said.
- You may include a short section giving your own personal reflection on the topic/seminar. This is not required.
- Citations to any relevant papers. If a paper was presented, you should give a correct citation to the paper (or multiple citations, if many were discussed). If more general work was presented, you should give citations to a few key papers in that area (usually some will have been mentioned). If a speaker gave a general talk over their own work, a good source for paper citations is often the speaker’s webpage. Citations do not count against the page limits.

Reports should be a minimum of 1 page in length, and a maximum of 2 pages. You should use good formatting and style in the organization of your report – excessive white space, too-small fonts, poor organization, etc. are all problems. Be sure to include a cover page.

Reports should be turned in within one week of the date you attended the seminar. In order to ensure that reports are turned in sufficiently early, the following deadlines are set:

- You must turn in one report no later than March 12.
- You must turn in a second report no later than April 5.
- You must turn in a third report no later than April 19.
You may certainly turn in reports earlier. Please do not wait until the last minute, as you might have difficulty finding a seminar to attend on short notice.
Job Fair Assignment

For this and all assignments, you are to make the first page of your report be a “cover page.” There is a separate form describing cover pages.

You are to put together a short overview summary of one company that you talk to at the career fair on January 26. As explained below, this should be a company that you were either not familiar with before, or that had some key aspect that you were not familiar with. Although this assignment refers to “companies,” other non-corporate organizations/employers are also acceptable.

Your report should have two sections, one giving an overview of the company, and one giving your personal reflection. The company overview should be about one full page in length, while the personal reflection should be about half of a page.

Information that should be included in the company overview portion is:
- The name of the company, locations where offices are located, etc.
- A short overview of the business the company is in (what does it do/produce/etc.)
- The role of computer science/engineering in the company. Why do they need computer scientists/engineers, what jobs do they have (job titles/responsibilities), what is the career path they tend to follow, etc.?

The personal reflection portion should include:
- A summary of what was new about this company (had you never heard of them, did you not realize what they did, were there different jobs than you expected, etc.)
- A short summary evaluating this company relative to your own personal goals. In what ways does this company seem attractive and unattractive for you to work for.

You may include additional material in both sections, but the above should be included.

You should use an appropriately formatted paper – for example, typed, single spaced, 10-12 point font, margins of 1 inch, etc. You should also be sure to format your report with an appropriate style. That is, use section headings, breaks/bullet points/etc. to clearly delineate the structure of your report. An essay-style report with paragraph breaks would be inappropriate, as would a single bulleted list. Both excessive white space and nonexistent white space are problematic. Note that one of the goals of this and other assignments is to enable you to organize your writing and style, and so your grade will depend in part on the style and formatting you use when writing.

Please turn in your report via the CSNet System. The deadline for turning in your report is: 11:59 p.m. on Monday, February 1.

You will receive feedback on your report, and if your report does not meet a passing grade, you may revise and resubmit it.
For your sixth short writing assignment, you are to pick a specific area of computer science or computer engineering, determine the primary areas in which work in that area is being disseminated, and write a short overview that details the major sources for dissemination of new material in that field. A way to think about this assignment is as follows: Imagine you are working somewhere and your supervisor has determined that your group will be working on topic X. You need to give your supervisor a short report that describes the best places to go to find out the latest work in that area.

You should pick a topic that would generally be considered a “research area” that a person in computer science or computer engineering might focus on. This should be specific, but should not be a particular research problem. Some examples are given below, but you are welcome to pick your own area. As for the scope of the area, you should generally pick something at about the level that tends to have journals and conferences devoted to that area. If it is so specific that there is little or no journal/conference activity in the area, then it is too specific. If it is so general that there does not tend to be a single conference that encompasses the entire area or that there are a tremendous number of journals/conferences for the topic, then it is too general.

Your report should identify the primary journals, conferences, or other sources (if any) by which new research in that area is disseminated. Note that:

- If you pick a more general area, there may be many conferences and journals that cover the area, including ones that focus on specific subfields.
- If you pick a more specific area, then that area might be encompassed by other, larger conferences that cover your area in addition to several other more specific areas.

For each source, give a description of how that source fits in with the overall field. That is, you want to give some sort of organized ranking to the sources, whether they be conferences or journals, and you need to give a clear indication of how important that source is for presenting new work in the field, and what type of information gets disseminated through that venue. For example, some conferences may be geared toward academics, and others toward practitioners. The same is true of journals, magazines, etc. Keep in mind your goal here: you want to clearly and concisely give a summary of the primary sources for finding out new research in an area, so that someone who wanted to find out about the latest developments in the area would be able to know where to look, and what to expect from each place.

Your report should be one full page in length. Be sure to structure the report appropriately, such that it is easy for a person to identify the key material in the report quickly. This does not necessarily mean (and in fact probably implies that you should not have) paragraphs of information, but rather you should make use of headings, bulleted lists, tables, etc. in order to format your material well for efficient communication.

As a reminder, be sure to include a cover page, and remember to cite sources.

This short paper is due by March 11. The date might be extended, based on the class lecture schedule.
Examples of Research Areas:
These are not meant to be a comprehensive list of research areas, but are meant to give you ideas for things to consider – you are welcome to choose other areas not listed here. Some of these are more general and some are more specific, but all would be acceptable topics:

- Computer Graphics
- Robotics
- Artificial Intelligence
- Network Security
- Compilers
- Programming Languages
- Game Development
- Scientific Visualization
- Virtual or Augmented Reality
- Medical Image Processing
- Numerical Computations
- Distributed Computing
- Parallel Algorithms
- Quantum Computing
- Bioinformatics
- VLSI design
- Operating System Design
- Agile Development Methods
- Software Engineering
- Digital Signal Processing
- Human-Computer Interfaces
- Human-Computer Interaction
- Digital Archiving
- Formal Verification
- Databases
- Information Management
- Circuit Test and Modeling
- Computer Vision
- Fundamental Computer Science Theory
- Embedded Systems
- Ad-Hoc Networking
- Computational Neuroscience
- Genetic Algorithms
- Computer Simulation
- Sensor Networks
- Natural Language Processing
- Design Automation
- Data Mining
- Collaborative Work
- Computer Architecture
Overview:
You are to pick a **problem**, **technology**, or **product** and prepare a report analyzing the prospects for that problem, technology, or product. You should do this by identifying and reading multiple sources, and synthesizing the information contained in them to present a thorough overview of the topic. The idea of this report would be to give someone not familiar with the topic a short overview.

Topic:
You should pick one of three options for your topic. Each has its own advantages and disadvantages. The three choices are:

- A current research problem. You should identify the major challenges involved and major approaches that people are using to address the problem. The research problem may vary in specificity – it could be a single problem that only a few people are working on worldwide, or a larger problem being addressed from many angles by many different people.
- A very recent or future technology. You should identify what the major problems being addressed by this technology are, what the challenges are to its development/deployment, what the pros/cons of the technology are, etc.
- A very recently released or soon-to-be-released product. You are discouraged from picking product topics, but may do so if you find it difficult to determine any research problem or technology of interest to you. If you choose this topic, you should pick a product that is not geared toward a large consumer market. For example, the iPad would not be acceptable as a product choice. Products may be software or hardware that has either recently been released or has been announced, and should provide some novel functionality. Your analysis should include a discussion of the need the product is meant to address, the challenges it has faced in development, a discussion of the market and audience for the product, its likelihood of commercial success, etc.

Topics should have clear relevance to computer science or computer engineering.

Sources:
The sources you use will vary by the topic you use. Generally, any article that has undergone peer review (i.e. from a journal or conference) or editorial review (i.e. published in a magazine in which there is strong editorial control) would be acceptable. Technical reports and white papers may also be useful sources. Generally, books are unlikely to be good sources for this project, though there might be exceptions in particular cases.

Some examples of sources that should **not** be used:
- Wikipedia or similar online encyclopedias.
- Blog postings.
- Online documents posted with no effective review. For example, people might post a tutorial on their webpage.
- Consumer magazine articles/product reviews.

Note that you might use such sources in the process of finding other sources; if so, they should still be listed on your cover page, but should generally not be cited materials within the paper itself (there might be some exceptions, of course).
Format:
Your paper is not to be a long essay. It is important that you structure your report with appropriate headings, breaks, figures/tables/etc. to present your material in a clear and concise manner. A portion of your grade will be based on the style in which the paper is written. In particular, your paper should have the following characteristics:

- A short executive summary or abstract at the beginning of the paper.
- Sections that follow a logical structure and flow. Section headings should be clear and allow readers to find relevant material quickly.
- At least one figure or table. These should be captioned and it should be referenced in the text.
- Citations, preferably to three or more sources. Be sure to follow a standard citation format.
- Generally: single spacing, one inch margins, and font sizes between 10 and 12 points.
  Exceptions to all of these can be made when the purpose of the exception is for reasons of formatting or presentation.
- A length of no less than four and no more than six pages.
- A cover sheet.

Schedule:
February 18   Paper Assigned
March 2       Topic Selected
Before March 25  Talk with the Teacher or Teaching Assistant
March 25     First Draft Due
April 15     Revised Paper Due

Important: You may turn in any portion of your report early. You are not required to wait until the deadline to turn it in. As described below, it may be to your advantage to turn in the paper early.

For the **Topic Selection**, you should investigate a topic before you select it. That means you should investigate what sources of information are out there that you might use to further investigate your topic. By the due date, you should turn in to CSNet a short statement that gives both the topic you are choosing and a list of at least 3 sources that you might use for information about that topic. You do not have to necessarily use these sources in your final report, but it should be clear that you have looked into the topic, and have a clear direction to head for further work.

At some time before the first draft is completed, you should **talk with either Dr. Keyser or Brandon Paulson** to briefly review your topic, the paper, and the sources you are planning to use. You should come by during office hours, or make an appointment to come by. **Do not wait until the last minute to do so.** Although these meetings should be short (on the order of 10 minutes or less), if there are many students waiting until the last minute, there might be difficulties in fitting everyone in. When you come to the meeting, you should have with you the topic you are writing about, the list of sources you are planning to use, and a rough outline (section headings, for instance) of the paper you will write. The purpose of the meeting is to give early feedback and ensure that the basic sources and structure of the paper are acceptable. This is another reason you should not wait too long to talk to the teacher/TA: the idea is to get this feedback before most of your writing begins.

Your **initial draft** should be a complete document that includes all the required material. You will receive feedback on this document, but you should still turn in a complete initial draft, with no missing sections.
All students will be required to submit both an original draft and a **revised version**, with the revision based on the feedback on the original draft. If the revised version is still not acceptable, you may have additional chances to improve your writing. However, no further revisions will be accepted after the final day of the class, Thursday, April 29. Because grading papers requires significant turnaround time, if you wish to have the opportunity to revise your paper more than once, you are strongly encouraged to submit your drafts or revisions early.

For all submissions, be sure to proofread your document before submitting!
Grading:
The following grading rubric will be used for the final report:

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<thead>
<tr>
<th></th>
<th>Superior (Well Above Expectations)</th>
<th>High (Above Expectations)</th>
<th>Medium (Meets Expectations)</th>
<th>Fair (Does Not Meet Expectations)</th>
<th>Poor (Well Below Expectations)</th>
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<tr>
<td>Spelling/Word Usage</td>
<td>20</td>
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<td>Style/Presentation</td>
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<td>100</td>
<td>80</td>
<td>60</td>
<td>35</td>
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</tr>
</tbody>
</table>

Note that a passing grade is considered to be 70 points or more.

The meaning for these levels is as follows:

- **Spelling/Word Usage:**
  - Superior: There are no misspellings, and all words are used with their correct meaning
  - High: Only one word is misspelled, or one word is used such that its meaning is incorrect, but the overall meaning of the sentence is not lost. Misspelled or misused words are not basic or common words.
  - Medium: There are two or three instances of misspellings or incorrect usage of words, but none are sufficient to detract from the meaning of the text in which they appear.
  - Fair: There are large numbers of words being incorrectly spelled or used, common words are misspelled, or there are instances in which the incorrect spelling/usage obscures the meaning of the sentence/paragraph it appears in.
  - Low: There are numerous misspellings and/or incorrect use of words, making the text difficult to read and understand.

- **Grammar/Punctuation:**
  - Superior: Punctuation and grammar are appropriate to the audience and enhance the style of the paper. There are no grammar or punctuation errors, and the grammar and punctuation conform to conventions for edited American English.
  - High: Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for edited American English. There may be minor errors, but they are few and do not markedly distract the reader. Errors are of the type that would be caught by a careful proofreading, but not necessarily a casual reading.
  - Medium: Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for edited American English. There are minor errors, but they are few and do not markedly distract the reader. Errors are not of the type that would have been caught by a casual proofreading.
  - Fair: There are a significant number of errors, though the errors have only a limited effect on comprehension or reading of the text. Errors are of the type that should have been caught easily by proofreading.
  - Low: There are frequent errors that affect the reader’s comprehension. Reading is interrupted by these errors, and there is strong evidence that the writer has not proofread the text.

- **Style/Presentation:**
  - Superior: There is a very clear organizational structure to the document, making it easy to understand the paper and find relevant information. The writing is clear and
enhances the overall presentation. There are no significant gaps or “padding” in the writing.

- **High:** There is a clear organizational structure, and it is easy to find information in the document. The writing style enhances the presentation, conveying information clearly and concisely. However, there are ways in which the writing could be improved.

- **Medium:** An organizational structure is evident, and it is reasonably easy to find where relevant information is within the document. The writing style is clear, though it may be wordy or unclear in places.

- **Fair:** There is evidence of some organization to the document, however the presentation makes it difficult to follow this organization and find relevant material. The writing style detracts from the presentation, making aspects of the paper unclear.

- **Low:** The style is very difficult to follow, with poor organization. The writing is difficult to follow and does not efficiently convey information.

**• Content:**

- **Superior:** The material presented shows a clear understanding of the topic and provides a thorough discussion of the relevant material. It effectively synthesizes material gained from multiple sources. Multiple references are used, and these cover a broad representative range of discussion of the topic.

- **High:** The topic is reviewed, although some portions of the topic are not very thoroughly addressed. The presentation clearly synthesizes material from more than one source, but there are aspects that are lacking; for example, the presentation might present an unbalanced review of the topic. Multiple references are used, though these might be limited in terms of coverage of the topic.

- **Medium:** The topic presents a reasonable, but not thorough, overview of the topic. It is of the sort that could be generally be found in a single overview discussion of the topic, or combines the input of multiple sources, but not in a way that synthesizes the content. Multiple references of different scope are used.

- **Fair:** The topic is reviewed, but there is little depth to the presentation. The topic is reviewed at a level similar to that which might be found in an overview chapter of a textbook. It does not give more information than would typically be found in a single reference source on the topic. References are limited either in terms of number, quality, and scope.

- **Low:** Only a superficial overview of the topic is given. The depth does not go beyond that which might be found in the introductory page of a text in that area. References are limited in terms of number, quality, and scope.

Regarding the late policy:

- **Failure to complete any portion by the deadline will result in a loss of 1 point for every hour (or part of an hour) late, up to 10 points maximum per item.** This penalty is cumulative. Note that there are four deadlines:
  - Turning in your project topic
  - Meeting with the teacher or TA
  - Turning in your initial draft
  - Turning in your revised document.

- **All parts of the assignment must be completed to pass.** That is, even if you are late with your project topic, or late meeting with the teacher/TA, they must be done in order to pass. Likewise, everyone is required to submit both an initial and a revised draft.
For all reports submitted in this course, you are to include a cover page with the following information. This page is not considered part of the report itself.

- Your name
- The course number (CSCE 481) and semester (Spring 2010)
- The date you are submitting the assignment
- Which assignment you are turning in (e.g. company report, culture assignment, etc.)
  - If you are turning in a culture assignment, please number it from 1 to 3
- Which revision of the assignment this is (i.e. is it the original revision, second version, etc.)
- Either:
  - The statement: “This work represents my individual work, and I have listed the sources that I have consulted below. I have not received assistance that would violate the letter or spirit of the collaboration guidelines for this assignment.”
  - An explanation of why you cannot make the above statement for this work. You should be clear about why you cannot do so
- A list of any sources you used in the preparation of the report that are not cited in the report itself. You do not need to list the instructor or TA here. Sources can include:
  - Other students in the class
  - Other people
  - Printed Material
  - Web Material (give a URL)
  - Anything else...
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Kate Carté Engel, Department of History
Walter L. Buenger, Head, Department of History
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: HIST 366

We recommend that HIST 366 History of Religion in America from 1860 to the Present 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: 65%
2. Course content appropriate to the major
3. Total number of words: 5250
4. Instructor to student ratio for one section: 1:25

The goal of HIST 366 is to develop the skill of writing persuasive, evidence-based analytic papers. Students write three of these. In addition, they write a discussion paper (analysis of a class reading on which they lead a discussion) of 1000 words and a final paper of 1250 words. Instruction is delivered through in-class discussions of model readings and revisions for their own work, handouts, writing workshops, and revisions. A web-based resource on writing in history is also used for instruction. All student papers receive feedback from the instructor before revision. Peer review is also used to provide feedback. Students receive participation credit for doing peer reviews on papers undergoing revision, both on their own time and during several allotted in-class peer review periods.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

HIST 3606 HISTORY OF RELIGION IN AMERICA FROM 1860 TO THE PRESENT

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: KATHERINE C. ENGEL 3/26/2010
Printed name and signature (Date)

Received: Valerie Balester 3/9/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Michael T. Stephenson
Printed name and signature (Date)

Department Head: Walter K. Buenger 3/30/10
Printed name and signature (Date)
History 366 – Religious History of the United States since 1865
Tuesday – Thursday, 11:10 - 12:25
Dr. Kate Carté Engel — 303-A Glasscock History Building
Telephone: 845-7672; Email: kcengel@tamu.edu
Office Hours: Tuesday and Thursday, 1:00 – 2:00 or by appointment

**RELIGION IN UNITED STATES HISTORY SINCE 1865**

The United States has been called a nation with the soul of a church. It has also been called wicked, soulless and corrupt. A Christian nation and a melting pot where all faiths are welcome. Religion plays, and has always played, a central role in the nation’s history, but that has never been a simple history. This course will explore American religion as an ongoing series of conversations: over the role of religion in our politics, in our understanding of each other, in the way we engage science and knowledge, in the way we understand gender and family, and in our mass media and culture.

**W-COURSE**

This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class workshops devoted exclusively to the difficult process of crafting successful papers, and one-on-one meetings during office hours—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

**READINGS**

There are four required texts for this course. All are available in the university bookstore. Other readings, noted on the syllabus below, will be available on electronic reserve.

- Edward J. Larson, *Summer for the Gods: The Scopes Trial and America’s Continuing Debate over Science and Religion*
- Lauren F. Winner, *Girl Meets God: A Memoir*

**COURSE REQUIREMENTS**

- **Leading discussion (10%)**: During the first week of the semester, students will select a day during which they will be a discussion leader. Normally, there will be two or even three leaders on each day. Although you do not need to work as a group, you may if you wish. As a discussion leader, you will be responsible for answering questions on the reading and guiding our shared discussion.

All information on this syllabus is subject to change by in-class announcement or email communication.
• **Discussion paper (10%)** On the day you lead discussion, you will also turn in (in person and online) a short (1,000 word) paper analyzing the reading.

• **Class Participation (15%)**: Because discussion is a central element of the course, attendance and participation in discussions accounts for 15% of your grade. Active participation in the peer review process, both within and outside of class, also counts for participation. A word to the wise: students who participate actively in discussion almost invariably are better prepared to write strong papers.

• **Short Papers (30%)**: This course emphasizes developing the skill of presenting a clear evidence-based, historical argument in writing. There are five questions, related to the readings, included on the syllabus. Each student will complete three of these assignments by writing a short (1,000 words) essay. Papers are due at the start of class on the date listed. These papers will be turned in electronically to “turnitin.com” and in-class in hard copy form. This is discussed in greater detail below.

When writing the short papers, students may use course materials only: lectures, primary sources discussed in class, and other readings assigned for the course. All quotations and information must be cited. Outside research may only be included with prior approval of the professor. **Internet research (including wikipedia) is not permitted.**

• **Revising Papers**: Students will be asked to revise their first drafts based on the instructor’s comments. Revised papers must be turned in within two weeks of the date they were handed back by the professor. The revised paper must incorporate substantive changes to such matters as structure, argument, and clarity of writing.

• **Unannounced Reading Quizzes (15%)**: There will be 10 short, unannounced reading quizzes during the semester. They will be averaged, and each student may drop one score.

• **Final Exam (25%)**: A take home final exam, similar to the papers written during the semester, will be due during exam week.

**Grading Summary**
- 10% Leading discussion
- 10% Discussion paper
- 15% Class participation and peer review
- 30% (10% each) three 1,000 word papers selected from five topics on syllabus
- 10% Unannounced reading quizzes
- 25% Final Exam (1,250 word paper)

**Writing Workshops**

Four writing workshops are scheduled over the course of the semester to help guide students through the three critical stages of writing an analytical paper: creating an effective argument (pre-writing), drafting a paper, and revising a completed draft.

All information on this syllabus is subject to change by in-class announcement or email communication.
• **Pre-writing, or, Shaping an argument you can prove:** How does one begin? In this lab, we will discuss how to select an appropriate argument for a persuasive paper and how to prove that argument through the available evidence.

• **Drafting:** Now that you have your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers—especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. We will also discuss appropriate citation formats for historical papers.

• **Revision:** If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible paper.

• **Preparing for the Final Exam:** The final exam requires students to employ the analytic skills they have developed in a shorter time frame. This workshop provides students one last opportunity before the take-home exam to discuss issues that have developed over the semester.

**TURNITIN.COM**

As your professor in this course, I chose to use Turnitin.com, an Internet-based service, which serves as a tool to help detect plagiarism. Plagiarism is one of the worst academic sins, because it destroys the trust among colleagues; and without trust research cannot be safely communicated, and consequently there would be no advancement of science. Therefore, it is my hope that you all agree that we all are going to benefit from the use of this service.

Turnitin.com reduces plagiarism by comparing course papers to online resources and against turnitin.com's database which includes books, journals, and paper-selling services. For more information on this service please visit: [http://itsinfo.tamu.edu/turnitin/](http://itsinfo.tamu.edu/turnitin/).

To use Turnitin, go to [http://www.turnitin.com](http://www.turnitin.com) and follow the instructions about creating a user profile and submitting your work. To protect your intellectual property rights no one will have access to your work except your professor.

**REACHING ME**

My office hours are Tuesday and Thursday, 1:00 – 2:00, and by appointment. My office is 303-A in the Glasscock (History) Building. Email is the most efficient way to reach me (kcengel@tamu.edu).

All information on this syllabus is subject to change by in-class announcement or email communication.
My office number is 845-7672. If you need to let me know something (such as a class you're going to miss), please email me (in advance of the absence) so that I have it in writing.

If you are concerned about your performance in this course, either in your understanding of the material or how you are performing on the assignments, please see me before week 9 of the semester. After that point, there is little I can do to help you improve your study skills and therefore your grade. Of course, if you are worried about a particular assignment or subject, or have a crisis related to the class, please feel free to come to my office.

**ATTENDANCE POLICY**
Students are required to attend all course meetings, unless prevented from doing so by a reason eligible for a “university approved” excuse. Examples include religious holidays and severe illness in the family. Students are STRONGLY encouraged to contact the instructor as soon as an absence is anticipated.

*Unexcused absences will lower your course participation grade.*

**LATE WORK POLICY**
Assignments are due by the beginning of class on the due date. No late papers will be accepted under any circumstances without prior approval of the instructor. Exceptions will only be made in the case of “university approved” excuses.

**AMERICANS WITH DISABILITIES ACT (ADA)**
Students with Disabilities: The "Americans with Disabilities Act" is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, (campus phone 845-1637).

It is the responsibility of the student to discuss this matter with the professor.

**ACADEMIC DISHONESTY/PLAGIARISM**
The Texas A&M University Student Handbook (available online by consulting http://www.tamu.edu/aggiehonor/Handbook.pdf) contains a clear statement regarding "Academic Dishonesty & Plagiarism." Plagiarism is a form of cheating.” According to the aggie honor Web site, "plagiarism" can be understood as "the appropriation of another person's ideas, processes, results or words without giving appropriate credit" (aggiehonor/Handbook). Plagiarism may involve uncited or uncredited use of papers or materials taken in whole or in part from other persons or references, such as from Internet Web sites, books, magazines, journals, or newspapers, or from other students' papers or assignments. If you are unsure of the meaning of this description, confer with the professor if you have any questions. Committing plagiarism will result in receiving an 'F' on the assignment, possibly an 'F' in the course, and may lead to expulsion from the University.

**Course Schedule - Readings will be discussed on the date listed**

January 19  
Course Introduction
January 21
- Hackett - Chidester
- Church of the Flying Spaghetti Monster Website (http://www.venganza.org/)
- Reagan’s speech before 1984 prayer breakfast.

January 26
Unit 1: Religion in American Public Life

January 28
- Hackett - Wilson
- Horace Bushnell, “Our Obligations to the Dead”
- Ida B. Wells, from *A Red Record*

February 2

February 4
- Flake, *The Politics of American Religious Identity*, 82-177
- Tisa Wenger, “‘We are Guaranteed Freedom’: Pueblo Indians and the Category of Religion in the 1920s.”

February 9
- Writing Workshop: Pre-Writing

February 11:
- Harvey, *Freedom's Coming*, 169-217
- Hackett - Cone

February 16
Unit 2: Immigration and American Religion

February 18
- Orsi, *The Madonna of 115th Street*, 1-49
- Hackett - Sarna

Paper 1
Describe and define the role of “religion” in one moment of American public life.

February 23
- Dagett, “The Heathen Invasion of America”
- Hackett - Waghorne

February 25
- Hackett - Moore
- McGreevy, *Parish Boundaries*, Chapter 4

March 2
Unit 3: Religion, Reason, and Science

March 4
- James Freeman Clarke, “The Ten Religions and Christianity”
- Swami Vivekananda, “Hinduism as a Religion”
- William James, from “The Varieties of Religious Experience”
March 9  •  Writing Workshop: Drafting

March 11  •  Larson, *Summer for the Gods.*

**Paper 2**  Analyze in detail an example of how new environments shaped the religious experiences of Americans. *You must draw on more than one reading.*

March 23  Unit 4: Gender and Religion

March 25  •  Hackett - Braude  
•  Hackett - Hackett

**Paper 3**  Was William Jennings Bryan representative of American religious thought? How so or how not?

March 30  •  Hackett - Griffith  
•  Hackett - Orsi

April 1  •  Writing Workshop: Revision

April 6  Unit 5: Religion, Culture, and Capitalism

April 8  •  Hackett - Schmidt  
•  Time for Peer Review

**Paper 4**  Is the concept of “gender” useful for understanding the role of religion in American history? Why or why not?

April 13  •  Trysh Travis, “‘It Will Change the World If Everybody Reads this Book’: New Thought Religion in Oprah's Book Club”  
•  Kathryn Lofton, “Practicing Oprah; or, the Prescriptive Compulsion of a Spiritual Capitalism”

April 15  •  Hackett - Wacker  
•  Time for Peer Review

April 20  Unit 6: Religion in Contemporary American Life  
•  Winner, *Girl Meets God,* 1-155

April 22  •  Winner, *Girl Meets God,* 155-296  
•  Michael Warner, “Tongues Untied: Memoirs of a Pentecostal Boyhood”

All information on this syllabus is subject to change by in-class announcement or email communication.
Paper 5   Compare Oprah’s and William Jennings Bryan’s use of religion and media.

April 27  •  Lincoln’s Second Inaugural Address
          •  Speeches from Obama’s inauguration

April 29  •  Writing Workshop: Final Exam

The topic for the final paper (1,250 wds) will be announced during the final week of the semester. It will be due on the day of the final exam, as determined by the registrar.
TO: Faculty Senate Executive Committee

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

CC: Igor V. Roshchin, Dept. of Physics
Edward Fry, Head, Dept. of Physics
Tim Scott, Associate Dean, College of Science

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED C and W COURSE: PHYS 489

We recommend that PHYS 489 The Art of Scientific Communication I: Communicating Science to Scientists be certified as a Communications (C) course and a Writing (W) course for four academic years (1/11 to 1/15). The course would be offered as either C or W because it fulfills the requirements for both. However, students in physics cannot use this one course for both their W/C graduation requirements. 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: 75%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 8
5. Instructor to student ratio for one section: 1:20

PHYS 489 is a two-credit course aimed at helping students master spoken and written forms of scientific discourse and the retrieval of information. Students are encouraged to write about research they are conducting with other faculty members or groups. They write a short article summary, an abstract, a long research article, and a long academic paper. In addition, they write an ungraded reviewer’s response and presentation slides. Their oral presentations include a long one using slides, and up to three short ones without slides that provide an opportunity to practice.

As part of their preparation for writing, students will be assigned to read research articles, which will be analyzed and discussed in class. Different types of scientific articles (e.g. “letter,” “extended abstract,” “regular article,” “review article”) will be compared. The style manuals for the American Institute of Physics and other leading publishers in physics will be used. Instruction also includes lectures by the instructor and a subject librarian and University Writing Center workshops. The rubrics containing criteria for grading will be provided when the writing is assigned and will be used for peer review. Feedback will include peer review and instructor comments on the research article at the outline, abstract, and draft stages, and on the reviewer’s response. For presentations, students will get in-class feedback from the instructor and peers, and they will be required when needed to repeat their performance. For the oral presentation, students also turn in their PowerPoint slides with notes.
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):

PHYS-489 The Art of Scientific Communication I - Communicating Science to Scientists

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: Igor V. Roshchin
Printed name and signature

04/12/2010
(Date)

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

4/26/10
(Date)

Timothy P. Scott, Ph.D.
Associate Dean for Undergraduate Programs
College of Science - Texas A&M University
3257 TAMU - College Station, TX 77843-3257
Tel: 979.845.7362 - Fax: 979.845.6077
tim@science.tamu.edu

(Date)
Printed name and signature

Department Head:
Edward H. 4/13/10
Printed name and signature

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COLLEGE OF SCIENCE
Syllabus for PHYSICS 489  
The Art of Scientific Communication I  
Communicating Science to Scientists  
Fall 2010  
Dr. Igor V. Roshchin  
Texas A&M University

On March 21, 1949, I attended a lecture given by Linus Pauling...  
That talk was the best talk by anyone on any subject that I had ever heard...  
The talk was more than a talk to me. It filled me with a desire of my own to become a speaker.  

— Issac Asimov

Welcome

Welcome to Physics 489: The Art of Scientific Communication! Being a scientist today is about more than just being smart and adventurous. Modern scientists interact with many people from all walks of life, and it is extremely important to be able to communicate efficiently.

Whether you have plans for an academic or industrial career, good communication skills are both a requirement for almost any job, and a necessity for getting a job. In your future career, most of you will have to write scientific documents (from short e-mails to lengthy manuscripts), and make a variety of presentations from a 30-second “elevator pitch” to an hour-long talks. Besides these “traditional” forms of scientific writing and presentations, you will also practice interviewing and writing a resume. This course will help you build communication skills required of today’s scientists, and acquire very important practical knowledge that will help you in your job search and in your work.

In addition, this course covers yet another important aspect of scientific communication: how to get the information from various sources. You will learn techniques for reading scientific literature and practice various methods of searching for and organizing technical information. These advanced communication skills are essential in many fields of science and engineering.

Outcomes:  Upon successful completion of the course, you will learn to:

- identify various forms of scientific communication and understand the difference between them
- distinguish the main components and purposes of different scientific written forms (papers, abstracts, reports)
- read scientific publications more efficiently
- work with various sources of scientific information
- target your communication to your audience
- create effective presentation materials (posters, slides, etc.)
- prepare, rehearse and present:
  - technical presentations;
  - scientific presentations for general public;
  - short “elevator-pitch” presentation (useful for job search and networking).

Prerequisites: Good operating knowledge of oral and written English.

Instructor: Dr. Igor V. Roshchin  
E-mail: roshchin@physics.tamu.edu (preferred way!)  
Office: MPH 459  
Phone: 979-845-8520  
Office hours: TBA

Web Page: http://faculty.physics.tamu.edu/roshchin/489  
This page will be updated often. It is student’s responsibility to check it often.

Class times: twice a week (3 hours a week) for the first 10 weeks of the semester. Time TBD

Catalog Title and Description: (CREDIT 2.0) The Art of Scientific Communication I. – Communicating Science to Scientists. Scientific presentations; scientific writing; information retrieval; reading technical publications; job interview.
Required Material:  Access to a computer with Microsoft Power Point (or other software for presentations), word processor (Microsoft Word (preferred) or compatible). General working familiarity with this software will be beneficial.

Required text: None.

Recommended text: TBA.

Homework: You will be expected to complete variety of homework assignments: information search, reading, writing, editing, peer reviewing, and preparing presentations.

Written assignments: You will be expected to complete several written assignments of different type and length, totaling over 2300 words. You will be expected to edit your work based on the critique by the instructor peer-reviewers. You will be expected to review the work of your peers.

Oral assignments: Several in-class presentations of different length.

Final assignment: The final assignment will be conducted in a form of a final presentation and a take-home written assignment.

Classes: Classes will be conducted in a highly interactive form. They will require your active participation through presenting your homework assignments and through your involvement in class discussions. The work of the class participants (presentations and/or written assignments) will be analyzed in class by the instructor and all students in class. Some class activities will be video- (and audio-) recorded.

Class participation: This is a very important part of the course.
(a) Hence it is crucial that you do not miss any classes
(b) You have to be prepared for each class
(c) If you miss a class due to an authorized excused absence as outlined in the University Regulations, you should contact me no later than the next class meeting following the missed class.

Course Grade: At least 70% of the final grade will be based on the writing and presentation quality. The course grade will be determined from the various components of the course:
- In-class participation (presentations, discussions)
- Homework assignments (written and oral)
- Final assignment

Course grades may be scaled depending on special conditions of the course. In no case will the scale result in a lower letter grade than the standard 90-100% A, 80-89% B, 70-79% C, 60-69% D, and <60% F.

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 218 of Cain Hall or call 979-845-1637.

Your Responsibilities: Texas A&M University assumes that all students enroll in its programs with a serious learning purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. All students are expected to behave at all times with respect and courtesy toward their fellow students and instructors and are to have the highest standards of honesty and integrity in their academic performance. Any behavior which disrupts the classroom learning environment or any attempt to present work that the student has not actually prepared as their own work, or to pass an examination by improper means, is regarded as a serious offense. The minimum penalty for such an offense is a failing grade for this course. Aiding and abetting the above behavior is also considered a serious offense resulting in equally severe penalties.

Academic Integrity: The Aggie Honor Code states, "An Aggie does not lie, cheat, or steal or tolerate those who do." Further information regarding the Honor Council Rules and Procedures may be found on the web At http://www.tamu.edu/aggiehonor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Written communication. Different forms. How to write a manuscript/thesis/report. Styles of writing in Physics. How to start writing (outline). Different formats (Journal articles, reviews, reports, instructions, etc.) Discussion of outlines.</td>
<td>Prepare an outline for a research article Write the “main” part.</td>
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<tr>
<td>3</td>
<td>Different types of Plagiarism and how to avoid it. How to improve your document. Reverse outline. Correspondence. Small organizational details that can be of great help.</td>
<td>Completing the first draft of the research article (~1500-2000 words)</td>
</tr>
<tr>
<td>4</td>
<td>Types of oral presentations. What makes a presentation successful. Breadth, depth and length.</td>
<td>Peer editing/review of the first draft (using WLC system) Writing reviewer’s response (250-500 words)</td>
</tr>
<tr>
<td>5</td>
<td>The role of the slides and other props. How to make great slides. Class presentations – discussions and analysis.</td>
<td>Prepare a 5-10-minute presentation Revise your writeup</td>
</tr>
<tr>
<td>6</td>
<td>What makes slides great (continued) How to make a presentation without slides Impromptu presentations</td>
<td>Revise your presentation</td>
</tr>
<tr>
<td>7</td>
<td>Presentations continued. Abstracts: what, why and how.</td>
<td>Write an abstract (~200-400 words) for your writeup</td>
</tr>
<tr>
<td>8</td>
<td>How to write progress report.</td>
<td>Revise your abstract</td>
</tr>
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<tr>
<td>E-mail as a form of communication How your presentation and writing can help you in your job search</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>How can you further improve your presentations Impromptu presentations</td>
<td>Prepare the final presentation and final assignment.</td>
</tr>
<tr>
<td>10</td>
<td>In-class presentations (final)</td>
<td>Prepare and present in the final presentation. Prepare and turn in the final written assignment (~200-500 words)</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Igor V. Roshchin, Dept. of Physics
Edward Fry, Head, Dept. of Physics
Tim Scott, Associate Dean, College of Science

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED C and W COURSE: PHYS 489

We recommend that PHYS 489 The Art of Scientific Communication II: Communicating Science to Scientists be certified as a Communications (C) course and a Writing (W) for four academic years (1/11 to 1/15). The course would be offered as either C or W because it fulfills the requirements for both. However, students in physics cannot use this one course for both their W/C graduation requirements. 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: 100%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 8
5. Instructor to student ratio for one section: 1:20

PHYS 489, a 2-credit course, complements the “The Art of Scientific Communication I - Communicating Science to Scientists,” a prerequisite for this course. Students will be encouraged to write about research they are conducting with other faculty members or groups. They write a short article about physics research for non-physicists/non-scientists, a summary for non-scientists, and a proposal with accompanying statement of research interests. In addition, they write an ungraded reviewer’s response and presentation slides. Their oral presentations include a long one using slides, and up to three short ones without slides that provide an opportunity to practice.

To prepare for writing, students will be assigned to read research articles, which will be analyzed and discussed in class. Different types of scientific articles (e.g. “letter,” “extended abstract,” “regular article,” “review article”) will be compared. The style manuals for the leading publishers in physics will be used. Instruction also includes lectures. The rubrics containing criteria for grading will be provided when the writing is assigned, and will be used for peer review. Feedback will include peer review and instructor comments on the research article at the outline, abstract, and draft stages, and on the reviewer’s response. For presentations, students will get in-class feedback from peers and the instructor and will be required when needed to repeat their performance. For the oral presentation, students also turn in their PowerPoint slides with notes.

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455  Fax. 979.458.1466
writingcenter.tamu.edu
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):

   PHYS-489 The Art of Scientific Communication II - Communicating Science to Non-Scientists

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: Igor V. Poshchin
Printed name and signature

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

Timothy P. Scott, Ph.D.
Associate Dean for Undergraduate Programs
College of Science, Texas A&M University
3257 TAMU - College Station, TX 77843-3257
Tel. 979.845.7362 - Fax. 979.845.6077

College Dean: Printed name and signature

Department Head: Printed name and signature
Syllabus for PHYSICS 489
The Art of Scientific Communication II
Communicating Science to Non-Scientists
Fall 2010
Dr. Igor V. Roshchin
Texas A&M University

On March 21, 1949, I attended a lecture given by Linus Pauling...
That talk was the best talk by anyone on any subject that I had ever heard...
The talk was more than a talk to me. It filled me with a desire of my own to
become a speaker.

— Issac Asimov

Welcome

Welcome to Physics 489: The Art of Scientific Communication! Being a scientist today is about more than just being smart and adventurous. Modern scientists interact with many people from all walks of life, and it is extremely important to be able to communicate efficiently.

Whether you have plans for an academic or industrial career, good communication skills are both a requirement for almost any job, and a necessity for getting a job. In your future career, most of you will have to write scientific documents (from short e-mails to lengthy manuscripts), and make a variety of presentations from a 30-second “elevator pitch” to an hour-long talks. Besides these “traditional” forms of scientific writing and presentations, you will also practice interviewing and writing a resume. This course will help you build communication skills required of today’s scientists, and acquire very important practical knowledge that will help you in your job search and in your work. These skills are essential in many fields of science and engineering.

Outcomes: Upon successful completion of the course, you will learn to:

• identify various forms of scientific communication and understand the difference between them
• distinguish the main components and purposes of different scientific written forms (papers, abstracts, reports)
• target your communication to your audience
• create effective presentation materials (slides, etc.)
• prepare, rehearse and present:
  o scientific presentations for general public;
  o short “elevator-pitch” presentation (useful for job search and networking).
• learn about the job application process, and prepare to conduct your own job search
• learn about and practice writing
  o Statement of research interests, statement of purpose, short research proposal

Prerequisites: PHYS-489: The Art of Scientific Communication I – Communicating Science to Scientists
Good operating knowledge of oral and written English.

Instructor: Dr. Igor V. Roshchin
E-mail: roshchin@physics.tamu.edu (preferred way!)
Office: MPHY 459
Phone: 979-845-8520
Office hours: TBA

Web Page: http://faculty.physics.tamu.edu/roshchin/489
This page will be updated often. It is student’s responsibility to check it often.

Class times: twice a week (3 hours a week) for the last 5 weeks of the semester. Time TBD

Catalog Title and Description: (CREDIT 1.0) The Art of Scientific Communication II. – Communicating Science to Non-Scientists. Scientific presentations; scientific writing; job application; job interview.
Required Material: Access to a computer with Microsoft Power Point (or other software for presentations), word processor (Microsoft Word (preferred) or compatible). General working familiarity with this software will be beneficial.

Required text: None.

Recommended text: TBA.

Homework: You will be expected to complete variety of homework assignments: writing, editing, peer reviewing, and preparing presentations.

Written assignments: You will be expected to complete several written assignments of different type and length, totaling over 2000 words. You will be expected to edit your work based on the critique by the instructor peer-reviewers. You will be expected to review the work of your peers.

Oral assignments: Several in-class presentations of different length.

Final assignment: The final assignment will be conducted in a form of a final presentation and a take-home written assignment.

Classes: Classes will be conducted in a highly interactive form. They will require your active participation through presenting your homework assignments and through your involvement in class discussions. The work of the class participants (presentations and/or written assignments) will be analyzed in class by the instructor and all students in class. Some class activities will be video- (and audio-) recorded.

Class participation: This is a very important part of the course.
(a) Hence it is crucial that you do not miss any classes
(b) You have to be prepared for each class
(c) If you miss a class due to an authorized excused absence as outlined in the University Regulations, you should contact me no later than the next class meeting following the missed class.

Course Grade: 90% of the final grade will be based on the writing and presentation quality. The course grade will be determined from the various components of the course:
- In-class participation (presentations, discussions)
- Homework assignments (written and oral)
- Final assignment

Course grades may be scaled depending on special conditions of the course. In no case will the scale result in a lower letter grade than the standard 90-100% A, 80-89% B, 70-79% C, 60-69% D, and <60% F.

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 218 of Cain Hall or call 979-845-1637.

Your Responsibilities: Texas A&M University assumes that all students enroll in its programs with a serious learning purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. All students are expected to behave at all times with respect and courtesy toward their fellow students and instructors and are to have the highest standards of honesty and integrity in their academic performance. Any behavior which disrupts the classroom learning environment or any attempt to present work that the student has not actually prepared as their own work, or to pass an examination by improper means, is regarded as a serious offense. The minimum penalty for such an offense is a failing grade for this course. Aiding and abetting the above behavior is also considered a serious offense resulting in equally severe penalties.

## Tentative Schedule for Phys-489, “The Art of Scientific Communication II – Communicating Science to Non-Scientists”

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You can communicate to scientists, now what? Introduction into how to communicate science to non-scientists. Purposes, goals, situations.</td>
<td>Prepare a 1-3 minute presentation targeting a non-physicist</td>
</tr>
<tr>
<td>2</td>
<td>Addressing general audience. Correspondence How to communicate with a potential employer Job or grad school application as a form of scientific communication to non-scientists.</td>
<td>Writing about physics research for a non-physicist/non-scientist (~1000 words)</td>
</tr>
<tr>
<td>3</td>
<td>Statement of research interests and research proposal – are they the same?</td>
<td>Peer review of the written assignment (using WLC system). Revision</td>
</tr>
<tr>
<td>4</td>
<td>Practice presentations in class.</td>
<td>Writing a summary for non-scientists. (~500 words)</td>
</tr>
<tr>
<td>5</td>
<td>In class presentations (final)</td>
<td>Final Assignment: writing a proposal/statement of research interests (~500 words)</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: James L. Heilman, Department of Soil & Crop Sciences
    David Baltensperger, Head, Department of Soil & Crop Sciences
    Ann Kenimer, Associate Dean, College of Agriculture and Life Sciences
DATE: May 17, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: SCSC 314

We recommend that SCSC 314 Life and the Physical Environment 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

In SCSC 314, students write five short, exploratory papers, three of them based on case studies. The case studies involve environmental measurements and observations to help develop the writing skills necessary for students to become effective communicators of scientific knowledge. The first writing assignment serves for practice and is ungraded. Students are required to turn in a draft of each paper and comments are provided by the instructor. Instruction is provided through in-class discussion of writing topics and through reading.
UNIVERSITY
WRITING
CENTER.

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):
   SCSC 314 Life and Physical Environment

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: James L. Heilman
Printed name and signature James L. Heilman (Date)

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

Approvals:

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

Department Head: Wayne Smith
Printed name and signature
Wayne Smith for David Baltensperger
(Date)

RECEIVED
APR 09 2010
By 41 of 151 F
SCSC 314W – LIFE AND THE PHYSICAL ENVIRONMENT

Instructor: Dr. James L. Heilman
Professor of Environmental Physics
Office: 237A Heep Center
Phone: 845-7169
Email: j-heilman@tamu.edu

Prerequisites: Junior or senior classification

Textbook: None

What This Course is About: Life on earth has changed dramatically over millions of years in response to changes in the physical environment (atmosphere, soil, water). Major changes to the environment are now occurring due to human activity, and these changes may have a profound effect on the ability of earth to sustain life as we know it. A fundamental understanding of how things work in the environment, especially how physical and biological systems interact through exchange of energy and atmospheric gases, is essential for evaluating environmental change and managing its impact on agricultural and natural ecosystems. In this exploratory course, we will describe and quantify physical environments in which living organisms reside, and discuss the mechanisms by which plants, animals and humans interact with and adapt to atmospheric, soil and aquatic environments. Classroom and outdoor demonstrations will be used to illustrate major themes.

A major objective of this course is to help you develop skills to become agricultural and environmental scientists. As scientists in agricultural and environmental disciplines, you must be able to observe, quantify, and analyze how biological organisms respond to changes in their environments. However, these skills will have little impact unless you can explain clearly, logically, and concisely what you observe and conclude. As a writing-intensive course, we will use case studies involving environmental measurements and observations to help develop the writing skills necessary to become effective communicators of scientific knowledge.

Learning Outcomes: At the end of the course, you should be able to 1) describe and quantify physical environments in which living organisms reside, 2) explain mechanisms of energy and gas (water vapor, oxygen, carbon dioxide) exchange between living organisms and their environments, and 3) use your knowledge of physical environments, and energy and gas exchange to analyze and explain the response of living organisms to environmental change.

Exams: Three 100 point exams, and a comprehensive 100 point final exam. Exam format is short answer and discussion questions. Exams account for 65% of your grade.

Writing Assignments: Papers should be prepared with Microsoft Word (preferred) or WordPerfect, and submitted via email. Both first draft and final copies must be submitted by their due dates. Five points will be deducted for every day that the assignment is late. First drafts will be reviewed for
veracity (conformity to the data and observations), clarity, and syntax (grammar, spelling, etc.), and returned to you with editorial comments provided by the instructor. You will have the opportunity to make changes to the paper per editorial comments, and return the revised paper to receive a grade. Writing assignments account for 35% of your grade, and you must receive a passing grade on your writing assignments to pass the course.

**Bonus Point Quizzes:** Bonus point quizzes will be given at the beginning of most class periods. Quizzes are designed to keep you up to date with class material, and allow you to earn extra credit.

**Grading:** A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: <60%

**Attendance:** Completion of assignments and participation in all activities of the course are necessary for you to achieve the objectives of this course. If you turn in an assignment late, or miss an exam, it is your responsibility to present a valid reason, such as a university excused absence (http://student-rules.tamu.edu/rule7.htm), to be allowed to make up the exam, or be given consideration in the assessment of a penalty for late submission of an assignment. Assignments not returned will be given a grade of zero.

**Electronic Resources**
Lectures will be mainly PowerPoint presentations. They will be posted in PDF format on the course website (http://jimheilman.tamu.edu). All students will be responsible for printing PDF files of lectures and bringing them to class for taking notes during lectures. Use of a high-speed printer is recommended because many of the files are quite large. You may use the computers in room 112 of the Heep Center for downloading and printing. To use these computers you need a Net ID (http://gateway.tamu.edu/), the Net ID must be activated (https://services.tamu.edu/netid-activate/), and your open access lab must be activated (https://oalinfo.tamu.edu/Account/Contentpages/Login.aspx)

**Course Schedule**

**Setting the Stage**
- Course introduction
- Perception vs. reality – politics, religion, science, and the environment
- The scientific method
- Technical writing – grammar and syntax, journals, documentation of references, plagiarism

**Writing Assignment 1**
- Who are you?

**Why This Planet Earth?**
- Formation of the universe and evolution of life - 13.7 billion years of history in 90 minutes

**Writing Assignment 2**
- God did what? The scientific method and “Intelligent Design”
Life on Earth – It’s All About Energy
  Concepts of energy
  Transfer and transformation of energy
  Earth’s energy balance

The Physical Environment - Key Factors and How We Describe Them
  Radiant energy
  Temperature and heat
  Wind
  Humidity
  Soil and water

Exam 1

Linking Biological Organisms with Their Environments – It’s About Energy Balance
  Energy balance of soil
  Energy balance of water bodies
  Energy balance of plants
  Energy balance of animals

Writing Assignment 3
  Case study: It may be hot, but at least it’s a dry heat.

Water in Soils and Plants
  Water potential
  Water retention
  Water flow

Exam 2

Plant Interaction with the Environment
  Energy exchange
  Photosynthesis and respiration
  Water use by plants

Writing Assignment 4
  Case study: Dear Dr. Sperry, why are my cucumbers wilting?

Animal Interaction with the Environment
  Energy exchange
  Metabolism and evaporation
  Animal thermal response
  Animals and water
  Class menagerie does its thing

Human Interaction with the Environment
  Metabolism and evaporation
  Energy exchange
  Survival in cold environments
  Survival in hot environments
  Comfort
Writing Assignment 5
Case study: What not to wear

Climate Change
Evidence
Causes
Implications for managing agricultural and natural ecosystems

Exam 3

Americans with Disabilities Act (ADA) Policy Statement
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 Disability Services in Cain Hall, Room B118, call 845-1637 or visit: http://disability.tamu.edu/.

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

Plagiarism
According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (www.tamu.edu/aggiehonor <http://www.tamu.edu/aggiehonor>). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I discover that you have failed to properly credit sources or have used a paper written by someone else, you will receive an F in this course.
TO: Faculty Senate Executive Committee

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

CC: Suresh Pillai, Dept. of Nutrition and Food Science
    Jimmy Keeton, Head, Dept. of Nutrition and Food Science
    Ann Kenimer, Associate Dean, College of Agriculture and Life Sciences

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: FSTC 481

We recommend that FSTC 481 Food Science & Technology Seminar be certified as a Communications (C) course for three years (9/10 to 9/13). It was previously taught as a W course. 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: 85%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Total minutes of oral presentation: 20
5. Instructor to student ratio for one section: 1:25

FSTC 481 is a one-credit course. Students will present for 10 minutes on a food science topic; they will receive peer feedback to help them practice for the final presentation. They will write an 8-page research paper on the topic they have chosen for their oral presentation; in addition, they will write at least two short reflections on presentations by peers or guest speakers. A mock job interview and oral participation in class will also provide opportunities for practice. The instructor will make comments on written assignments, and oral presentations will receive anonymous peer review for both rough and final versions. Mock interviews will be taped in rough and final versions, too, and suggestions for improvement will be made for each. Example papers will be provided for the resume and reflection assignments. The two guest speakers will be faculty who highlight good communication skills, and Career Center staff will provide instruction on interviewing.
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 481 - 900 SEMINAR  

2. Please have this form signed by both the Department Head and the College Dean.  

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

Instructor / Coordinator: Suresh Anjali  
Printed name and signature  
(Date)  
Received: Valerie Balester  
(W Course Coordinator, University Writing Center)  
(Date)  

Approvals:  
College Dean: Ann L Kermer  
Printed name and signature  
(Date)  
Department Head: Jimmy T Keeton  
Printed name and signature  
(Date)
FSTC 481 Fall 2009
(Course)
1 credit hour
Food Science and Technology Seminar

Instructor Information
Suresh D. Pillai, Professor of Microbiology
418B, Kleberg Center
Tel: (979) 862-4935
Email: spillai@poultry.tamu.edu

Office Hours:

Class Schedule:

Textbooks and materials: No textbooks are required for this class. Access to a computer is necessary to research scientific papers and receive course materials.

Prerequisites: Students are encouraged to take this course during their last semester of study.

Expected Incoming Student Knowledge:
1. The students should have a broad and deep understanding of food science disciplines such as food chemistry, food microbiology, sensory analysis, etc.
2. The students should be able to identify one or more career interests.
3. The students should be able to write laboratory reports and synopses of scientific papers.
4. Students should have prior experience in making presentations

Expected Course Outcomes:
1. The students should be able to make a 10 minute class presentation on a specific food science or closely related topic.
2. The student should be able to effectively interview for a professional position
3. The student should be able to think professionally
4. The students should be able to organize, analyze, synthesize, and evaluate information from the scientific literature.
5. The student should be able to identify the practical application of the information.
6. The student should be able to discuss the scientific information in their own words.
7. The student should be able to report and discuss the information effectively in a professional setting.
8. The student should gain a better understanding of an effective presentation and interview.

ASSIGNMENTS
1. Professional Resume Preparation (10% of final grade)
All students should have a complete professional resume or curriculum vitae by the end of the semester. The resume should be prepared with guidance from the instructor, University Writing Center, and/or the TAMU Career Center.

- A preliminary draft is expected to be submitted for review by the end of the 1st week of classes
- The final version of the resume is due no later than October 12th

2. Professional Presentations (30% of final grade)
Each student is expected to make a professional 10 minute presentation on a food science topic. The topics need to be chosen within the 1st week of classes. The topics will be provided by the instructor. The students could choose their own topic. However, the instructor makes the final decision on the topic. The presenters should be dressed in “business casual” attire. The students should provide a SD memory card prior to their presentation. All presentations will be recorded and provided as a feedback. The instructor will provide written and oral feedback. Additionally, the classmates will also provide anonymous constructive evaluation of the presentation. The students are expected to review their recording and work on improving their presentation. The students will have another opportunity to make another 10 minute presentation towards the end of the semester.

3. Term Paper (30% of final grade)
Each student will write a minimum 2000 word term paper on their class presentation topic. The specific guidelines for the term paper will be discussed in class. At the minimum, each term paper should contain the following sections.
   - Title
   - Summary
   - Introduction
   - Areas for additional research
   - Conclusions
   - Literature cited.

4. Reflection Papers (5% of final grade)
Each student should write two, 2-page reflection papers (500 words) on any two in-class presentations. These reflection papers should be no less than at least The reflection papers could be based on the peer student presentations or guest speaker presentation. Each reflection paper should cover the following:
   - Scientific Concept/topic that was discussed
   - New information that was learned
   - Highlights of the presentation
   - Positive aspects of the presentation
   - Aspects of the presentation that could be improved
   - Take-home message(s)

- The rough draft of the reflection papers (in hard copy) is due the week following the seminar presentation. The final version of the 2 reflection papers are due by December 5th
5. **Mock Job Interviews (20% of final grade)**
All students in the class will have to participate in a 10 minute mock job interview. The objective of this exercise is to provide the students the experience of participating in a real job interview. The students will receive a videotaped feedback (as well as a written feedback) of their “job interview”. Each student will be interviewed by a panel of 3 interviewers (made up TAMU and non TAMU professionals). Students are expected to provide a SD memory card prior to the interview. A digital video camera will record the interview and the student will receive as feedback the recorded interview. The interviewer panel will also provide a written evaluation within 48 hours of the “interview”. The student is expected to review their recording and work on improving their interviewing skills. The students will have come back for a final “job interview” which will also be recorded and provided to the students as feedback. Students are expected to be professional dressed.

6. **Class Participation (5% of final grade)**
Some of the criteria that will be used for grading class participation are as follows
i) actively participating, engaging and listening to your peers
ii) playing an active role in class discussions
iii) limited or no interaction with peers during class discussions
Handouts will be provided in class that explain class participation requirements and grading rubric

*Attendance is mandatory*

**Grading:**
Resume: 10%
Reflection Papers: 30%
Mock job interviews: 25%
Professional presentation: 30%
Class participation: 5%

**Academic Integrity:**
We expect the students to demonstrate the highest levels of academic integrity. Do not forget the Aggie Code of Honor! It is expected that you will neither give nor receive unauthorized aid on work in this course. All writing for this course must be your original work. For Texas A&M Honor Council Rules and Procedures, please see [www.tamu.edu/aggiehonors](http://www.tamu.edu/aggiehonors). Submissions from the students will be screened for plagiarism.

**Americans with Disabilities Act (ADA) Policy Statement:**
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 located in Room B-118 of Cain Hall or call (979) 845-1637 or visit website at: http://disability.tamu.edu
TO: Faculty Senate Executive Committee

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

CC: Michael LeBuffe, Dept. of Philosophy
    Daniel Conway, Head, Dept. of Philosophy
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: PHIL 111

We recommend that PHIL 111 Contemporary Moral Philosophy 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: 60%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 5
5. Instructor to student ratio for one section: 1:25

In PHIL 111, students write two short papers and make an oral argument. Once the student has learned, from a semester's experience with reading, writing, and discussion, what philosophical argument is, he or she will give an extended, structured presentation to the class. Before each paper is due, students participate in draft workshops and submit outlines for instructor review. For oral argument instruction, class discussion and evaluation of student argument is ongoing, and a required workshop also provides an opportunity to review oral arguments. Class lectures lay the foundation for philosophical writing, particularly for ethics, and model readings, including discussion of the readings, help students understand the kinds of arguments they will be expected to write.
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):

   PHIL 311C/200 Contemporary Moral Issues

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: Michael LeBusse 4.28.10
Printed name and signature

Received: Valerie Balester 5/10/10
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: Dan Carty
Printed name and signature

Department Head: Daniel Conway 04/29/10
Printed name and signature

Received
MAY 13 2010
Course Objectives: This introductory course starts with a brief look at two of the most influential theories of value, Mill's utilitarianism and Kant's deontological theory of right action. These theories of value will help us in two ways. First, because most of the arguments that we shall read fall under utilitarian or Kantian traditions, they will help us to understand the rest of the course authors. Second, Mill and Kant provide theories of value under which we can begin to build a constructive moral debate. Notably, each theory gives an account of the moral value of particular actions under which moral reasons are equally available to all of us. Some of us may ultimately decide that we simply cannot productively discuss sensitive issues like abortion and capital punishment. On such a perspective, my beliefs about the good are based upon reasons or feelings that, in some cases, I simply cannot communicate to you. The point of this course, however, is to see what progress we can make in understanding the reasoning of others and in building moral views that others can understand and appreciate.

Texts: Judith Boss (ed.), Analyzing Moral Issues
Immanuel Kant, Grounding for the Metaphysics of Morals
John Stuart Mill, Utilitarianism

Requirements:
2 Area Papers (20% each): The area papers will give students an opportunity to defend particular positions on given topics. They will be 3-4 pages in length. The quality of the argument, the expression of understanding of course texts, and the clarity of writing will be the basis of the paper grades. Only university approved excuses are acceptable for late papers. Papers turned in late without university approved excuses will be penalized a full letter grade for each day late.

Oral Argument (20%): One five minute oral presentation, to be scheduled and delivered during class sometime between 4/13 and 5/1. The quality of the argument, the expression of understanding of course topics, and the clarity of expression will be the basis of the oral argument grade. Only university approved excuses are acceptable for missing a scheduled oral argument.

Workshops: Students are required to attend workshops for each paper and for the oral argument, and to prepare drafts or outlines of their projects for the workshops. Only university approved excuses are acceptable for failing to prepare for workshops. Unexcused absence or failure to prepare will result in a one letter grade penalty on the assignment and a mandatory make-up exercise outside of class.

4 Exams (10% each): The exams will test students’ knowledge of course material. Students will be responsible for knowing: 1. Course authors’ positions and arguments. 2. Facts about the issues presented in supplementary readings during the course. 3. All lecture material. Only university approved excuses are acceptable for missed exams.
Grading Scale and Attendance

Grading Scale: A= 90-100, B=80-89, C=70-79, D=60-69, F=0-59

Attendance: Attendance is required for exams, paper due dates and workshops. Otherwise attendance is not required, but anything discussed during class is course material and may be tested. Students are responsible for knowing it.

Assigned Reading, Assignment Dates, Due Dates:

Area One: Theories of Value
Week One (1/21-1/23): Introduction and Utilitarianism
Week Two (1/26-1/30): Utilitarianism
Week Three (2/2-2/6): Grounding for the Metaphysics of Morals

Area Two: Biomedical Ethics
Week Seven (2/23-2/27): Euthanasia, cont. Readings from Boss: Callahan, “‘Aid in Dying’:The Social Dimensions;” Hardwig, “Is there a duty to die?”

Area Three: Social Justice
Area Four: Civil Disobedience, Terrorism, and Wartime Morality


Area Paper 2 due 5/4.
Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements
AGGIE HONOR CODE
   “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: John Nielsen-Gammon, Atmospheric Sciences
     Kenneth Bowman, Head, Dept. of Atmospheric Sciences
     Sarah Bednarz, AOC Dean, College of Geosciences
DATE: May 17, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ATMO 456

We recommend that ATMO 456 Practical Weather Forecasting be re-certified as a writing-intensive (W) course for four academic years (09/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 65%
2. Course content appropriate to the major
3. Total number of words: 28000
4. Instructor to student ratio for one section: 1:20

During the semester, each student writes four forecast exercise papers (two pages) and four verification papers (one page) over learning modules. Each student conducts a forecasting project that includes a four-page write-up and PowerPoint presentation. As well, students write either a scientific or business model paper or an in-depth review (minimum of five pages). Students write twenty-five laboratory write-ups (600 words each), a few of which are collaborative. A graduate assistant grades the laboratory assignments, and all other grading is by the faculty instructor. Both the learning module papers and the laboratory write-ups use instructor comments with an ample number of repeated assignments. The business model paper requires a graded draft, for which written feedback is provided. There are occasional lectures throughout the course on writing topics. Examples of good and poor writing are discussed with the class.

Since the original certification was granted, the course has added significantly more 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):

   ATMO 456 Practical Weather Forecasting

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 W. Nielsen-Gammon
   Printed name and signature
   March 24, 2010
   (Date)

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

   Sarah Willham Bednarz
   Associate Dean for Academics
   College of Geosciences

   College Dean: 8W22maz
   Printed name and signature
   3/24/10
   (Date)

   Department Head: Kenneth P. Bowman
   Printed name and signature
   3/24/10
   (Date)

   RECEIVED
   MAR 26 2010
   By
   59 of 151
ATMO 456  
Practical Weather Forecasting  
Spring 2010

Don T. Conlee, Ph.D., Instructional Associate Professor  
Office: O&M 1208B (Far end of Weather Center)  
Email: dconlee@tamu.edu  
Phone: 845-5099  
Office hours: Tuesdays 1500-1600, Wednesdays 1330-1430, or by appointment. You may stop by at other times, but please don't be offended if I can't squeeze you in at that moment.  
Weekly Map Discussion: 1400 Tuesdays  
Teaching assistant: Greg Seroka  
Prerequisite: ATMO 336 or 455; junior or senior classification.  
Credits/contact: (1-4) Credit 3.

Course Schedule:

Lecture Thursday O&M Room 1107 1310-1400(ish)

The very limited lecture time will be used for discussion and follow-up on lab exercises, for presentation of forecasting lecture material, and as needed for briefing of projects. This will purposely be kept flexible to maximize lab effectiveness, and allow for mother nature to provide good learning examples.

Laboratory Monday & Wednesday, 1020-1220 O&M Room 1201

The Monday labs will focus on local weather forecasting. The primary deliverable, for each student, will be a local weather synopsis, an up-to-7 day zone-type forecast for Aggieland, roughly Brazos county, and a forecast discussion along the lines of an NWS forecast office discussion (AFD). The last NWS forecast and discussion (all sources) that a student may view are those issued prior to Midnight Sunday night. This is critical for both your learning and for verification. The Aggie Code of Honor applies, and makes this possible. At High Noon + 5, one student will brief their synopsis, forecast, discussion and explain diagnostic reasoning with chart examples. At the beginning of each Monday lab, a different student will brief the verification of the official NWS forecast/discussion, focusing on how the sequence of systems and weather actually developed and how that differed from the official forecast and their previous Monday forecast. This brief will especially keep up with weather during the week and collect charts and data as the week progresses. The goal is for each student to do two briefs during the semester, ideally a forecast and one verification.

The Wednesday labs will focus on learning and applying diagnostic and forecast techniques, and different forecast products/customer bases. These labs will be flexible, and will generally take place away from central Texas and take advantage of learning opportunities nature is providing. In general, we will expect to work winter weather early on, and severe weather later. Graded deliverables will often be associated with Wednesday work as well.

Learning Outcomes: Upon Completion of this Course, students should be able to:

- Identify and utilize data and forecast guidance sources.  
- Apply learned forecast techniques and previously-learned conceptual models to generate forecasts for specific customers and purposes.  
- Communicate forecast logic and customer ramifications clearly in both written and oral (briefing) form.  
- Identify customers of weather products and services other than the general public, and correlate to job opportunities.

Course Grading:

Lecture Period Occasional Quizzes: 15% of grade, based on textbook, recent lectures and points emphasized in lab. A quiz (half of class period) every 3 weeks or so.

Potential lecture topics include:
Fundamentals, Numerical Guidance, Winter Forecasting Techniques, Observations and Instruments, Chart Analysis, Other Tools, Omega Equation, Mid-Latitude Cyclone Tracks, Precipitation Processes, Fronts and Jets, Barotropic and Baroclinic Systems, Convective Weather, Tropical Weather

Learning Modules: 25% of grade. UCAR/COMET Meteorology Education and Training (METED) learning modules may be accessed from <http://www.meted.ucar.edu>, using the subject headings under “topics”. Each student is responsible for four modules. During the course of the semester, each student will write four forecast exercise papers (2 pages plus figures) demonstrating proficiency with the modules by briefly summarizing a particular module and then applying it to a particular real-time forecast problem, and four verification papers (1 page plus figures) assessing the accuracy of that forecast and diagnosing any errors.

The modules and exercise papers may be done in any order, except that it of course makes sense to read a module prior to applying it. The exercise papers must be submitted via email in Word or RTF format prior to the forecast event actually taking place, and the corresponding verification paper must be completed and submitted no more than 48 hours after the forecast verifies. Clearly identify the COMET module at the beginning of each forecast paper.

You can choose any module to be the focus of the forecast and verification; it would be wise to monitor the weather situation and pick modules that are particularly appropriate. Note that some of the background modules are more difficult to apply. Do not choose modules that focus on data that you cannot readily access or on outmoded data or models. Click the “Description” link below the title of each module for a brief description, including an estimate of the time required. Combined, your modules must state that they require at least 5 hours. If the four modules you really want to do don’t take that long, you are free to write up additional modules until you attain the 5-hour minimum.

By not waiting until the due date, you can pick especially interesting situations. If you have preferred modules, keep an eye on the weather situation for a good time to make a forecast. The first exercise paper must be submitted by February 4, with successive deadlines about every two to three weeks, not counting Spring Break.

Grades on the forecast papers will be based on clarity, spelling/grammar, understanding of the module, and appropriate reasoning in the forecast. Grades on the verification papers will be based on the accuracy of the forecast, demonstration of understanding of errors and how to correct them, and organization.

Lab Deliverables and Presentations: 40% of grade. Whatever we ask you to turn in after a Monday or Wednesday laboratory session falls into this category. Individual work unless otherwise instructed. Deliverables, such as the Zone Forecast and Discussion, will be graded for both meteorological content and conformance to correct formats and requirements.

Laboratory Tentative Topics Include:
Forecasting lab resource development, Ensemble Prediction/Long-Range Forecasting and applications, snow and
wintry mix forecasting, potential Vorticity, Aviation Forecasting, Fire Weather Forecasting, Frontal Anatomy, Max and Minimum Temperature, Severe Weather, Coastal Marine and High Seas Forecasting.

All presentations, whether given by individuals or a team, will be evaluated on the basis of clarity, understandability, and correctness. Standards will naturally elevate during the semester as forecasting and briefing maturity are gained. Note that you will either brief early, or verify early, and vice versa.

**Forecasting Project: 10% of grade.** Each student will conduct a forecasting project, consisting of making and providing a forecast of value to a non-traditional (general public) entity. This might be a private company, a large non-profit event, a military unit or exercise, etc. (If in doubt, seek approval of concept ahead of time!) The project will be presented to the class including the background, the forecast, the verification, and its value. The forecasting project presentations will be made the week after Spring Break in the Wednesday lab time and are due at that time. Deliverables include both a write-up (4 pages of text) and a Powerpoint presentation. The key here is to show that you understand who your customer is, what the special needs are, and what products are required to meet those needs. Go deep.

**Scientific or Business Model Paper: 10% of grade.** Each student will either:

1. Create a business model for a weather forecasting company. The minimum five page paper will describe the proposed business model: e.g. the customer base, the competition, the pricing model, the growth plan, the advertising plan, and the startup and recurring costs. Studying Business Plans for Dummies or equivalent would be a good idea – there is a lot to starting a company!
2. Write an in-depth review paper on a pre-approved topic in synoptic meteorology.

The initial draft of the paper is due April 15, along with your taxes, and the final paper is due May 5th. If you are interested in the Dept. of Business competition, you may switch deadlines with the Forecasting project to accommodate participation (by prior arrangement, of course).

**Extra Credit:**

1) Participate in the WxChallenge (more cities, more credit (at least 6 of 8 forecasts to qualify a city), must beat climatology overall on a city to get credit, do better, get more credit).
2) Personal Library Day – On Lecture days in January and February, you may bring a book or books from your personal Meteorology library, bearing your name in ink. Books which will automatically result in a “check” are Dynamics texts such as Holton, Martin, or Bluestein, and Synoptics texts such as Djuric or Wallace and Hobbs, and the AMS Glossary of Meteorology. Others will be negotiated. No more than one 101/201 type book can be counted. Maximum of 10 “checks”. No repeats, of course!
3) Weather Radio Ownership. Bring your weather radio to class, name on it in Sharpie.
4) National AMS Membership
5) Lead the weekly map discussion in the Weather Center!

**Final Grade:** With the exception of the quizzes, most grades in the course will be letter grades with a ± augmentation system; grades will be averaged in the proportions given above to determine the final grade for the course.

**Aggie Code of Honor:** An Aggie does not lie, cheat, or steal, or tolerate those who do. Incidents of academic dishonesty, including plagiarism, will be dealt with (harshly) according to established procedures. See http://www.tamu.edu/aggiehonor/ for more information. *Note that turning in a forecast in which unauthorized products have been viewed is lying.** Be extra mindful of Plagiarism in your written papers, citing properly and never passing off someone else’s work as you on.

**Absences** will be handled in accordance with Student Rules (http://studentrules.tamu.edu/rule7.htm). You are seniors, and this is one of the most important courses you will take. Attendance is mandatory. Enough said. Do
not miss an assigned brief day without a heroic and verifiable reason.

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

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 B118 of Cain Hall, or call 845-1637.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: David Peterson, Dept. of Biochemistry and Biophysics
    Gregory D. Reinhart, Head, Dept. of Biochemistry and Biophysics
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: BICH 491

We recommend that BICH 491 Research with Writing Credit be certified as a writing-intensive (W) course for four academic years (9/10 to 9/14). 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: 5000+
4. Instructor to student ratio for one section: 1:1

Students in BICH 491 report the results of their laboratory research by writing a thesis in the style of a research publication in biochemistry. Students work individually with their research advisors on their thesis drafts. At the time of registration, the advisor signs an agreement to ensure feedback occurs. Students submit the Introduction and Methods sections early in the semester for feedback from advisors. In Week 10, some students participate in a peer review session, as determined by the advisor. During Week 12, a draft of the complete thesis is submitted for advisor feedback. Twenty percent of the final grade depends on completing this draft. Throughout the semester, research advisors provide additional individual consultation and feedback as determined by individual student needs. For instruction, the University Writing Center presents two workshops on editing and the Aggie Honor System Office presents one workshop on plagiarism. Attendance is taken at each workshop and students are required to provide proof of attendance to an academic advisor.
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):

\[
\text{Bich 491 - Undergraduate Research}
\]

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: \textbf{David Peterson} \text{David Peterson} 3/4/10

Printed name and signature (Date)

Received: \textbf{Valerie Balester} 2/12/10

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

Approvals:

College Dean: \textbf{Ann Keimier} \text{Ann Keimier} 4 Mar 2010

Printed name and signature (Date)

Department Head: \textbf{David Peterson} \text{David Peterson} 3/4/10

Printed name and signature (Date)
Course Coordinator
David Peterson
Associate Head for Undergraduate Programs in Biochemistry and Genetics

Course Description
Biochemistry majors are required to take four SCH of BICH 491 as part of the degree plan. One SCH of
these four is taken as a writing-intensive course in which students will write a thesis to report the results
of their laboratory research performed in BICH 491. The goal is to produce a document in the style of a
research publication in biochemistry using the process that research scientists use to prepare such
documents. That is, drafts will be submitted for review by the research supervisor, and suggested
changes will be incorporated into revisions until a final document is approved.

Registration Requirements
1) Undergraduate major in biochemistry
2) Application form signed by research advisor agreeing to read and respond to drafts of written work

Tasks and Grading
1) Each student must attend 3 writing workshops offered by the University Writing Center and Aggie
Honor System Office during the first half of the semester. These workshops deal with issues related to
editing and plagiarism.
2) Drafts of sections of the thesis must be submitted to the research advisor according to the schedule in
the table below. After receiving comments and suggestions from the research advisor, students will
incorporate them into the final thesis.
3) After the thesis is approved by the research advisor, the final version must be submitted to the
Biochemistry and Genetics Undergraduate Programs Office.
4) Grades will be determined as described in the table below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approximate Length</th>
<th>Due Date (semester week)</th>
<th>Grade Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Introduction</td>
<td>500-1000 words</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Methods</td>
<td>500-1000 words</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Entire Thesis</td>
<td>2000 words</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Final Thesis</td>
<td>2000 words</td>
<td>14</td>
<td>60%</td>
</tr>
</tbody>
</table>

Text
Style Guide recommended by the research advisor
Academic Integrity

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

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

For additional information please visit: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
Request for Registration in BICH 491 "W"

Submit completed form to the Biochemistry and Genetics Undergraduate Programs Office (BICH 104).

___________________________________________________________________________________
Name of Student

___________________________________________________________________________________
UIN

___________________________________________________________________________________
Thesis Title

___________________________________________________________________________________
Research Advisor (please print clearly)

Research Advisor Agreement
I agree to read and provide constructive comments on drafts of my student’s thesis on a schedule that allows my student to complete his/her thesis and obtain my approval of the final version by the end of the semester.

___________________________________________________________________________________
Signature of Research Advisor

___________________________________________________________________________________
Approved: Biochemistry and Genetics Undergraduate Programs Office
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Debra Ellis, Dept. of Construction Science
     Joe Horlen, Head, Dept. of Construction Science
     Leslie Feigenbaum, Associate Dean, College of Architecture
DATE: May 17, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COSC 463

We recommend that COSC 463 Construction Law and Ethics be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 6,250
4. Instructor to student ratio for one section: 1:25

COSC 463 is organized to give students many opportunities for practice in exercises and peer-critiqued quizzes in response to problems discovered in other written work. Students also write a memo on ethics and two business letters as well as analyses of chapters and cases they are reading for class. The major assignment is a comparison of two cases. Students are learning a very specific legal writing style and format, and they receive a great deal of individualized commentary from the instructor. Instruction includes readings, discussion, exercises, a review of models, peer response, and lecture.

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):

   COSC 4103 - Introduction to Construction Law

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: Debra Ellis
   Printed name and signature
   5/17/10
   (Date)

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   5/17/10
   (Date)

   Approvals:

   College Dean: L Feigenbaum
   Printed name and signature
   5/17/10
   (Date)

   Department Head: Joe Hoelen
   Printed name and signature
   5/17/10
   (Date)
NOTE: PLEASE READ 21 IMMEDIATELY – IT CAN AFFECT YOUR GRADE

1. SYLLABUS: The syllabus in this class consists of these General Conditions (Syllabus, Part 1) and the Special Conditions (Syllabus, Part 2). It is your responsibility to read and understand the entire syllabus. Because of the complexity of the General and Special Conditions (as with real world General and Special conditions) all parties may need to refer to these documents when questions arise. Only these written General and Special Conditions control this class.

2. COMMUNICATIONS: You should follow-up all conversations with me with a written note, memo or email in order to assure action is taken. I will try to remind you of due dates, but it is ultimately up to you to be responsible for your assignments and exam readiness. You may contact me anytime. I have an open door policy, however, I do not give general legal advice. My contact information is: Phone: 845-7091; e-mail: debrae@archone.tamu.edu;

3. COURSE DESCRIPTION: Communication is a large part of what we do everyday. Effective communication involves both the written and oral language. Our focus in the many writing assignments will be to identify and work on problem areas and to hone the skills acquired thus far. You will have many opportunities for review and analysis of contracts/ clauses used in the construction industry; review of law applied to the industry; application of law to case studies; legal argumentation and writing; introduction to dispute resolution methods; discussions of ethics in the industry.

4. LEARNING OBJECTIVES: 1) Recognize how the legal system in the United States works, 2) Recognize basic legal principles governing the relationships among contractors, owners, subcontractors, and suppliers, 3) Identify various business entities commonly found in the construction industry, 4) Apply various legal terms and theories commonly encountered in the construction industry, 5) Analyze provisions of selected AIA documents and compare/contrast to other discussed clauses, including developing your own clauses, 6) Assess methods of claims resolution in the construction
industry, 7) Create legal arguments to defend/explain solutions presented to legal issues, 8) Use dispute and claims resolution methods such as negotiation, mediation, arbitration and litigation to resolve legal disputes; 9) Analyze and critique ethical problems encountered in the construction industry, 10) Critique a case/hypothetical and present logical arguments (either orally or in writing) defending your position/solution while incorporating legal theories/laws discussed. Many of these objectives will be taught and observed through writing assignments, role-playing, the Socratic Method (oral dialogue in class), quizzes, and exams. This course is not intended to give you all the tools necessary to resolve disputes and interpret contract documents and legal issues. However, it is hoped that you will know enough to know when you have a problem and need to CONSULT an attorney! I can't possibly go over every page or even chapter in the book and outline, nor can we discuss every hypo in class. You are still responsible for the material and you MUST read and comprehend material before you come to class, and before you take the test in order to meaningfully participate and PASS! I will ALWAYS be available to discuss problems/issues with you. If you cannot make it to my office during my office hours PLEASE call for an appointment. DO NOT wait until the day before the test to try to meet with me and figure out several week’s worth of material in one hour.

5. TEXT and MATERIALS PACKET: The reading material and outlines for topics not covered by the book are available on Elearning. Check often for updates.

PLEASE NOTE THAT NOTHING IN THE OUTLINE, LECTURES or TEXT should construed as legal advice! The law changes often by statute or interpretation and you should NEVER rely on this information to resolve any legal question. PLEASE CONSULT LEGAL COUNSEL should you encounter a legal problem.

TEXT: You must also purchase the book Smith, Currie & Hancock, Common Sense Construction Law, A Practical Guide for the Construction Professional. The fourth edition is the most recent (yellow and blue color). You will need it for this course, and also for COSC 465. It will supplement my lectures and will be a handy resource for you to take with you after college.

READING TEXT: Outliers: The Story of Success, by Malcolm Gladwell. You
will have writing assignment based on this book. Purchase it and start reading.

READING LIST: You also have many cases to read that correspond to each chapter. Those are posted in the CASE READING LIST on ELearning.

OUTLINE: The outline will be posted by chapter on ELearning.

6. Assignments: All assignments will be handed out in class or posted on Elearning. I may give additional assignments in class to individuals who appear unprepared to participate in class. Those individual assignments are due the next class period. All other assignments are due when I specify. YOU MUST ATTEND CLASS TO GET YOUR IN-CLASS ASSIGNMENTS.

You should check Elearning every day for updates. Please mark your calendars with the assignment due dates when given. The cases for recitation may be downloaded from the West Campus Library LexisNexis online resource, WestLaw, or you can go to Evans Library and copy from the law books there. See the Special Conditions syllabus for instructions.

The construction industry is one in which accurate and detailed communication is essential to client relations, employee supervision, and project coordination. Because you will often be required to remember details and think on your feet in order to problem solve in this industry, as part of your class participation grade you will be required to stand and recite on selected cases supplied in the materials packet. This means converse intelligently with the professor regarding the facts, issues, rules of law cited by the court, arguments presented by each party, and the conclusion reached (why and how) by the court. Your first recital is noted in the special conditions portion of the syllabus. Your preparedness, or lack of, will affect your class participation grade, and can result in additional assignments given individually if a lack of preparedness is perceived by the instructor.

Should you be assigned an individual project for your lack of preparedness, and you fail to turn in that assignment during the next class period, your class participation grade will be deducted 25% at the end of the semester.

7. ON-TIME HOMEWORK PROVISIONS:
a) Possible Grades: A checkmark on your paper indicates a "95" grade for that assignment. Unless your paper is perfect, you will not receive a "100". Perfect includes demonstrating an understanding of every nuance presented by the problem and presenting in a manner grammatically acceptable. You will be required to re-do an assignment if I feel you did not understand the problem, or if your work shows a lack of due diligence.

b) The first draft must be a conscientious effort, otherwise the paper will be returned for a "re-do" and considered late, and will be governed by the Late-Paper Rules below.

c) "On-time Homework" means: Homework assignments and FIRAC assignments turned in on the due date stated when the assignment is given. You must have assignments turned into my office by 2:00 on that date. You may give the assignments to me in class, or in the box outside my door.

8. LATE HOMEWORK PROVISIONS - Late homework is homework not turned in by 2:00 p.m. on the due date. Five (5) points will be deducted for each day the paper is late. A paper turned in after the 2:00 p.m. deadline will automatically accrue a late penalty.

9. GRADING:

a) Scale: A: 90% and above. B: 80% to 89.999%. C: 70% to 79.999%. D: 60% to 69.999%. F: 59.999% and below.

b) Percentages:

1) 30%: Homework Assignments

2) 60%: Tests

3) 10%: Class participation grade (may include in-class quizzes and assignments). Please note that this grade is dependent on your coming to class AND participating meaningfully in class discussions.

4) Extra Credit: up to 3 points added to FINAL grade. This is HUGE, and often means the difference between a lower grade and a higher one at the end of the semester. It is your responsibility to accrue these points on your own. See section regarding "Extra Credit" below.
5) I reserve the right to "curve" a lower final grade to the next higher letter grade on an individual basis. I will consider objective factors, such as whether or not all assignments were turned in, on time, and if all three bonus points were achieved. I will also use subjective factors such as class participation, and overall attitude. DO NOT ASK ME TO CHANGE A 59.9 to a D, or a 69.9 to a C, or a 79.9 to a B or a 89.9 to an A if you have NOT completed and turned in your bonus points, or violated any of the rules set forth in this document.

6) Please note that ALL of your homework assignments, some of your in-class participation assignments, and portions of your exams will be WRITTEN. The quality of your writing WILL affect your overall grade. While you will be given the opportunity on most assignments for feedback and re-submittal, you MUST present your best first effort on each assignment. Your participation grade will also reflect the perceived effort put forth through your writing, as well as your attendance and oral participation in class.

10. In-Class Assignments/Projects/QUIZZES

a) You can expect many in-class assignments/projects and quizzes. These are typically graded by me, however I do have graduate assistants who may help with portions of grading. All questions and protests regarding grades MUST be presented to me, not my graduate students. DO NOT HARASS THE GRADUATE STUDENTS!!

b) Please read EXPECTED STUDENT BEHAVIOR below. If I perceive dishonesty on any assignments, I will persistently and thoroughly investigate the circumstances.

11. Exams

a) Bring a scantron!! The green one. If you need a blue book I will inform you ahead of time.

b) There will be 3 exams total. None are optional.

c) Exams are cumulative in the sense that the material builds in its understanding. You must master the introductory material in order to understand the later.

d) Flex-exams: I certainly understand that we all are busy.
If you have a major project due in another class or a test in another class the week of the exam, and would like to schedule the exam for some later date, (not to exceed 6 days, including weekends), please see me. Upon proof of project or other test you can take my test on a later date, but within one week of the scheduled test date.

e) Missed exams must be made up within one week of the exam date unless supported by written verification of major illness of yourself or a family member which goes beyond one week of the exam date.

f) The first two exams will likely include a written portion. That written portion may be short answer or essays. Your writing will be graded for content, as well as grammar, spelling, structure, logical flow etc. You must perform your best.

12. Class attendance: your attendance is crucial to passing this course. Missing the discussions and in-class assignments will affect your grade.

13. FIELD TRIP: We will take a legislative field trip to the State Capital as well as the Texas Supreme Court in Austin. As I must coordinate with several parties each semester I usually do not have the date locked in until a couple of weeks into the semester. It is a mandatory, university excused event.

14. Special Consideration: If you require any special consideration for adequate performance in this class (tests, physical location or props, tutors, etc.) please notify the professor during the first two weeks of class.

15. PLAGARISM: It is OK to work together on some assignments, and frequently this is very helpful. However, each student MUST do their own writing. There have been times when I get a few students who change the font and a few words and then turn in another student's paper. This is plagiarism and will be taken seriously. 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 plagiarist destroys trust. If you have any questions regarding plagiarism, please consult the latest issue of Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Please reference the new reporting rules for plagiarism and how that will affect your academic record.
16. KEEPING TRACK OF YOUR GRADE AND ALL OF THE TASKS: I keep grades in my computer and will post on Elearning. You are welcome to come by my office anytime to talk about your grades. I will try to warn those who are in danger of a grade lower than a "C" - However, you must maintain the ultimate responsibility for keeping up with your grades throughout the semester.

17. KEEP ALL PAPERS I RETURN TO YOU. CHECK THEM AGAINST THE GRADE I HAVE ENTERED. There are many graded tasks in this class. Keeping track of all your graded papers can be a challenge! There have been (on rare occasions) instances where I have mis-entered a grade or not entered it at all. If the number on your paper does not match the number on my grade report, write a note on your original paper and return it to me and I will investigate the grade.

18. I cannot emphasize enough the importance of keeping a copy of your work - do not give me the only copy. If you cannot make a copy in the computer lab, email me (or yourself) a copy: debrae@archone.tamu.edu

19. Failure to receive paper back: Sometimes papers do not get back to the students. There are several possibilities for this occurrence and you should check with me if you fail to receive back an assignment.

20. Extra Credit of 3 Points (MAXIMUM) added to grade:

a) Attending and preparing written report (1-2 paragraphs only) on selected presentations relating to the construction industry, dispute resolution, or ethics. Other presentations may be eligible, but check with me first. Presentations by employers are NOT available for extra credit.

b) Student must obtain proof of attendance by obtaining the signature of a person in charge of the presentation or other person taking
attendance on a memo to professor with the name of presentation, date, student name and student ID number on it.

c) A maximum of 3 points of your grade can be from these items of extra credit. Each presentation attended will be considered 1 point.

d) In addition to the above method for gaining extra credit, you may do one each of the following to achieve the maximum of 3 points extra credit. You may only do an item once for bonus purposes. If you are a part of the HOSTS program for the entire semester at one of the local schools, or attend court (three hour minimum) at the Brazos County Courthouse, you may accrue all three points. PLEASE NOTE: If it is your own case it does not count. You may attend court in lesser increments for point accrual (1 hour = 1 point, 2 hours = 2 points, 3 hours = 3 points). You may also present or attend three presentations on ethics to achieve a total of 3 extra credit points, but the following items may each only be done once: donate blood, plasma, or donate either food/toys/meals/clothing to one of the local charities. You must bring me proof of performance for each of the extra credit attempts. Proof of performance must be presented by deadline in Special Conditions.

e) Check the deadline for submission in the Special Conditions Syllabus.

21. IF YOU UPLOAD YOUR PHOTO TO WEBCT (ELEARNING) BY THE END OF THE FIRST WEEK OF CLASS (defined herein as 5:00 p.m. on the first Friday of the semester) YOU WILL BE ENTITLED TO 5 POINTS ADDED TO ANY ONE TEST GRADE. YOU MUST SELECT THE “MAKE PUBLIC” BOX. IF YOU DO NOT MAKE PUBLIC SO THAT WE CAN SEE IT BY THE FIRST FRIDAY, IT WILL BE DEEMED LATE, AND ONE POINT DEDUCTED FOR EACH DAY IT DOES NOT APPEAR.

22. Format for Homework Assignments

a) All work turned in must have student name on it. Failure to include name may result in paper not entered into my computer!

b) All homework should be typed, single-spaced except worksheets and the ethics memo which is to be double-spaced.

c) All written assignments must be in memo format. Up to 3 points will be subtracted for improper format or Student name left off of assignment. An example of memo format is on the next page.
23. The handouts and Text used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, problems, in-class materials, review sheets, and hypotheticals. Because these materials are copyrighted, you do not have the right to copy any handout, unless express permission is obtained.

24. DEPARTMENT OF CONSTRUCTION SCIENCE - EXPECTED STUDENT BEHAVIOR

Students in Construction Science are preparing to enter an industry where conservative, traditional behavior is expected. The following rules are promulgated to supplement those published in Texas A&M University Student Rules, and to foster disciplined behavior that will be demanded by the industry.

1. FOOD and DRINKS: Food, drinks and tobacco products of any kind are not permitted to be used or consumed in the classroom. Faculty may require students violating this rule to leave the class and receive an unexcused absence.

2. ACADEMIC HONESTY: A student's work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior and will result in sanctions in accordance with the Student Rules, available in hard copy or on the University Web Site.

3. ETHICS: The construction industry demands the highest standard of ethical conduct. An individual's word is his/her bond. In all ways and at all times students of Construction Science are expected to uphold the
highest standards of professional and ethical conduct. NOTE that if a student agrees to participate in a field trip, and then does not participate in the trip, faculty will counsel the student and the student's grade may be lowered. If the student signs up for a job interview and then fails to appear, or appears in inappropriate attire, the student embarrasses himself, his colleagues, and the Department; students who abuse this privilege may not be permitted to sign up for additional interviews.

4. CELL PHONES AND PAGERS: All cell phone and pager audio signals will be turned off before entering class. Cell phones may not be used in class. If a cell phone rings, my policy is that I ANSWER IT. Don't let it happen.

5. PLAGIARISM: We all read other people's work in researching and understanding problems, theories and even completing academic work. Problems occur when you use other people's work and pass it off as your own. You must give others credit when you use their work or even their ideas. It is vitally important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements. There are many websites that can help you in deciphering the many ways in which credit may be given. See the resources page on my Elearning site.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain.
It is assumed that any work not utilizing the above measures is your own. If it is not your own idea or words, then you are committing plagiarism.

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

9. ACADEMIC INTEGRITY- We all know the statement:

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

You should familiarize yourself with the policies and statements promulgated at http://www.tamu.edu/aggiehonor

On assignments and examinations you may be required to sign a statement such as the one below regarding the integrity of your work.

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

________________________________________
Signature of student
You should read the information contained in the report by the Academic Integrity Task Force, 2004 at http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf
Example of memorandum format to be used:

MEMO

TO: PROFESSOR ELLIS

FROM: STUDENT NAME AND NUMBER

DATE SUBMITTED:

RE: (This stands for "regarding". Put a short notation here, INCLUDING the assignment number. Example: Assignment #7, Ethics Memo)

*******************************

Start typing your assignment here. This is not a cover sheet. Starting the body of the work on the second page will result in 3 points being subtracted from the assignment (format penalty). These can be re-obtained by turning the assignment in correctly. CHECK YOUR SPELLING AND GRAMMAR!! I DO READ THESE!!!

Memos do not usually contain a signature line, though frequently the writer initials her/his name above.

PLEASE DO THIS ASSIGNMENT AS IF YOU WERE GIVING IT TO AN EMPLOYER.
Special Conditions to the Syllabus  
COSC 463  
SPRING 2010

COURSE TIME AND LOCATION: Tues. & Thurs. 9:35 - 10:50 (901); 11:10 - 12:25 (902); 2:20-3:35 (903),

INSTRUCTOR: Debra Ellis, J.D., Office Fourth Floor Langford A

OFFICE HOURS: Tues. & Thurs., 8:30 a.m. – 9:30a.m. and all other times by appointment. I am usually in my office between classes so you may stop by and likely catch me then as well. Either one of the teaching assistants or I will usually be in the office on MWF some. You can also set up an appointment for those days.

Email: debrae@archone.tamu.edu If you need to contact me immediately this email is the best. You may also contact me through ELearning, although it is likely that one of the TA’s will get that message before I do.

PLEASE NOTE THAT THIS SYLLABUS IS FOR ALL SECTIONS OF COSC 463. HOMEWORK ASSIGNMENTS AND DUE DATES WILL BE POSTED ON ELearning.

<p>| There will be THREE exams. Exam dates are tentative. Exams may be cumulative. | Material covered. |</p>
<table>
<thead>
<tr>
<th>#1 - Tuesday, Feb. 23</th>
<th>Including all lectures, hand corresponding chapters in cases up to this point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 - Tuesday, March 30</td>
<td>Including all lectures, hand corresponding chapters in cases up to this point.</td>
</tr>
<tr>
<td>#3 - See final Exam schedule</td>
<td>Including all lectures, hand corresponding chapters in cases up to this point.</td>
</tr>
</tbody>
</table>

**DEADLINE FOR ALL EXTRA CREDIT POINTS:**

May 1

**NOTE:** I WILL NOT ACCEPT LATE SUBMISSIONS ON EXTRA CREDIT POINTS!!!!!

**COSC 463 Tentative Schedule**

Please note that due to changes in field trip dates, guest lecturers that may become available, lengthy class discussions and current events/topics of interest, these dates and topics may change slightly. Please check the TWO reading lists posted on WEBCT (elearning.tamu.edu). One is your CASE READING list for the semester, the other is your WRITING SKILLS reading list. We will be referring to BOTH throughout the semester.

In addition to this syllabus, you will be given a list of
case readings, organized by lecture topic. You MUST be prepared to orally recite on these cases as we reach the relevant lecture. It is YOUR responsibility to keep up with the readings and be prepared for class. WHEN WE ARE NEARING THE END OF ONE TOPIC YOU SHOULD BE READING THE CASES FOR THE NEXT TOPIC. If you are unprepared in class to discuss the topics or cases you will receive a written assignment in addition to the oral recitation.

Get the 4th edition of the text and check elearning for any additional reading materials for the current topic. By THURSDAY, JANUARY 21, you must BE PREPARED TO ORALLY RECITE on United States ex re. Gerald MAYO v. SATAN. LOOK IT UP on the internet. Go to WebCT for help on accessing WESTLAW. You may also use LEXISNEXIS to find the case. You may be able to find the case on GOOGLE, but be SURE you have the full opinion and not just a synopsis. ALWAYS CHECK WESTLAW OR LEXIS NEXIS FOR THE CASES. Be familiar with these websites as you will be looking up many cases throughout the semester.

You will be conducting what is called a “FIRAC”. This involves the following steps: Know the parties, what the case is about (Facts), what the issues were that the court was asked to decide (Issue), what law the court applies to the facts to determine the outcome (Rules), what the parties argued based on the facts (Argument/Analysis) [NOTE: you should focus on the winning argument], and finally, what the court said
about it all (Conclusion). You will be doing both oral and written FIRACs this semester. SEE THE SAMPLE FIRAC PAPER ON ELeaming.

Make sure when you write a FIRAC that you take ONE issue at a time to conclusion before beginning the next. If you put all information into one paragraph you WILL be required to RE-DO the assignment.

TOPICS:
We will try to cover the topics in this order. Please note that this schedule WILL change when the field trip is set and if guest lecturers become available. **YOU MUST ATTEND CLASS AND KEEP UP WITH THE SCHEDULE.** When we finish a topic, you should read on to the next one. Make sure you check the CASE READING LIST (on ELeaming) for the cases that correspond to the topics. You are expected to have read those cases BEFORE we start the lecture. Be prepared to recite on those cases. Not every topic listed below will have corresponding cases. **IT IS YOUR RESPONSIBILITY TO CHECK THE CASE READING LIST AND OUTLINES AND BE PREPARED!**

Check ELeaming for assignment postings for each chapter, along with assignments from readings in Outliers.

Jan. 19: JUDICIAL SYSTEM LECTURE (outline only)
Jan. 26  WRITING SKILLS SEMINAR  
(lecture only, no notes)

Feb. 2   BUSINESS ORGANIZATIONS  
(outline only)

Feb. 9   TORTS  
(See Chapter 1 LEGAL CONTEXT OF CONSTRUCTION In text)

Feb. 16  CONTRACTS  
(See Chapter 1 LEGAL CONTEXT OF CONSTRUCTION and 5 INTERPRETING THE CONTRACT In text)

Feb. 23  CONSTRUCTION CONTRACTING PRELIMINARIES  
(See Chapters 2 ALTERNATIVE CONTRACTING METHODS)

March 2  BID PROCESS AND MISTAKES IN BIDDING  
(See Chapter 3 PREPARING TO WORK IN A NEW STATE & 4 COMPETING FOR THE CONTRACT In text)

March 9   THE UNIFORM COMMERCIAL CODE  
(See Chapter 6 In text)

March 16  AUTHORITY AND RESPONSIBILITY OF THE DESIGN PROFESSIONAL  
(See Chapter 7 in text)

March 23  SUBCONTRACT ADMINISTRATION  
(See Chapter 8 In text)

March 30  CONTRACT CHANGES
(See Chapter 9 In text)

April 6   DIFFERING SITE CONDITIONS
(See Chapter 10 In text)

April 13   DELAYS
(See Chapter 11 In text)

April 20   ETHICS

April 27   INSPECTION, ACCEPTANCE AND WARRANTIES
(See Chapter 12 In text)
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: David Peterson, Dept. of Biochemistry and Biophysics  
Gregory D. Reinhart, Head, Dept. of Biochemistry and Biophysics  
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: May 17, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: GENE 491

We recommend that GENE 491 Research with Writing Credit be certified as a writing-intensive (W) course for four academic years (9/10 to 9/14). 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: 5000+
4. Instructor to student ratio for one section: 1:1

Students in BICH 491 report the results of their laboratory research by writing a thesis in the style of a research publication in biochemistry. Students work individually with their research advisors on their thesis drafts. At the time of registration, the advisor signs an agreement to ensure feedback occurs. Students submit the Introduction and Methods sections early in the semester for feedback from advisors. In Week 10, some students participate in a peer review session, as determined by the advisor. During Week 12, a draft of the complete thesis is submitted for advisor feedback. Twenty percent of the final grade depends on completing this draft. Throughout the semester, research advisors provide additional individual consultation and feedback as determined by individual student needs. For instruction, the University Writing Center presents two workshops on editing and the Aggie Honor System Office presents one workshop on plagiarism. Attendance is taken at each workshop and students are required to provide proof of attendance to an academic advisor.
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):

   Gene 491 - Undergraduate 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: David Peterson
   Printed name and signature 3/4/10
   (Date)

   Received: Valerie Balester 3/10/12
   (W Course Coordinator, University Writing Center) (Date)

   Approvals:

   College Dean: Ann Kromer
   Printed name and signature 4/10/2010
   (Date)

   Department Head: David Peterson
   Printed name and signature 3/4/10
   (Date)

   Received MAR 08 2010
   By } 91 of 161 F
Course Coordinator
David Peterson
Associate Head for Undergraduate Programs in Biochemistry and Genetics

Course Description
Genetics majors are required to take four SCH of GENE 491 as part of the degree plan. One SCH of these four is taken as a writing-intensive course in which students will write a thesis to report the results of their laboratory research performed in GENE 491. The goal is to produce a document in the style of a research publication in genetics using the process that research scientists use to prepare such documents. That is, drafts will be submitted for review by the research supervisor, and suggested changes will be incorporated into revisions until a final document is approved.

Registration Requirements
1) Undergraduate major in genetics
2) Application form signed by research advisor agreeing to read and respond to drafts of written work

Tasks and Grading
1) Each student must attend 3 writing workshops offered by the University Writing Center and Aggie Honor System Office during the first half of the semester. These workshops deal with issues related to editing and plagiarism.
2) Drafts of sections of the thesis must be submitted to the research advisor according to the schedule in the table below. After receiving comments and suggestions from the research advisor, students will incorporate them into the final thesis.
3) After the thesis is approved by the research advisor, the final version must be submitted to the Biochemistry and Genetics Undergraduate Programs Office.
4) Grades will be determined as described in the table below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approximate Length</th>
<th>Due Date (semester week)</th>
<th>Grade Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of Introduction</td>
<td>500-1000 words</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Methods</td>
<td>500-1000 words</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Entire Thesis</td>
<td>2000 words</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Final Thesis</td>
<td>2000 words</td>
<td>14</td>
<td>60%</td>
</tr>
</tbody>
</table>

Text
Style Guide recommended by the research advisor
Academic Integrity

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

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

For additional information please visit: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
Request for Registration in GENE 491 "W"

Submit completed form to the Biochemistry and Genetics Undergraduate Programs Office (BICH 104).

Name of Student

UIN

Thesis Title

Research Advisor (please print clearly)

Research Advisor Agreement

I agree to read and provide constructive comments on drafts of my student’s thesis on a schedule that allows my student to complete his/her thesis and obtain my approval of the final version by the end of the semester.

Signature of Research Advisor

Approved: Biochemistry and Genetics Undergraduate Programs Office
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Christoph J. Steppich, Dept. of Dept. of European and Classical Languages and Cultures
    Richard J. Golsan, Head, Dept. of European and Classical Languages and Cultures
    Donald Curtis, Associate Dean, College of Liberal Arts

DATE: May 17, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GERM 310

We recommend that GERM 310 German Composition be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the 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: 4000+
4. Instructor to student ratio for one section: 1:22

In GERM 310, the instructor corrects, and comments on, regular shorter creative in-class writing and homework assignments. The instructor also corrects, and comments on, a first draft of each of the 4 major compositions. The instructor explains the formal difference between the German/French “Besinnungsaufsatz” (a composition disserting systematically on aspects of a given topic) and the less structured (but instead, hopefully, “witty-humorous”) style of the English-type essay. Students are given short theoretical introductions to several of the different types of coherent texts they write in the foreign language: description; summary (of commercial texts e. g.); creative pro vs. con type composition; or text analysis / interpretation of literary-poetic text.

Also, students receive written handouts on how to write application letters and certain types of German business letters following models available on the Internet. Discussion, in-class writing, and homework assignments are used to help students write longer coherent texts in grammatically correct and stylistically appropriate German.

The course was originally certified as German Conversation and Composition, but the course title is now German Composition. 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):
   GERM 310-W-500 German Composition

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.

   CHRISTOPH J. STEPPICH
   Instructor / Coordinator: Christoph J. Steppich March 17, 2010
   Printed name and signature (Date)
   Received: Valerie Balester 3-24-10
   (W Course Coordinator, University Writing Center) (Date)

   Approvals:
   College Dean: Michael T. Stephenson
   Printed name and signature
   (Date)
   Department Head: Richard J. Goisel 3-15-10
   Printed name and signature
   (Date)
Time and Place: TR 3:55-5:10; ACAD 123
Instructor: Dr. Christoph J. Steppich
Office: ACAD 322C
Office Hours: MWF 11:00-12:00 & by appointment
Phone: 845-4799 (office) 845-2124 (department)
e-mail: steppich@tamu.edu

Course Description:

The course will be conducted in German. It is designed to lead students towards higher confidence in written expression in the target language and to help them acquire the skills of producing grammatically correct and idiomatically accurate coherent texts that focus on particular issues and topics. Selected short literary texts by modern German authors as well as functional texts from the media, including German web sites, will be analyzed in class, and their discussion will serve as a basis for short homework essays or longer written compositions on the same topics.

Prerequisites: GERM 202 or equivalent


Recommended: A substantial hardbound English German / German English Dictionary (such as Collins or Langenscheidt) and the Leo [website] Dictionary (English German / German English), http://dict.leo.org/, an Online Service by Informatik der Technischen Universität München

Testing and Grading:

A student’s classroom participation is determined by her/his degree of class preparation when doing the assigned language exercises in the textbook, and by meaningful contributions to the discussion of assigned topics. Written homework, including creative writing of shorter texts, will be assigned on a regular basis. Quizzes are announced in advance. There will be four major essays. A first version of these essays will be returned to students with the instructor's suggestions for corrections and improvements; the mandatory revised version will also be graded. The Final consists of a 3-page [double-spaced] printed composition written at home.
Grading policy:

10% active oral class participation
18% written homework, short essays, and quizzes
52% four major compositions [13% each]
20% final [3-page essay]

Failure to attend classes will result in negative marks for class participation. After three unexcused absences, 2% will be deducted from [1] for each additional absence until all of the 20% for the class participation component of the final grade has been deducted.

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).

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

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.
Weekly Schedule: [TA = Turneaure, Der treffende Ausdruck]

1 Introduction. The writing of essays / the structure of the „Besinnungsaufsatz.“ TA, p. 1-4: „Der Skorpion“. Discussion: >Stereotypes<


3 First essay: „Außenseiter – Opfer der Gesellschaft.“ Theory: Arguing the pros vs. the cons: „Anekdote zur Senkung der Arbeitsmoral,“ TA, p. 26-30

4 Redemittel / γbungungen, p. 31-50. Discussion: >Leistungsgesellschaft<. Short essay: >The pressure to achieve<. Theory: Description / analysis / evaluation.

5 Write summary/description of project: ==>web sites “Deutsche Märchenstraße”; “Deutsches Museum München.” Discussion: >Personen des öffentlichen Lebens<

6 Second essay: „Der Mann / die Frau meiner Träume.“ TA, p. 51-55: „Das Fenster-Theater.“ Discussion/written analysis: Interpretation of the story

7 Redemittel/γbungungen, p. 56-77. Hand-out Gesichtspunkte, p. 36-42. Discussion. Write short essay to voice your opinion on >Für oder gegen Atommüre?<


9 Redemittel/γbungungen, p. 107-126. Business Correspondence. ==>web site http://www.vienna.cc : Use their business letters as models


Final, due Friday, Dec. 8th: “Mein Verhältnis zur deutschen Sprache.”
TO: Faculty Senate Executive Committee

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

CC: Joan Mileski, Dept. of Maritime Administration
    William T. McMullen, Head, Dept. of Maritime Administration
    Donna Lang, Associate Dean, Texas A&M Galveston

DATE: May 17, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARA 440

We recommend that MARA 440 Global Economy and Enterprise Management be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 47%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:15

Students in MARA 440 collaboratively write a research paper of 4,000 words (15% of the grade based on writing), and exercises, emails, and short papers individually (1500 and 32% of the grade based on writing). Students receive feedback from both their peers and from the instructor, and they also receive feedback on an outline of the final research paper. Methods of instruction include lectures on outlining, plagiarism, and other relevant writing issues; discussion of models; writing practice with low-stakes, in-class assignments; and discussion of writing throughout the class.

No significant changes have been made since original certification was granted.
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):

MARA 440 GLOBAL ECONOMY

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: Joan P Mileski, PhD 2-26-2010
Printed name and signature

Received: Valerie Balester 3/1/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Donna C Lenz 2-24-2010
Printed name and signature (Date)

Department Head: W. T. McLemore 2-28-2010
Printed name and signature (Date)
Course title and number: Global Economy and Enterprise Management MARA 440-900
Term: Spring, 2010
Meeting times and location: MWF 11:00 am to 11:50 am in MERC 239

Course Description and Prerequisites

The main purpose of this course is to introduce you to the economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government interventions in both trade and capital markets. We also discuss the structure, strategy and operations of the multinational firm. This course focuses on general management and integration of functional area skills needed to compete in a complex international business environment. Course material addresses strategic issues, operational practices, and governmental relations of multinational companies. Key topics include identifying, developing, and defending an international competitive advantage; evaluating the international environment; and organizing to become a successful global competitor.

Catalog Description: Introduction to economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government intervention in both trade and capital markets; also discussed are the structure, strategy and operations of the international firm. Prerequisites: ECON 203. Junior or senior classification.

Learning Outcomes or Course Objectives

COURSE OBJECTIVES
This is a survey course in international business. With the spread of globalization, managers must now attempt to uncover new markets, understand the forces of change affecting their businesses, develop appropriate responses, and manage global operations. This course will study the institutional, economic, political and environmental forces affecting international business, examine the risks and opportunities in transnational operations, and relate these forces and opportunities to a firm’s strategy and competitive position and daily operations.

WRITING OBJECTIVES
Research and analysis in international business are collaborative efforts. Communication of complex theories and ideas to various academic and business stakeholders requires clear writing. It is important that the student master certain established language and writing conventions in this discipline. This course is intended to improve the student’s writing skill within the Maritime Administration major and for future work in the Maritime Industry.

LEARNING OBJECTIVES:
1. Content Learning Objectives (Upon completion of the course, students will be able to ...):
Define globalization and the concept of reverse globalization

Identify the drivers of globalization.

Argue the pros and cons of globalization

Understand the benefits and detriments of the three economic systems

Determine how the different political systems interact with the three economic systems

Explain the different legal systems, their history and focus.

Explain how managers must deal with corruption in political systems.

Apply the various determinants of economic development to economies in transition

Determine how culture impacts management decision making

Argue how education of the female population impacts economic development and business practices

Apply language and cultural difference to business etiquette

Understand how business ethics is impacted within various religious tenets

Recognize an ethical dilemma

Discuss the causes of unethical behavior by managers

Understand the basic trade theories: comparative advantage, Heckscher-Ohlin, Product life-cycle, Porter’s National Competitive Advantage

Identify the instruments of trade policy and the pros and cons of their use

Make an argument for and against free trade

Understand and identify the conditions of the various theories of Foreign Direct Investment (FDI):

  Transaction Cost
  OLI
  Eclipter
  Internalization
  Strategic Behavior
  Product life cycle

Argue the pros and cons of FDI to the host country and what government policies are appropriate
Understand the evolution and current status of economic integration

Answer whether locational advantages are regional or country specific

Identify the determinants of foreign exchange, both fundamental and technical

Describe the primary and secondary market for foreign exchange

Explain the differences between translation, transaction, and economic exposure

Explain the history of the international monetary system.

Argue the pros and cons of both a fixed and floating exchange rates system.

Explain the role of the IMF and its recent policies in crisis countries

Explain the role of the World Bank in country development

Explain the growth and the meltdown of the global capital markets

Describe how the global capital markets work:
- Global bond markets
- Global equity markets
- Global derivatives

Describe the benefits and costs of the eurocurrency markets

Explain how foreign exchange risks impact the cost of capital to a multinational firm

Understand the theory of the multinational firm

Determine the benefits and costs of the various strategies of multinational firms:
- International strategy
- Multidomestic strategy
- Global strategy
- Transnational strategy

Describe the various organizational structures for multinational firms and how the structure implements the various strategies
- International Division
- Worldwide Area Structure
- Worldwide Product Divisional Structure
- Global Matrix Structure

Explain the unique problems of Maritime International Industry structure

List the types of control systems

Explain how organizational change is accomplished in a global setting
Define the conditions for the various forms of entry into a foreign market:
   Export
   License
   Franchise
   Contract manufacturing
   Management contract
   Turn-key
   Joint venture
   Wholly-owned subsidiary

Recognize the which, when and how of market entry

Explain Agglomeration theory

Determine the pros and cons of being the first mover into a market.

Explain the strategies and information a manager may use to improve export performance

Identify the various export and import financing instruments:
   Letter of credit
   Draft
   Bill of lading

Argue the pros and cons of countertrade

Understand how managers determine where to manufacture: a discussion of outsourcing

Explain how to manage the global supply chain
   Inventory management
   Transportation and logistics
   Information management

Discuss the role of subsidiaries in knowledge management

Determine how to globalize markets and brands

Explain how to take the four P’s global

Understand how to avoid global marketing blunders

Explain when R & D should be outsourced to the host country

Understand the training and development need of expatriate managers

Describe global concerns for staffing policies

Explain how cultural differences impact performance appraisal and compensation
Determine how to deal with organized labor groups in various countries

Discuss the various performance appraisal systems and compensation systems across countries

Explain the various country differences in accounting standards

Determine the issues of non-comparability in consolidating financial statements of multinational firms’ subsidiaries

Understand the importance of global accounting control systems and their determination of management performance

Understand how managers identify and manage financial risk across countries

Determine the various sources of financing and the structure of financing in various countries

Apply an efficiency strategy to global money management

Identify various taxation strategies to reduce the firm’s worldwide effective tax rate

Explain various strategies to reduce exchange exposure

2. Broad Skills Learning Objectives (Upon completion of the course, students will be able to....):

Work productively in a group

Critically apply the concepts to real life case experiences through class discussions, research paper and tests

Learn to analyze and critically evaluate ideas, arguments and points of view

3. Writing Learning Objectives (Upon completion of the course, students will be able to....):

Demonstrate knowledge of the jargon of the discipline

Demonstrate an understanding of the writing conventions of the discipline

Write effective emails, short papers and collaborative research papers.

Demonstrate the ability to write an effective argument.

Limit grammar and mechanical writing errors to a minimum.

Instructor Information

Name: Joan P. Mileski, PhD
Telephone number: 409-740-4978
Email address: mileskij@tamug.edu
MW 1:00 pm to 2:00 pm I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed.

Office location: Kirkham 107

Textbook and/or Resource Material


Required: Articles as listed in the references at the end of the syllabus.

Required: Handouts as provided by instructor.

Grading Policies

ASSESSMENT OF LEARNING:
A. Course Requirements:

1. Class Preparation, Participation and Homework

Students can get the full benefit from the class through active participation in class discussions. There will be a strong emphasis on daily preparation and participation. You are required to be fully prepared to discuss assigned readings for each class as they apply to media articles. You will be evaluated on how well you respond orally. Further, students will be expected to turn in solutions to the various questions of the day, and you may be asked to participate in additional class activities.

Since the class participation is crucial for students' learning, class attendance is mandatory for students' success in this class. Students are evaluated for the participation according to the quality and persistence in their classroom discussion and their attendance. Absences will affect a student's final grade.

Further, this course is a writing intensive course in your discipline. Every class period you may be asked to write a brief paper and/or another writing assignment. This work will be collected each day; NO LATE WRITING WILL BE ACCEPTED.

2. Examinations

There will be two examinations given during the course and a comprehensive final. They will consist of multiple choice questions and short answer to lengthy essays.

3. Team Papers

This project involves team research and writing. Each team will act jointly, researching and writing, its original research work. The ultimate goal of the research project is to prepare a
research paper worthy of publication.

The subject of the project is an original research project on any international business subject. The team will develop the research question, design the project, and write the paper. Work should be divided equally among team members in research and write-up. Teams will be graded on analysis and presentation as a TEAM. Team size is limited to 4 members and can be no smaller than 3 members. Individual members will receive the same grade, unless gross lack of effort by some member(s) is obvious to the instructor. In this case, the grade of the member(s) demonstrating lack of effort, as well as the effectiveness of the team, will be discounted.

Drafts of the project will be due during the term. Feedback will be provided by the instructor on these drafts without grade. Suggestions should be incorporated into the final paper.

Each final paper must be submitted to www.turnitin.com. Specific instructions on submission will be provided by the instructor.

B. Grading Standards

40% Class participation/writing assignment
20% Two examinations
20% Final examination
5% Research presentation
15% Final paper

Each project and all class participation will be given one of the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
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<td>B</td>
<td>3</td>
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<td>C</td>
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<td>D</td>
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Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of courses in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.
### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/20</td>
<td>Introduction</td>
<td>None</td>
<td>Lecture</td>
</tr>
<tr>
<td>1/22</td>
<td>Globalization</td>
<td>Hill, Chap 1</td>
<td>Articles</td>
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<tr>
<td>1/25</td>
<td>Outlining</td>
<td></td>
<td>In-class writing:</td>
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<tr>
<td></td>
<td>Last day to add and drop</td>
<td></td>
<td>outline of chapter</td>
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<tr>
<td>1/27</td>
<td>Political Economy</td>
<td>Hill, Chap 2</td>
<td>Articles</td>
</tr>
<tr>
<td>1/29</td>
<td>Discussion of research project</td>
<td></td>
<td>Research questions</td>
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<tr>
<td></td>
<td>Review of what makes a good outline</td>
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<tr>
<td></td>
<td>Last day to apply for all degrees awarded in May, 2010</td>
<td></td>
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</tr>
<tr>
<td>2/1</td>
<td>Culture</td>
<td>Hill, Chap 3</td>
<td>Articles</td>
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<td></td>
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<td>Leung, et. al, 2005</td>
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<td>Tang and Koveos, 2008</td>
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<td>Witt and Redding, 2009</td>
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<tr>
<td>2/3</td>
<td>Discussion of good analysis and logical Arguments</td>
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<td>In-class writing:</td>
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<td></td>
<td>analysis of Ethnocentric managers</td>
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<tr>
<td>2/5</td>
<td>Ethics</td>
<td>Hill, Chap 4</td>
<td>Articles</td>
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<tr>
<td>2/8</td>
<td>Trade Theory</td>
<td>Hill, Chap 5</td>
<td>Articles</td>
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<tr>
<td>2/10</td>
<td>Discussion on how to critique a paper</td>
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<td>Review of in-class assignment</td>
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<td>2/12</td>
<td>Political Economy of Trade</td>
<td>Hill, Chap 6</td>
<td>Articles</td>
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<tr>
<td>2/15</td>
<td>OLI/ECLIPTER</td>
<td>Loree &amp; Guisinger, 1995</td>
<td>Writing homework</td>
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<td></td>
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<td>Critique of Loree and Guisinger, 1995</td>
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<td></td>
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<td>Dunning, 2009</td>
<td></td>
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<tr>
<td>2/17</td>
<td>Foreign Direct Investment</td>
<td>Hill, Chap 7</td>
<td>Review of critique of Loree and Guisinger, 1995</td>
</tr>
<tr>
<td>2/19</td>
<td>Examination 1</td>
<td></td>
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</tr>
</tbody>
</table>
2/22  Return of Exam and Outline for Research paper due for critiquing – student in-class critique (grading sheet provided); instructor critique returned on 2/27

2/24  In-class group research presentation

2/26  Regionalization     Hill, Chap 8     Articles

3/1   In-class writing: Think-pair-share on Regionalization Discussion of Using Peer Groups to Respond to Writing Catch-up

3/3   Foreign Exchange     Hill, Chap 9     Articles

3/5   Discussion of the writing process

3/8   International Monetary System     Hill, Chap 10     Articles
      Mid-term grades due

3/10  In-class writing: Write an email to the Group on the benefits of the Gold standard.  Corrections Based on student feedback. Revisions to instructor.

3/12  Catch-up

3/15-3/19  Spring break

3/22  Global Capital Markets     Hill, Chap. 11     Articles
      “The Meltdown”     Whitley, 2009

3/24  Discussion of Models of good writing Group Research Work

3/26  Strategy     Hill, Chap 12     Articles

3/29  Review of email assignment     Porter, 1990     In-class writing:
      Short paper on Porter’s Strategy effectiveness in Relation to purpose, style And audience

3/31  Examination 2

4/2   Reading Day; no class
4/5 Return of Exam and first draft of paper due through methodology section for critiquing by group

4/6 Last day to Q drop

4/7 Structure Hill, Chap 13
Zou and Adams, 2008 Articles
Verbeke and Kenworthy, 2008

4/9 Review of critique by group of first draft.

4/12 Modes of Entry Hill, Chap 14
Zhao, et. al, 2004 Articles
Preregistration for summer sessions

4/14 Review of instructor’s feedback on first drafts.

4/16 Exporting Hill, Chap 15 Article

4/19 Discussion of plagiarism. In-class writing:
Submit Porter paper to Turnitin.com.

4/21 Manufacturing/logistics Muster Hill, Chap 16 Articles

4/23 Results of Turnitin.com and discussion

4/26 Marketing and R & D Hill, Chap 17

4/28 Accounting and Finance Hill, Chap 19, 20 Articles
Eden, et al, 2005
Broderick, et. al, 2007

4/30 Human Resources Hill, Chap 18 Articles
Shin, et. al, 2007
Wei and Lau, 2008

5/3 Discussion of Punctuation, grammar, style and Usage Short writing quiz
First draft of completed paper due GMAT style

5/4 Redefined day
Final Research Paper due
Review for final examination
5/12       Final examination due

5/15       Commencement

Other Pertinent Course Information

TEACHING STRATEGIES:

This is an activities-driven/seminar/case study class. This means students must be prepared to
discuss the material upon arrival in class and apply it to the case. My philosophy for the
learning environment is the role of the professor as director of learning among equals. The
relationship is a partnership where each, professor and student, are fully prepared for and
enthusiastically embrace, each and every learning experience. I believe that insight (truth) can
be an exciting experience for faculty and students alike. I try to instill in students that they must
be their own lifetime teachers continuously gathering and discarding the appropriate skill sets
for life long learning, success, and service to society.

Expectations
a. Instructor
   1. Meet with students with appointments to review questions.
   2. Review and grade and projects and examinations returning detailed comments.
   3. Will direct class discussions and activities

b. Students
   1. Read book assignments in a timely fashion.
   2. Write critically analyzed exams using concepts and terms learned.
   3. Show understanding of the international economics through class case participation.
   4. Will study 4 hours for every hour in class.
   5. Will present effectively orally work completed within a group.

Americans with Disabilities Act (ADA)

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, Northern Student Center, or call (409)
740-4587.

Academic Integrity
For additional information please visit: http://www.tamu.edu/aggiehonor

“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 please visit: http://www.tamug.edu/honorsystem/

Use of turnitin software
Turnitin is an anti-plagiarism software that scans written assignments for plagiarism with web sources, other student papers and assignments from A & M and all over the nation, and a variety of other written works. The software gives the instructor a percentage similarity between the student’s assignment and other written works. Please be assured that as long as you cite your work appropriately and give credit to your sources, that similarity alone is not enough for your work to be considered copied. Please review the Aggie Honor Code for more details on how these issues will be handled, should a cheating incident be found. You will submit the research project, to Turnitin at www.Turnitin.com. The class ID and password will be provided by the instructor.

How to Utilize Turnitin as a student:

From the main site, select “enter.”
Next, select “create a new user profile.” Create your profile. You do not need to create a new user profile if you have used turnitin before.
Next, select “user login”
Join new class using the above listed ID and password.
Select our class from the “your classes” page (see the tabs above your name if you are not already at this page).
There are seven pages for each class. The “assignments” page lists assignments. The “turnitin” page is what you will use to submit an assignment.

To submit an assignment, make sure you complete the following four steps:
1. Type in an assignment title
2. Select the appropriate assignment from the drop-down box.
3. Type in the path for your assignment (which you can do easily by browsing for it) OR cut and paste (but you cannot do both for a single assignment).
Submit by selecting the “submit” icon at the bottom of this page.

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, GPA, 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.

Use of Cell Phone, Blackberries, Laptops, etc.
The student will receive a grade of “F” for the day should the student use through ringing, talking, text messaging etc. inappropriately an electronic device in class.

Statement on Absences
Information concerning absences is 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).

Class Atmosphere
Any true discussion involves personal exposure and risk. Your ideas may not agree with others. However, respect is required from you and thus will be given to you. Rudeness in any fashion will not be tolerated and will result in expulsion from that class meeting.

Negotiation
Any and all of the above except academic integrity is negotiable as a class with the instructor

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Instructor’s Signature ___________________________ Date ___________________________
TO: Faculty Senate Executive Committee

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

CC: Terry Creasy, Dept. of Mechanical Engineering
    Dennis O’Neal, Head, Dept. of Mechanical Engineering
    Jo Howze, Associate Dean, Dwight Look College of Engineering

DATE: May 17, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MEEN 360

We recommend that MEEN 360 Materials and Manufacturing Selection in Design be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 25%
2. Course content appropriate to the major
3. Total number of words: 2500+
4. Instructor to student ratio for one section: 1:25

MEEN 360 is a 4-credit course. The five graduate assistants who work with the course receive good supervision and training. Students prepare a Report Portfolio (a 500-word preface to a portfolio that contains their writing work, including drafts and peer reviews, for the semester) and a major experiment report, done in two drafts, the first of which receives instructor comments and two peer reviews. Because each student performs the same experiment and writes the same report, they can approach the peer review as an informed editor. Writing instruction is provided in online drills, reading assignments, six lectures, and five workshops.

There have been significant changes in MEEN 360 since original certification. The new version is 100% credit in individual writing with two peer reviews and one instructor review before the final grade. The lectures on writing now number 11, which is 24% of the course lectures, and instruction on writing is woven throughout the course. Students receive more feedback and are better prepared for peer review and revision. The added research portfolio will guide students during the next academic year when they write group reports in the senior design capstone courses.
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):

MEEN 360 Materials and Manufacturing Selection in Design

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: Terry S. Creasy
Printed name and signature
29 March 2010
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
4/1/10
(Date)

Approvals:

College Dean: Jo W. Houze
Printed name and signature
(Date)

Department Head: Dennis O'Neal
Printed name and signature
3/30/10
(Date)
COURSE TITLE AND NUMBER


COURSE DESCRIPTION

Selecting materials and manufacturing processes in design; emphasis on material mechanical properties; microstructure production and control; manufacturing processes for producing various shapes for components and structures; use design methodology.

FINAL EXAM

MAY 10, MONDAY, 10:30A.M. - 12:30 P.M.

You may not take the final exam early. Do not buy airline tickets or book other travel for any date that is before the final exam.

IN LECTURE EXAM

Exam 1: Engineering. TBD.

PERFORM ALL WORK ON HOMEWORK IN THE UNITS (SI OR ENGLISH) GIVEN IN THE PROBLEM STATEMENT

PRESENT ALL EXPERIMENT INFORMATION IN SI UNITS—EVEN IF THE EQUIPMENT USES ENGLISH UNITS
## Instructor Information

<table>
<thead>
<tr>
<th>Section / Day / Time</th>
<th>Instructor</th>
<th>Contact Information &amp; Office Hours</th>
</tr>
</thead>
</table>
| **Lecture for all sections at 12:40 – 1:30 p.m., MWF, 202 ENPH/J. J. Cain ‘51** | Dr. Creasy | Office 309 ENPH  
Tel: 979-458-0118  
Office Hours: Monday and Tuesday 4-5 p.m.;  
Wednesday 3-4 p.m.  
Course Email: USE elearning email system for all course-related email. |
| 901 / Tuesday / 11:10 a.m. to 2:00 p.m., ENPH 307 | Dr. Creasy |  |
| 902 / Tuesday / 2:20 p.m. to 5:10 p.m.  
905 / Thursday / 2:20 p.m. to 5:10 p.m. | Mr. Sahil Kulkarni | sahil@neo.tamu.edu |
| 907 / Wednesday / 8:00 to 10:50 a.m.  
904 / Thursday / 11:10 a.m. to 2:00 p.m. | Ms. Amy Bolon | ambolon@neo.tamu.edu |
| 903 / Wednesday / 1:50 p.m. to 4:40 p.m.  
906 / Friday / 8:00 to 10:50 a.m., ENPH 307 | Mr. Kevin Laux | klaux@tamu.edu |
| Lecture and Lab Grading | Yue Liu  
& Kadri Atli | KevinOOO@tamu.edu  
catli@tamu.edu |
| **Staff** | | |
| Mr. Johnny Hallford  
Office: ENPH-CAIN 319 (T)  
Tel: 845-1844 | Mr. James Sajewski  
Office: ENPH-CAIN 308 (T)  
Tel: 845-1575 |
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NOTE: Microsoft WORD automatically generated this table of contents.

1 “With great power comes great responsibility.” Please run the spell checker.
“Write and rewrite until right.”

“Word-smithing is a much greater percentage of what I am supposed to be doing in life than I would ever have thought.” Donald Knuth, Computer Science Engineer

“I am sorry to have wearied you by writing this long letter; but, I did not have the time to write a short one.” attributed to Blaise Pascal, French mathematician and philosopher.

WRITING INSTRUCTION WITH FEEDBACK

This W course includes writing instruction and feedback that helps you improve your grade. You will write a formal report with 8 to 10 text pages and exhibits. Every student writes a report on the same experiment. During this three-week workshop, you will write your zero draft in four short assignments and review the drafts others write. This peer review is anonymous. When the writing workshop ends, you have one week to assemble the short assignments, accept or reject your peer’s suggestions, and submit the first draft for a grade.

The instructors will grade your report and suggest changes that will give you a better grade when you resubmit the report. After you incorporate those changes, your report will go through an anonymous peer review. Once you consider those comments, you can submit your final document for another grade. The lecture schedule in the appendix shows the writing process you will follow.

Finally, you will collect your zero drafts, initial peer review comments, first draft, second peer review comments, and the final in a portfolio. Your portfolio documents the writing and editing procedures for writing in mechanical engineering.

GRADING POLICY

Table 1 shows the grading policy for the overall course.

You must perform the writing assignments to pass the course.

In addition, you must earn a C or higher grade in the writing component alone—at least 17 of the 25 points—to pass the course for W credit. Students who do not pass the writing component may accept their overall grade without W credit, or, they must accept a D or F grade in the course. Students without MEEN 360-W may satisfy the W requirement by retaking MEEN 360 W, or by taking a MEEN senior design course with Communications credit so that they complete their undergraduate degree with one W course and one C course.

We grade the experiment results on this scale:

- Numbers within ± 5% of standard value receive 100% credit.
- Numbers within ± 10% of standard value receive 90% credit.
- Numbers within ± 20% of standard value receive 80% credit.
- Numbers within ± 40% of standard value receive 70% credit.
- Numbers within ± 50% of standard value receive 60% credit.
**Laboratory Attendance is Mandatory**

We record your attendance in the laboratory. You may not submit a report or business letter if you were not in the lab doing the work. We will not schedule a makeup unless you submit an instructor-approved excused absence document.

Table 1. The overall grading policy shows where you earn credit for engineering and for writing. If you have a perfect engineering score and do not earn enough credit in writing, you cannot earn W credit.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Technical Grade (%)</th>
<th>Writing</th>
<th>Engineering</th>
</tr>
</thead>
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<td>Writing Homework</td>
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<td>Report Portfolio</td>
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<td>Report 1st Draft</td>
<td>5</td>
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<td></td>
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<td>Report 2nd Draft</td>
<td>10</td>
<td>10</td>
<td></td>
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<td>Engineering Homework</td>
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<td></td>
<td>5</td>
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<td>Exam 1</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Experiment Exhibits</td>
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<tr>
<td>Machining Project</td>
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<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>25</td>
<td>80</td>
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</tbody>
</table>

**Overall Attendance Policy**

Texas A&M University Student Rules “7.1.6.1 Injury or illness of three or more days.” For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. … The medical confirmation note must contain the date and time of the illness and [the] medical professional’s confirmation of needed absence.” That means that the note must state that your illness left you unable to attend class. A note that states only that you saw a medical care provider before returning to class will not qualify as an excused absence.

For absences less than three class business days, you may use the Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu with one exception: if you miss an exam because you are ill you must provide a medical confirmation note before you can make up the exam.
Letter Grades Defined

I give letter grades these definitions:

- A: Excellence, 90%
- B: Suggests the capability for excellence, 80%
- C: Competence, 70%
- D: Suggests inability, 60%
- F: Demonstrated inability, less than 60%

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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

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.

OUTCOMES

ABET Outcomes Covered by this Course

"ABET accreditation is assurance that a college or university program meets the quality standards established by the profession for which it prepares its students. For example, an accredited engineering program must meet the quality standards set by the engineering profession." The complete ABET engineering curriculum outcomes list follows this paragraph. I struck out those items that this course does not cover. Please note two things: 1) one course does not have to address every outcome—the overall curriculum must address the outcomes, and 2) this is my opinion from the lecture and lab schedule.

(a) an ability to apply knowledge of mathematics, science, and engineering
(b) an ability to design and conduct experiments, as well as to analyze and interpret data
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

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2 For the D and F grades I found myself uncomfortable with using the word incompetent. I find that too strong a word. Reread my use of ‘competence’ for a C grade. It seems stronger than the word 'able.' Incompetence suggests permanence rather something that you can remedy with hard work and study. I used an online thesaurus to find several alternative words, to consider their differences, and to select the words that best expressed my intent.

3 http://www.abet.org/the_basics.shtml
Learning Outcomes
After taking this course, you will improve your ability to do these things:
- Write technical reports that are appropriate to Mechanical Engineering
- Understand material mechanical properties and characterization tests
- Consider material selection during design
- Understand strain hardening and annealing
- Consider material removal methods in manufacturing
- Analyze dispersion strengthening and eutectic phase diagrams
- Plan or specify dispersion strengthening phase transformations and heat treatment
- Plan or specify steel heat treatments
- Understand corrosion and wear

PREREQUISITES
Students who take MEEN 360 must have a passing grade in these courses:
- MEEN 260—Mechanical Measurements
- CVEN 305—Mechanics of Materials
- MEEN 222 or ENGR 213 Materials Science

EXPECTED PREPARATION
I expect you to have this knowledge and these capabilities:
- Know the three strong atomic bonds and what materials have each bond.
- Know basic metallic, polymeric, and ceramic crystal structures.
- Apply mechanics of materials analysis to simple components.
- Estimate linear regression coefficients for a data pair set using your calculator or Microsoft Excel; this includes data that is simple linear, log-log, or semilog.
- Perform a linear interpolation or limited extrapolation based on a least-squares error fit.
- Sketch a simple component, machine, or process either manually or by using Solidworks, Microsoft Visio, or a dedicated drawing package such as Corel Draw.
- Understand diffusion and simple thermally activated processes in materials.

4 The drawing tools in Word are not sufficient for engineering diagrams.
• Read and write fundamental stoichiometric chemical formulas.
• Perform a units analysis for a formula or during a calculation.

If you feel that you are deficient in these areas, you can take these steps: review your texts and notes from the prerequisite courses, research the area yourself, use the tutorials in Solidworks or Visio to gain ability, and meet with me during office hours to discuss your preparation.

EXAMS

• **Exam #1**: Materials Engineering and Design. This is either a closed book, formula sheet exam; or, an open textbook exam. The instructor will choose the format.
• **Final Exam**: This is a comprehensive exam on engineering and technical writing. The exam is closed book with formula sheets on May 10, Monday, 10:30 a.m. – 12:30 p.m.

QUIZZES

The instructors may assign a quiz at any time during the semester. The quiz counts as a homework assignment.

COURSE TOPICS/CALENDAR FOR LECTURE AND FOR LABORATORY

This is a writing intensive course in materials and manufacturing. The course has a laboratory that is also writing intensive.

**Lecture Topics**

The lecture covers these topics:

• Technical Writing within Mechanical Engineering
• Mechanical Properties
• Material Selection and Design
• Strain Hardening and Annealing
• Material Removal
• Dispersion Strengthening and Eutectic Phase Diagrams
• Dispersion Strengthening Phase Transformations and Heat Treatment
• Steels and Cast Iron Heat Treatment
• Corrosion and Wear

The lecture calendar appears in Appendix 1.

After the first lecture, you must read all assigned materials before each class starts.

**Laboratory Topics**

The laboratory includes these activities:

• Measure components with precision instruments
• Test metal hardness
• Heat treat metal
• Test steel’s impact behavior
• Weld components
• Study rapid prototyping
• Test polymers in tension
• Cold work and anneal brass
• Test metals in tension

The laboratory is applied activities in materials processing and processing effects on properties. The scope and content encompass materials properties testing, wordsmithing\(^5\), materials processing, machining and design. You will perform the labs and you will submit partial or whole lab reports for each experiment. Students do some assignments individually and most assignments with his or her group. Assignments are due 1 week after the scheduled lab. Submit the work to Blackboard Vista by 11:59 p.m. on your lab day unless otherwise instructed.

The calendar for laboratory activities will appear on Blackboard.

**GRADE LEVELS AND DISTRIBUTION**

My grading scheme will be no harder than 90%+ is an A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and under 60% is an F. Although it has never happened, every student can earn an A if her or his grades are high enough. In a typical semester students earn these grades:

- A  16 %
- B  36 %
- C  42 %
- D  5 %
- F  1 %

**DUE DATES, ATTENDANCE, LATE, AND SERVICE CHARGES**

1. You must read the current lab schedule posted on elearning Blackboard Vista and submit your work on time.
2. Many assignments are paperless transactions through elearning Blackboard Vista and turnitin.com.
3. Lab document uploads are due BEFORE 11:59 p.m. on your lab day.
4. Late submissions charged at 10% for the first 24 hours and 20% for the second 24 hours; no assignments accepted after they are 48 hours late.
5. A student who does not attend the laboratory with her or his team cannot get credit for the assignment. Students with excused absences must attend another lab session to make up the work. If you have a travel excuse for an approved activity you might attend a lab that precedes your scheduled lab time. We reduce your grade if you arrive

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\(^5\) The thought of writing something scares most engineers. We think that it should be easy to write and we become discouraged when it is not. I prefer to call technical writing ‘word-smithing;’ this is Donald Knuth’s term for technical writing. We take the text of the first draft and hammer away; we work it into a final form. Writing is difficult, sweaty, and laborious.
late or leave early.

6. I take a service charge if I must correct your work so that we can find it or upload it. My charges include these tasks:
   - Edit the filename to the required format, 5%
   - Compress images so the file will upload, 10%
   - Upload a file to your account, 5%

**Laboratory Attendance is Mandatory**

We record your attendance in the laboratory. You may not submit a report or business letter if you were not in the lab doing the work. We will not schedule a makeup unless you submit an instructor-approved excused absence document.

**Overall Attendance Policy**

Texas A&M University Student Rules “7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. … The medical confirmation note must contain the date and time of the illness and [the] medical professional’s confirmation of needed absence.” That means that the note must state that your illness left you unable to attend class. A note that states only that you saw a medical care provider before returning to class will not qualify as an excused absence.

For absences less than three class business days, you may use the Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu with one exception: if you miss an exam because you are ill you must provide a medical confirmation note before you can make up the exam.

**REQUIRED TEXTS, SAFETY GOGGLES/ GLASSES AND CLOTHING**

The lecture and laboratory require these items:


- You MUST wear safety goggles or safety glasses. Your safety eyewear MUST conform to the Z87 standard. This designation appears on the side shields or lens. You shall not use eyewear without the Z87 mark. Some prescribed eyewear is safety rated, however, side
shields must be present, and they must indicate Z87 conformance. NOTE—not all chemical-splash goggles conform to Z87; you may not use those that do not.

- Your clothing must conform to the safety instructions in the lab. If you wear open shoes—flip-flops, sandals, etc.—you will leave the lab and lose credit for that assignment.

EDITOR'S MARKS

Pfeiffer’s text provides editor’s marks inside the front and back book covers. Use these marks when you edit writing on assignments.

OTHER TEXTS AND RESOURCES FOR LEARNING

- Merriam Webster’s Free Dictionary & Thesaurus Online http://www.m-w.com/
- David F. Beer, David McMurray, A Guide to Writing as an Engineer, Wiley, 2004
- S. C. Bloch, Excel for Engineers and Scientists, This book shows you how to program technical calculations and make good charts.
- John A. Brogan, Clear Technical Writing, McGraw-Hill/Irwin, 1973, This book is a definitive text for engineers. It does not ask you to diagram sentences or learn English composition minutiae. This book teaches good editing skills without an instructor. Self-paced programmed learning takes you through an exercise set. One instructor uses this book often. He has had it since 1978.
- John A. Brogan, Grab Your Reader's Attention and Hold it in On-the-job Writing, CD-ROM self study course, http://www.grabyourreaders.com/, Clear-Writing Seminars Publishing, “Learn to write clearly and directly—technical writing, business letter writing, report writing, e-mail, essay writing, etc. Contains the highly praised Brogan Clear-Writing Seminar on a CD-ROM programmed to teach you quickly and efficiently. You learn on your own time, at your own pace, without losing time from work and paying high seminar fees.”

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6 This word means fiddle-faddle, frippery, frivolity, froth, nonsense, small change, small potatoes, trifle, trivia, or triviality. An online thesaurus provided all synonyms used here.
Robert M. Pirsig, *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values* A novel about society, technology, materials, design, and quality in work. 'On an air-cooled engine like this, extreme overheating can cause a "seizure."…the pistons expand from too much heat, become too big for the walls of the cylinder, seize them, melt to them sometimes, and lock the engine and rear wheel and start the whole cycle into a skid."

Tracy Kidder, *The Soul of a New Machine*, A nonfiction book about working in new product engineering. 'The people who shared the journey remembered West…the captain remarked, "That fellow West is a good man in a storm." The psychologist did not see West again, but remained curious about him. "He didn't sleep for four nights! *Four whole nights.*" And if that trip had been his idea of a vacation, where, the psychologist wanted to know, did he work?"
APPENDIX 1. THE LECTURE SCHEDULE

Note: The lecture schedule might change to accommodate the learning objectives and other factors. For example, the schedule changed after Hurricane Ike hit Texas.

Writing Workshop—A final writing workshop occurs in week 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>Using an Outline to Stimulate Your Writing, Organize Your Ideas, and Enhance Your Understanding</td>
<td>After this lecture, write an outline and upload it to Blackboard by 11:59 p.m. on the evening before Lecture 11. Work in four-person groups to anonymously review and critique four outlines. Provide written comments to the authors.</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>Workshop: Review Outlines On Paper or On Screen: Finding and Repairing Problems in Draft Documents</td>
<td>Use methods from this lecture to edit an example two-page report and upload a PDF file to Blackboard by 11:59 p.m. on the evening before Lecture 13</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Theory, Materials, and Apparatus: A General Guide and Advice Specific to Your Experiment</td>
<td>Starts with a general discussion for the information in these sections and then builds a guide for the experiment that students performed in week four. Each student writes a speed draft and submits it the evening before Lecture 14.</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>Workshop: Review Theory, Materials, and Apparatus Drafts</td>
<td>Students work in four-person groups to anonymously review and critique four drafts. Each author receives written comments. Starts with a general discussion for the information in these sections and then builds a guide for the experiment that students performed in week four. Each student writes a speed draft and submits it the evening before Lecture 16.</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Results and Discussion: A General Guide and Advice Specific to Your Experiment</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Workshop: Review Results and Discussion</td>
<td>Students work in four-person groups to anonymously review and critique four drafts. Each author receives written comments. Starts with a general discussion for the information in these sections and then builds a guide for the experiment that students performed in week four. Each student writes a speed draft and submits it the evening before Lecture 16.</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Summary and Conclusions: A General Guide and Advice Specific to Your Experiment</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Workshop: Review Summary and Conclusions</td>
<td>Students work in four-person groups to anonymously review and critique four drafts. Each author receives written comments. Students have one week to assemble the sections into their individual reports.</td>
</tr>
<tr>
<td>Week</td>
<td>Lecture</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>1</td>
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<td><strong>Syllabus</strong></td>
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<td><strong>Plagiarism</strong></td>
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<tr>
<td>3</td>
<td></td>
<td>Young's Modulus/Case Studies in Modulus Limited Design/</td>
<td>Vol. 1; Ch 6, 7 pp. 74-95</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Yield Strength, Tensile Strength, Ductility/</td>
<td>Ch 8 pp. 100 - 118</td>
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<tr>
<td>5</td>
<td></td>
<td>Yield Strength, Tensile Strength, Ductility/</td>
<td>Ch 8 pp. 100 - 118</td>
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<tr>
<td>6</td>
<td></td>
<td>Strengthening Methods, Polycrystal Plasticity/Continuum Plastic Flow</td>
<td>Ch 10, 11 pp. 132 - 152</td>
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</table>

Major Experiment—all groups perform the same experiment; create exhibits for a formal report. The writing workshop begins on the next Monday.

<table>
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<th>Lecture</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>7</td>
<td></td>
<td>Case Studies in Yield Limited</td>
<td>Ch 12, 13 pp. 154-179</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Fast Fracture Micromechanisms/Case Studies in Fast Fracture</td>
<td>Ch 14, 15 pp. 182 --207</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Fast Fracture Micromechanisms/Case Studies in Fast Fracture</td>
<td>Ch 14, 15 pp. 182 --207</td>
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(Writing workshop runs in weeks 4, 5, and 6.)

<table>
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<th>Lecture</th>
<th>Topic</th>
<th>Assignment</th>
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<td>19</td>
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<td>Case Studies in Fatigue Failure/Creep and Creep Fracture</td>
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<td>Topic</td>
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<td>Teach Yourself Phase Diagrams</td>
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<td>Teach Yourself Phase Diagrams</td>
<td>pp. 421 -- 433</td>
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<td>Change/Kinetics I--Diffusive Driving Force for Structural Transformations/</td>
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<td>Case Studies in Steels/Metal Production, Forming, Joining</td>
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<td>Case Studies in Steels/Metal Production, Forming, Joining</td>
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<td>44</td>
<td>Case Studies in Steels/Metal Production, Forming, Joining</td>
<td>Ch 13 &amp; 14 pp. 144 - 167</td>
</tr>
<tr>
<td>45</td>
<td>45</td>
<td>Review material for final exam</td>
<td></td>
</tr>
</tbody>
</table>

* Each student receives one anonymous report to review during the lecture period. Each author receives written comments. Students have one week to revise their report into a final document and submit it for a second grade.

* Students submit the revised report.
TO: Faculty Senate Executive Committee

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

CC: Patricia Wiese and Karla Eidson Dept. of Teaching, Learning and Culture
    Denny Smith, Head, Dept. of Teaching, Learning and Culture
    James Kracht, Associate Dean, College of Education and Human Development

DATE: May 17, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RDNG 372

We recommend that RDNG 372 Reading and Writing Across the Middle Grades Curriculum be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 36%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:12

RDNG 372 asks students to write an extended research paper of at least 2,000 words as well as to complete other low-stakes assignments to help them practice and prepare. This paper is reviewed in class by peers in sections (i.e., introductory paragraph, abstract, works cited) and also as a full paper, through Calibrated Peer Review. Ample opportunity and encouragement to meet individually with the instructor or Undergraduate Peer Mentors is also provided. Instruction includes writing exercises, and discussion of topics such as proper citation, grammar, and organization.

The primary change since original certification was granted has been an emphasis on the research-based essay using Calibrated Peer Review to provide feedback. In addition, the department now provides additional support to the instructor through trained Undergraduate Peer Mentors. Thus, there has been a significant improvement in the teacher-to-student ratio.
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):

RDNG 372 Reading and Writing Across the Middle Grades Curriculum

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: Patricia P. Wiebe 3/8/2010

Received: Valerie Balester 3/12/10
(W Course Coordinator, University Writing Center)

Approvals:

James B. Kracht

College Dean: Printed name and signature

(Date)

Department Head: Printed name and signature

(Date)

RECEIVED
MAR 11 2010
By

133 of 151 F
Texas A&M University
College of Education and Human Development
Department of Teaching, Learning, & Culture
RDNG 372: 901 & 902
Reading and Writing Across the Middle Grades Curriculum
Spring 2010

Name: Karla Eidson, PhD.
Office: 335 Harrington
Office Hours: Thursdays 10:00-2:00 or by appointment
Telephone: 979-845-7586
E-mail address: keidson@tamu.edu


Course Description: This course is designed to provide prospective teachers of grades 4-12 with techniques for assessing and improving reading and study skills in the content areas. Students will learn to apply concepts, theories and techniques to content area material by developing model lessons and materials. This course satisfies state requirements for a basic reading course for library media specialists, special education, reading specialist, middle school and secondary certification. As a writing-intensive (W) course, students are expected to hone their own writing skills as they also develop their skills in teaching and assessing writing.

General Course Objectives:
1. Students will read current research articles related to teaching reading in the content area. Students will demonstrate an understanding of current, historical and philosophical issues of teaching reading by interviewing a teacher in their content area and by writing a research-based essay.

2. Students will demonstrate knowledge strategy and study skill instruction. This knowledge will be used to analyze educational practices and issues. Students will prepare and present a strategy to be used in the content areas.

3. Students will demonstrate an understanding of individualized instruction by analyzing a textbook and matching it to students’ reading levels. Students will discuss adaptations and modifications they can employ to assist students with special needs in the regular classroom.

4. The student will cooperatively plan an interdisciplinary unit based on reading comprehension or study skill strategy across the curriculum. Students will coach each other regarding effective teaching behaviors.

5. Students will demonstrate computer literacy to locate information on the Internet pertaining to their content areas and the teaching of learning and reading strategies.

Course Description:

- This course acquaints middle-grade educators to reading and writing instruction in content area education with a focus on development of grade-appropriate reading & writing competencies and educational techniques appropriate to student development in various subjects.

- Prerequisite Courses: Junior Classification


- Objectives and Standards for RDNG 372

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>SBEC - ENGLISH/LA</th>
<th>SBEC - PEDAGOGY</th>
<th>INTASC</th>
<th>ISTE</th>
<th>IDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1:</td>
<td>Standard IV:</td>
<td>Standard I, II,</td>
<td>Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</td>
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<tr>
<td></td>
<td>Literacy</td>
<td>III and IV as noted above.</td>
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<td></td>
<td>Development</td>
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<td></td>
<td>and Practice:</td>
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<td></td>
<td>Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.</td>
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<td>SBEC – PEDAGOGY</td>
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<td>IDA</td>
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</table>

<p>| Objective 2:     | Standard VI:   | Standard I, II, III and IV as | Principle #3: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | | |
|                  | Reading Fluency:| | | | | |
|                  | | | | | |</p>
<table>
<thead>
<tr>
<th>Using knowledge of reading fluency, the beginning teacher will plan instruction that engages students in learning, is culturally relevant, motivates students to learn, is developmentally appropriate, and technology infused.</th>
<th>Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 3:</strong> Using knowledge of reading comprehension, the beginning teacher will plan instruction that engages students in learning, is culturally relevant, <strong>Standard VII: Reading Comprehension:</strong> Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for <strong>Standard I, II, III and IV as noted above</strong></td>
<td><strong>Principle #3:</strong> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
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<tr>
<td><strong>Age Work and Learning:</strong> Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
<td><strong>Standard III: Model Digital-Age Work and Learning:</strong> Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
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<tr>
<td>Developmentally appropriate, and technology infused.</td>
<td>Improving comprehension.</td>
</tr>
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</table>

| **Objective 4**: Using knowledge of written communication development, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused. | **Standard VIII: Development of Written Communication**: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. | **Standard I, II, III and IV as noted above** |

| **Standard III**: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A |
| Objective 5: Using knowledge of writing conventions, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused. | Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop these conventions. | Standard I, II, III and IV as noted above | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. |
| Objective 6: Using knowledge of assessment and instruction leading to | Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the | Standard I, II, III and IV as noted above | Principle #3: The teacher understands how students differ in their approaches to learning and | Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work |
Developing literacy, the beginning teacher will plan instruction that is based upon assessment, is culturally relevant, developmentally appropriate, and technology infused.

| Objective 7: Using knowledge of research and inquiry skills, the beginning teacher will plan instruction that applies study and inquiry skills, engages students in learning, motivates students to learn, fosters inquiry and collaboration, and is technology infused. | Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills. | Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and technology processes representative of an innovative professional in a global and digital society. |
| # | Objective 8: Using knowledge of viewing and representing, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused. | Standard XII: Teachers understand how to interpret, analyze, evaluate, and produce. | Standard I, II, III and IV as noted above | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A |

- **Other Concurrent Objectives:**
• To become aware of the readability levels of textbooks and how to provide scaffolding for struggling readers and ELL students.
• Following the writing processes of prewriting, drafting, peer reviewing, editing, and publishing, to produce a well-written research paper that demonstrates an effective understanding of the processes involved and forcefully presents a scholarly examination of a chosen literacy concern.

**Required Assignments and Grading:**

**Grade Determination:**

**Assignment s:**

1. Textbook Evaluation 60 points
2. Midterm 100 points
3. Research Paper 180 points
4. Website Evaluation 60 points
5. Final Exam 100 points

**TOTAL** 500 points

**Grade Conversion of Points:**

- 450 – 500 points = A
- 400 – 449 points = B
- 350 – 399 points = C
- 299-349 points = D
- 0 - 299 points = F

**Grading Policy:** A = 90-100%; B=80-89%; C=70-79%; D=60-69%; F= below 60%

Refer to grade conversions to meet these percentages.

Please make an appointment to discuss the results of any assignment, class activity, or course concern in the privacy of my office.
Assignment: Textbook Evaluation – Looking at Textbook Features

- Select a textbook in the area that you are planning to teach
- Thoroughly familiarize yourself with the specific text features of that book
- Reflect on the value of understanding the features of a text and the effectiveness of the features in terms of engaging students.
- Utilizing the available text as a resource your group will produce the perfect text book chapter for your subject area.
- You will be graded on organization, reading ease, specific text features and how they will be utilized by the student, technology and the quality of the presentation.

Assignment: Website Evaluation – Looking at Virtual Resources

As 21st century pre-service teachers, you are in the midst of the technology revolution. You are the first generation to grow up with the cell phone as a household word. It will be your responsibility to embrace the excitement that technology offers and utilize it constructively in your classroom to augment the reading and writing process. The Web Quest assignment will provide an opportunity for you to practice the use of technology to integrate reading and writing in the content areas. If you have not previously constructed a Web Quest you are in for a wonderful learning experience. If you have the experience, your expertise will be utilized. Information will be forthcoming about the specifics of this project.

Assignment: Research Paper Project

RDNG 372 is a writing intensive course: You must participate in a peer review assignment that walks you through the writing process step by step in order to meet the standards of a writing intensive course. You will be writing a research paper using a thesis that you generate after reading five scholarly articles relating to teaching reading in the content areas. These will be provided for you, and you will receive more specific instructions throughout the semester. The University Writing Center is available to students for help in writing papers, and our class will be assigned a University Peer Mentor (UPM) to help with this process as well. You will have lots of support and guidance, and I am confident that you will create a research paper worthy of publication by the end of the semester.

This exciting assignment will showcase your understanding of process and content area reading as well as develop and demonstrate your skills at conducting scholarly research and properly writing and documenting a formal paper. Your paper should be between 2,000-3,000 words using the MLA format, with 5(five) works cited. Additional information will follow as we participate in the writing process to brainstorm specific topics for the paper. The total points for this assignment will be divided between points for the peer and professor review of your introductory paragraph, thesis, and scholarly and correctly cited sources and points for the final paper, which will be submitted to the Calibrated Peer Review (CPR) system. CPR will expand
the project from only a writing assignment to a writing assessment assignment, during which you will review three sample papers, three of your peers’ papers, and your own paper against specific guiding questions. The introductory assignment can be resubmitted through a scheduled conference with the instructor to improve this grade and refine your approach to your final paper. Only final papers with the proper number of references, words and format will be accepted. In the meantime, please be reflecting on this concept: As a teacher, our primary purpose is to structure the learning process so that students become producers and not just consumers.

Writing Resources for you:

http://writingcenter.tamu.edu/how-to-write/

http://writingcenter.tamu.edu/resources/

Academic Integrity Statement and Policy:

http://www.tamu.edu/aggiehonor

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

PLEASE NOTE: THIS IS TO BE TYPED AND ATTACHED TO ALL PAPERS, PROJECTS, AND EXAMS:

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

[Signature of Student], University Identification Number, and Date.

Helpful links

Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx

Final Exam Schedule http://admissions.tamu.edu/registrar/general/finalschedule.aspx

On-Line Catalog http://www.tamu.edu/admissions/catalogs/

Student Rules http://student-rules.tamu.edu/

Religious Observances http://dof.tamu.edu/faculty/policies/religiousobservance.php

Center for Teaching Excellence http://cte.tamu.edu

To review the Student Rules access http://student-rules.tamu.edu/ and click on Part 1: Academic Rules.
**University Rules: Attendance**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1 Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)

Excused Absences:

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The
medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu

b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

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

7.2 If the student is found to be too ill to attend class by a Health Center physician, the director of the Health Center or his/her representative will, on request of the student, confirm this fact.

7.3 If an off-campus physician provides evidence of a student’s illness, the excuse documentation must contain the date and time of the illness and doctor’s opinion that the student was too ill to attend class. If a physician determines that the student is not ill, he or she will not receive an excuse. If no evidence is available, the instructor will decide whether makeup work will be allowed.

American 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.

Statement on Plagiarism
The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless 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.”

**Teaching, Learning and Culture (TLAC) Statement**

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Texas A & M University

Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name________________________________ UIN:______-______-_______ Date __/__/__

Telephone: Home (______)_______-___________ Major________________________
Work (______)_______-___________ EMAIL ______________________

Class: ______________________________________________________________________

Circle   Freshman   Sophomore   Junior   Senior   Graduate

Projected Graduation Semester_________ Year ____________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions

a. 

b. 

Professor/Advisor/Mentor/Administrator Recommendation

________________________________________Date:____/____/____

Advisor/Professor/Facilitator

Department Head Recommendation  (denniesmith@tamu.edu)

Department Head /Designee________________________________________ Date:____/____/____

Dennie L. Smith, Department Head

Action/Follow-up:
Texas A & M University

Student’s Name ___________________________ UIN ___________________________

Teaching, Learning, and Culture Instructor’s Name ___________________________ Date __________

Disposition Checklist 11/15/03; Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet.

A. Attendance and punctuality

<table>
<thead>
<tr>
<th>1. Unacceptable absenteeism</th>
<th>4. Freely shares ideas and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Frequently tardy or leaves early</td>
<td></td>
</tr>
<tr>
<td>3. Rarely absent or tardy</td>
<td></td>
</tr>
<tr>
<td>4. Perfect attendance</td>
<td></td>
</tr>
</tbody>
</table>

A. Initiative

<table>
<thead>
<tr>
<th>1. Passive, depends on others of the</th>
<th>J. Respect (in action and speech) in and out of the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Has good ideas, works with limited supervision</td>
<td>1. Creating classroom disruptions (such as cell phones ringing or rattling paper)</td>
</tr>
<tr>
<td>3. Creative and resourceful</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates self-initiative and independence</td>
<td></td>
</tr>
</tbody>
</table>

B. Work habits

<table>
<thead>
<tr>
<th>1. Usually fails to complete assigned tasks</th>
<th>4. Diplomatic, sensitive to others’ needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Completed assignments turned in late</td>
<td></td>
</tr>
<tr>
<td>3. Sometimes needs to be reminded of assignments personnel, and</td>
<td></td>
</tr>
<tr>
<td>4. Responsible, attends to syllabus, makes no excuses except under dire distress</td>
<td></td>
</tr>
</tbody>
</table>

C. Oral communication skills

teachers

<table>
<thead>
<tr>
<th>1. Makes frequent speaking errors teacher during</th>
<th>4. Collaborates willingly with cooperating field placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Inarticulate, hesitates to express self</td>
<td></td>
</tr>
<tr>
<td>3. Uses acceptable grammar</td>
<td></td>
</tr>
<tr>
<td>4. Articulate, uses standard English grammar applicable</td>
<td></td>
</tr>
</tbody>
</table>

D. Written communication skills

<table>
<thead>
<tr>
<th>1. Written work demonstrates frequent grammatical errors</th>
<th>2. Sometimes dresses appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Writing is often unclear and unorganized</td>
<td>3. Usually dresses professionally</td>
</tr>
<tr>
<td>3. Organizes and clearly expresses ideas</td>
<td>4. Always dresses professionally</td>
</tr>
<tr>
<td>4. Frequently and effectively communicates with others</td>
<td></td>
</tr>
</tbody>
</table>

E. Critical thinking skills

content and/or

<table>
<thead>
<tr>
<th>1. Cannot analyze</th>
<th>1. Lacks interest in subject content and/or learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Makes negative comments regarding subject</td>
</tr>
<tr>
<td></td>
<td>some students.</td>
</tr>
</tbody>
</table>
2. Struggles with initial analysis
   3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching.
4. Distinguishes between relevant and irrelevant material 4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help improve.

F. Quality of work
   learners
   1. Consistently hands in poor work  
   2. Asks for help, then does nothing  
   3. Completes the minimum required if applicable  
   4. Reaches beyond the minimum and turns in excellent work  
   4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help improve.

G. Appropriate attributes for morals, ethics, and enthusiasm values for teaching
   1. Exhibits behavior contrary to attributes immediately
   2. Makes verbal comments contrary to professional attributes
   3. Responds to improvement to use positive attributes
   4. Appears committed to teaching
   5. Exemplary evidence of attributes in behavior

Additional comments
The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

- Positive attributes the student possesses related to teaching
- Impediments to the student’s progress related to teaching:
- Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student’s coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:
- Follow-up Recommendations Attached.

Student acknowledges and understands comments  
Student Signature

Person Completing this form_____________________________
Date_____________________

Attachment F
Syllabus Acknowledgement Form:

“I have read this syllabus for RDNG 372 and I understand the requirements and assignments associated with this course.”

Signed: ____________________________

Date: ______________________________