Memorandum

June 15, 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 C certification:

- ANSC 107  General Animal Science Honors
- ANSC 315  Livestock Judging
- ANSC 406  Beef Cattle Production and Management
- FIVS 435  Case Studies in Problem Solving

Courses submitted for W recertification:

- HLKN 440  Contemporary Issues for Community Health Interns
- MARE 405/MASE 319  Introduction to Naval Architecture
- WGST 481/FILM 481  Gender, Sexuality, and Auteurism
TO: Faculty Senate Executive Committee

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

CC: Jodi Sterle, Dept. of Animal Science
    Gary Acuff, Head, Dept. of Animal Science
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: June 15, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: ANSC 107 Honors

We recommend that ANSC 107 General Animal Science, Honors sections only, be certified as a Communications (C) course for four academic years (1/10 to 1/14). 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: 33%
2. Course content appropriate to the major
3. Total number of words: 3,125
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:30

ANSC 107 will be offered only to Honors sections as a C course. Students complete 25 entries in a journal (2/week) and a short paper about current issues in Animal Science. For oral communication, they conduct a 10-minute media interview, which simulates how they would answer questions if interviewed by the media. A rough draft of the issues paper is reviewed by the instructor, and journals receive comments twice before the end of the semester before they are graded. For the oral communication, individual and in-class consultation will be held with students as they develop their message points for each individual scenario, and practice presentations will be reviewed upon request of students. Journals serve as a way for students to develop fluency and to practice their writing. Instruction consists of a guest lecture by a communications specialist in the industry to provide media training and a journal-writing workshop.
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):

   ANSC 107-200 General Animal Science - Honors Section

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: Jodi Sterke  Jodi A. Sterle  02/05/10
Printed name and signature  (Date)

Received: Valerie Balester  2/11/10
(W Course Coordinator, University Writing Center)  (Date)

Approvals:

College Dean: Ann L. Kenimer  Ann L. Kenimer  5 Feb 2010
Printed name and signature  (Date)

Department Head: David W. Forrest  David W. Forrest  2-5-10
Printed name and signature  (Date)
ANSC 107 – General Animal Science  
Honors Section  

Professor:  Dr. Jodi Sterle  
410 Kleberg Center  
845-2714  
j-sterle@tamu.edu  
Office hours by appointment

Secretary: Pauline Recek  
Teaching Assistants: Alyssa Looney  
Kat Salcetti

Text:  Introduction to Animal Science, Kevin and Wilson Pond, John Wiley and Sons, Inc.  Recommended only, not required.

Equipment:  CPS Response Pad (a.k.a. “clickers”). Available at the MSC Bookstore.

Course Description:  
Scientific Animal Agriculture. Selection, reproduction, nutrition, genetics, animal breeding, growth and development in beef cattle, sheep, horses, swine, dairy cattle and poultry.

*MUST BE TAKEN IN CONJUNCTION WITH ANSC 108

Grading:  
Grades will be based on the following:
Exams (3)  300 points  
Homework Exercises  50 points  
Media Training/Current Topics Paper  150 points  
Journal entries  150 points  
Classroom participation/discussion  50 points  
Comprehensive Final Exam  200 points  

Total  900 points

***A student who does not complete the journal and/or media training project will receive a failing grade for this course.

Extra Credit:  
Extra Credit points will be given for animal-related activities outside of class. A typed, ½ page paper relating the activity and what was observed/learned must be turned in. A total of ten activities are needed to count towards your grade (all or none). Ten activities are worth 20 points to your final score.

Americans with Disabilities Act (ADA):  
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 reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.
ANSC 107-200 Learning Objectives

Upon completion of this course, students will be able to:

- Identify major issues facing the livestock industry
- Demonstrate “blocking and bridging” interview technique
- Demonstrate development of message points on livestock issues
- Explain the cascade of hormonal events in the reproductive system
- Identify growth hormones and processes
- Identify breeds and characteristics of breeds for beef cattle, sheep, swine, dairy cattle, horses and poultry
- Calculate yield grades for beef cattle, sheep and swine
- Identify traits essential for different production systems

As commonly defined, plagiarism consists of passing off as one’s own ideas, the words, writings, music, graphs/charts, etc that were created by 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 have the permission of that person. It does not matter from where the material is borrowed – a book, article, material off the web, another student’s paper – all constitute plagiarism unless the course of the work is fully identified and credited. Plagiarism is cheating and a violation of academic and personal integrity and will not be tolerated. Plagiarism carries extremely serious consequences. To avoid plagiarism it is necessary when using a phrase, a distinctive idea, concept or sentence from another source to reference that source in your text, a footnote, or endnote. Every student in this course must comply with this code in all work submitted for a grade and will be held accountable accordingly for both individual and any team assignments. For more information, consult: http://www.tamu.edu/aggiehonor

Journals will be turned in a total of three times throughout the semester. The first two times, comments will be added to each journal, but no grades assigned. However, points will be deducted from final grade if journal is not turned in all three times.
<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
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</thead>
<tbody>
<tr>
<td>Aug. 31</td>
<td>Course Introduction</td>
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<tr>
<td>Sept. 2</td>
<td>Breeds of Livestock</td>
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<td>Food Safety – Dr. Kerri Harris</td>
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<td>Writing Center Workshop - Journaling</td>
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<td>Livestock Production Systems</td>
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<td>Animal Behavior – Dr. Ted Friend</td>
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<td>Oct. 2</td>
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<td>Principles of Genetics</td>
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<td>Heritability and Genetic Improvement</td>
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<td>Evaluation of Market Animals</td>
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<td>Growth and Development</td>
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<td>Catch up day</td>
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<td>Environmental Physiology</td>
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<td>Market Classes and Grades</td>
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<td>Nov. 2</td>
<td>Quiz Bowl Review for Exam II</td>
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<td>Comparative Reproductive Anatomy</td>
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<td>Reproductive Physiology</td>
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<td>Hormones of Reproduction</td>
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<td>13</td>
<td>Biotechnology</td>
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<td>16</td>
<td>Anatomy/Physiology of Digestion</td>
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<td>18</td>
<td>Applied Animal Nutrition</td>
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<td>20</td>
<td>Media Training – Nicole Boettger – National Pork Board</td>
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<td>23</td>
<td>Media Interviews</td>
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<td>25</td>
<td>Media Interviews</td>
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<td>27</td>
<td>Diet/Health Issues</td>
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<td>30</td>
<td>Diet/Health Issues</td>
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<tr>
<td>Dec. 2</td>
<td>WALK</td>
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<tr>
<td>4</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>7</td>
<td>Issues Facing Animal Agriculture</td>
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<tr>
<td>10</td>
<td>COMPREHENSIVE FINAL EXAM  8-10:00 am</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Jake Franke, Dept. of Animal Science
    Gary Acuff, Head, Dept. of Animal Science
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: June 15, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: ANSC 315

We recommend that ANSC 315 Livestock Judging be certified as a Communications (C) course for four academic years (1/10 to 1/14). 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3,940
4. Total minutes of oral presentation: 32
5. Instructor to student ratio for one section: 1:25

ANSC 315 is a two-credit course, and the instructor works with a graduate assistant, although all the feedback on the communications portions comes from the instructor. Students have to write 16 short papers (about 1 page each) defending their placings on each of the six classes of livestock; they also have to present their judgments orally. However, before they do their oral presentations, they will have instructor feedback on their written versions. After their oral presentations, they will use instructor and peer feedback to re-present. In addition, students will critique their classmates’ oral presentations. Feedback comes both from comments and from reiterating the same format 16 times. Instruction includes sample articles from livestock team judging, videos of oral reasons by previous judges, and a number of exercises designed to help them work on vocal expression.
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):

Anse 315

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

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

Instructor / Coordinator:  

Printed name and signature

(Date)

Received:  

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean:  

Printed name and signature

(Date)

Department Head:  

Printed name and signature

(Date)
ANSC 315-500  
Livestock Judging  
Fall 2010  
Tuesdays & Thursday 3-4:50pm

Instructors: Jake Franke  
Office: 114 Kleberg Center  
Phone: 845-7616  
Email: jfranke@tamu.edu

OBJECTIVES AND ATTENDANCE POLICY

Objective: Selection and evaluation of beef cattle, swine, sheep, goats and horses. The ability to present accurate, clear and concise oral and written reasons is stressed. The course is designed to help you gain a great understanding of market animal evaluation, breeding animal selection and genetic evaluations of beef cattle, sheep and swine. In addition, equine form and function will be addressed. We hope that many of you will become members of the 2011 Texas A&M Livestock Judging Team, but that is not a prerequisite for success in this course.

Course Location: The class will meet at various locations including Kleberg 123 (KLCT), Pearce Pavilion (PRPV), ASTREC Beef and Sheep Centers and Freeman Arena (EQCT). Note that the sites are tentative locations and could change based on livestock availability. Changes will be noted in preceding class meeting. If questions arise, contact 845-7616 for location.

Textbook: Class notes will need to be purchased at MSC Bookstore

Attendance: You are expected to attend class because a majority of your grade will be based on the daily grades associated with livestock evaluations, class placings and written/oral reasons. Please see www.student-rules.tamu.edu for more information on attendance policy.

Extra Credit: Extra credit will be given to students who assist with the fall 4H and FFA contests.

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, the 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 979-845-1637.

“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”


ANIMAL SCIENCE 315 GRADING POLICY

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Daily Class Grades</td>
<td>60%</td>
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<td>Average of Exams 1 and 2</td>
<td>40%</td>
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<td>FINAL GRADE</td>
<td>100%</td>
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Grading Scale

- 90-99: A
- 80-89.9: B
- 70-79.9: C
- 60-69.9: D
- ≤ 59.9: F
“The quality of a person’s life is in direct proportion to their excellence, regardless of their chosen field of endeavor.” – Vince Lombardi

**CLASS SCHEDULE 2010**

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<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August</td>
<td>31</td>
<td>Introduction (KLCT 123)</td>
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<tr>
<td>September</td>
<td>2</td>
<td>Scoring/Note Taking/Reasons (KLCT 123)</td>
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<td>7</td>
<td>Reasons Presentation/Video Classes (KLCT 123)</td>
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<td>Market Hot Evaluation (KLCT 123)</td>
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<td>14</td>
<td>Market Hog Evaluation, Class (PRPV)</td>
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<td>16</td>
<td>Breeding Heifer Class (ASTREC, Beef Center)</td>
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<td>17</td>
<td>Washington County Contest (Brenham)</td>
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<td>Breeding Ewe Class, Questions (PRPV)</td>
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<td>Oral Reasons (PRPV)</td>
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<td>28</td>
<td>Breeding Gilt Evaluation, Class, (KLCT 123)</td>
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<td>Breeding Gilt Class (PRPV)</td>
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<td>October</td>
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<td>Breeding Cattle Evaluation (Beef Center)</td>
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<td>Swine/Sheep EPDs (KLCT 123)</td>
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<td>Steer Classes (ASTREC, Beef Center)</td>
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<td>Market Hog and Gilt Classes (PRPV)</td>
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<td>26</td>
<td>Contest Preparation (set up) (PRPV)</td>
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<td>Aggiefest Contest</td>
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<td>November</td>
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<td>Breeding Cattle Classes, Scenarios (ASTREC, Beef Center)</td>
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<td>Horse Evaluation (KLCT 113)</td>
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<td>Carcass Evaluation (KLCT 123), Review for Exam</td>
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<td>Horse Classes (KLCT 123)</td>
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<td>No Class</td>
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<td>25</td>
<td>Thanksgiving</td>
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<td>Market Steer, Lamb, and Hog Evaluation (PRPV)</td>
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<tr>
<th>December</th>
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<tr>
<td></td>
<td>2</td>
<td>Course Wrap-Up</td>
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<td></td>
<td>4</td>
<td>Junior Livestock Team Workout (Georgetown)</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Andy Herring, Dept. of Animal Science
    Gary AuCo, Head, Dept. of Animal Science
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: June 15, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: ANSC 406

We recommend that ANSC 406 Beef Cattle Production and Management be certified as a Communications (C) course for four academic years (1/10 to 1/14). 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2,500
4. Total minutes of oral presentation: 15-20
5. Instructor to student ratio for one section: 1:9

The instructor has the assistance of two graduate students in this communications-intensive capstone course. Students do research and write a paper based on both the literature and on knowledge gained from previous courses. To prepare for this paper, they turn in both an outline and draft for instructor feedback. A rubric is also provided to help them review their work and see how it will be evaluated.

They work in a group to prepare another project using a ranch management scenario in which they make oral and written recommendations about a specific ranch scenario in a fashion similar to how a consulting firm would make a presentation to a potential client. This results in a paper and an oral presentation of 15-20 minutes. Every student is required to present for at least 5 minutes as part of the group presentation. Students do two preliminary assignments to prepare for the final project. For these, they are required to provide a 5-minute oral presentation using slides, and they are provided feedback.

The text for this class is an Extension publication where research results are summarized in a manner for educated cattle producers to interpret, and this serves as a model as do assigned readings throughout the semester.
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):

   ANSC 406 Beef Cattle Production and Management

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

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

   Instructor / Coordinator: Andy D. Herring 4/16/10
   Printed name and signature

   Received: Valerie Balester 4/26/10
   (W Course Coordinator, University Writing Center) (Date)

   Approvals:

   College Dean: Ann Kerlinger 20 April 2010
   Printed name and signature
   (Date)

   Department Head: Gary Acuff 4/19/10
   Printed name and signature
   (Date)

   RECEIVED APR 22 2010
ANSC 406
Texas A&M University
Beef Cattle Production and Management
Fall 2010

Instructor:  Andy D. Herring, Associate Professor
Kleberg Room 432
Phone: 845-9284  E-mail: andy.herring@tamu.edu
Office hours:  MWF 10:00 AM to noon,
TR  8:30 to noon
Appointments are encouraged for times other than these.

Lab Instructors:  Chase Runyan, Kleberg 232, 845-5087
Carl Muntean, Kleberg 434, 845-2694

Prerequisites:  ANSC 305 Animal Breeding & Genetics
ANSC 303 (Nutrition) or 318 (Feeds and Feeding)
ANSC 433 Reproduction

It is not mandatory that students have completed all prerequisites before enrolling, but, extra
reading/study time will probably be required. Students that do not have any of the prerequisites
(or similar courses), or are of freshman/sophomore standing should not remain enrolled in the
course. Additionally, as a C designated course, there are specific guidelines and responsibilities
associated with writing assignments and oral presentations; as a result, you will not receive a
passing grade for the course if you do not receive passing grades on both the research paper and
the group project.

Objective:

This course covers the major principles involved for profitable, sustainable, integrated beef cattle
production from the perspective of the U.S. cow-calf sector. The primary learning outcomes for
this course will be: (1) understand the fundamental concepts associated with cow-calf production
and how the factors interact, (2) be able to identify, interpret and convey research that addresses
a specific beef cattle production topic through a research paper, and (3) understand, coordinate
and communicate production recommendations for a specific ranch scenario through an oral
presentation and complementary written report as a group project.

Text:

Texas Beef Cattle Management Handbook.  2007.  Available as publication SP-50 for $60 (plus
tax/shipping) through Texas AgriLife Extension Service online book store:

Reference:

Prentice-Hall, Inc.

Class time:

9:10 - 10:00 MWF, Kleberg 113
12:40 - 2:30 Wednesday, TAMU Beef Center (Occasionally KLCT 121)
3:00 - 4:50 Wednesday, TAMU Beef Center (Occasionally KLCT 121)

Topics:

History and utilization of biological types and breeds of cattle, Utilization of performance records, Breed differences and breeding systems, National cattle evaluation programs, Structure of U.S. cattle industry, Reproductive concepts and management, Replacement heifer development, Cow culling decisions, Herd health management, Nutritional/growth aspects/management, Management of feed/pasture resources, Marketing opportunities and considerations, Market grades and pricing of cattle, Systems approach to beef production, Current industry concerns, Global issues

Attendance:

Attendance is crucial for learning, is mandatory for this class, and will be monitored at each lecture and lab meeting. Students with **no unexcused absences** will be eligible for a two-point curve at the end of the semester. More than six (6) unexcused absences will result in your final grade in the course to be reduced by one letter grade.

ADA Policy:

The department, college and university endorse PL 101-336, the “Americans with Disabilities Act of 1990”. Students with disabilities are encouraged to inform the instructor so that any needed accommodations can be provided. All attempts will be made to maintain confidentiality. More information is available at TAMU Student Disability Services: [http://disability.tamu.edu](http://disability.tamu.edu); phone: (979) 845-1637.

Course grade

There will be three lecture exams and a final exam scheduled as:

| Exam I      | Friday, September 17 (material ends September 13) |
| Exam II     | Friday, October 15 (material ends October 11)     |
| Exam III    | Friday, November 12 (material ends November 8)    |
| Final Exam  | Monday, May 10 – 8:00 to 10:00 AM                  |

**Final grade will be based on:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<td>Three lecture exams</td>
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<tr>
<td>Individual research paper</td>
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<td>Group ranch project</td>
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<td>Homework exercises</td>
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**Grading scale:**

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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5 - 100</td>
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<tr>
<td>B</td>
<td>79.5 – 89.4</td>
</tr>
<tr>
<td>C</td>
<td>69.5 – 79.4</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.4</td>
</tr>
<tr>
<td>F</td>
<td>Below 59.5</td>
</tr>
</tbody>
</table>

Research Paper:
You will be required to write an in-depth, scientific review of information specific to a topic related to the U.S. beef industry. This paper will follow the general writing style of the *Journal of Animal Science*. Possible topics and the schedule for outline, summary/draft, and final version (due by 5:00 PM November 1) will be given the second week of class. *You will incorporate information from your research paper into the Group Ranch Project.*

**Ranch Project:**

You will be assigned to a group of 4 to 5 students to conduct an in-depth ranch plan for a specific production scenario within Texas. Your group will give a 15-minute presentation during lab on **December 1** that highlights your most important points. This presentation must be done in Microsoft Powerpoint™. A written report that describes the ranch project must be turned in by **November 24**.

Participation by all members of your group is crucial for your success! You will confidentially evaluate all members of your group (and they will evaluate you). This peer evaluation will add or subtract up to 20 points for your grade on this project. **Unfavorable evaluations of you by your group may result in you receiving a grade of “F” for the project.**

**Lab:**

The lab period is designed to complement lecture topics with a more “hands on” type of approach and group activities. We will be meeting at the TAMU Beef Center (approximately six miles west of campus on FM 60) during most lab periods. You will be assigned approximately eight homework assignments during the semester. *Don’t start or try to finish your homework the few minutes before class/lab time.*

Take home assignments that are turned in one to seven days after the due date will receive an automatic 25-point discount. Assignments turned in over 7 days late will not be accepted, and the resulting grade will be a “0.” Students with excused absences will be allowed to make up homework assignments within these same guidelines with modified due dates.

**Field trip:**

We will attempt one field trip this semester to an area seedstock and/or commercial producer. It is for your educational benefit to attend course field trips. If we have to go on a field trip that is outside of lab time, you are encouraged to go, but not if it will adversely affect your performance in any of your other classes. A memo from me to your other professors will be provided, whether or not they honor them will have to be determined by you.

**Class conduct:**

As participants in a senior-level course at one of the main universities in the United States, there is a lot expected of you because you have a lot of potential for success in life. Asking of questions and discussion of relevant information in and outside class is highly encouraged;
however, talking to neighbors, texting, sleeping, or studying for other courses during class time will not be tolerated. *Come to class ready for discussions.*

NO CELL PHONES. If you have a cell phone that rings during class, you will automatically receive an unexcused absence for that class meeting. If you have an emergency situation where you need to have a cell phone on during class, let me know ahead of time. *Cell phones, black berries, or other electronic communication devices with built-in calculators can not be used for exams; only actual calculators will be allowed.*

*Aggies do not lie, cheat, or steal, or tolerate those who do.*

Because of consequences for the student, knowledge of the Aggie Honor Code, from definitions of academic misconduct to the process and sanctions that may result should be familiar to both faculty members and students. All aspects are described fully on the Aggie Honor System website [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).
ANSC 406 BEEF PRODUCTION LABS
Tentative Schedule – Fall 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Lab topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Beef cattle breeds and introductory material</td>
</tr>
<tr>
<td>September 8</td>
<td>Crossbreeding system calculations</td>
</tr>
<tr>
<td>September 15</td>
<td>Beef cattle performance records</td>
</tr>
<tr>
<td>September 22</td>
<td>Breeding cattle evaluation and selection</td>
</tr>
<tr>
<td>September 29</td>
<td>Stocker/feeder calf evaluation &amp; decisions, and beef quality assurance programs</td>
</tr>
<tr>
<td>October 6</td>
<td>Body condition scoring and cow culling decisions</td>
</tr>
<tr>
<td>October 13</td>
<td>Reproductive management and herd health</td>
</tr>
<tr>
<td>October 20</td>
<td>Feed resources and management</td>
</tr>
<tr>
<td>October 27</td>
<td>Pasture evaluation and stocking rate problems</td>
</tr>
<tr>
<td>November 3*</td>
<td>Field Trip (may be all day or may be only afternoon)</td>
</tr>
<tr>
<td>November 10</td>
<td>Fed cattle evaluation and value determination</td>
</tr>
<tr>
<td>November 17</td>
<td>Lab practicum</td>
</tr>
<tr>
<td>November 24</td>
<td>NO LAB MEETING – THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td>December 1</td>
<td>Ranch Project Group Presentations (Meet in KLCT 127)</td>
</tr>
</tbody>
</table>

*All labs will meet at the Beef Center, a component of the TAMU O.D. Butler Animal Science Teaching, Research and Extension Complex, which is approximately six miles west of campus on FM 60, unless otherwise indicated.

Lab attendance is mandatory and is reflected in the overall class attendance (see Attendance in the class syllabus). If a person must attend lab at a time for which they are not assigned, it is their individual responsibility to report their attendance to the lab instructor of their assigned lab.

*Field trip date is tentative and subject to change.
TO: Faculty Senate Executive Committee

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

CC: Aaron Tarone, Dept. of Entomology
    Kevin Heinz, Head, Dept. of Entomology
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: June 15, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: FIVS 435

We recommend that FIVS 435 Case Studies in Problem Solving be certified as a Communications (C) course for four academic years (1/10 to 1/14). 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: 94%
2. Course content appropriate to the major
3. Total number of words: 4,000+
4. Total minutes of oral presentation: 97
5. Instructor to student ratio for one section: 1:25

FIVS 435 Case Studies in Problem Solving is a capstone course required for all entomology majors. Students build upon their knowledge and experiences in forensic science by learning about problems and problem solving approaches as a member of a problem solving team, although each team member is also required to write two individual papers and present a five-minute presentation. Formative feedback regarding grammar, organization, logic, and synthesis related to the specific assignment is provided through written and oral comments after each round of writing/presentation. Feedback on presentations is provided by instructor comments and class discussion after each assignment. Assignment intensity increases as the semester progresses, allowing the students to build upon their skills. Communication instruction on student writing is initially provided through lecture and discussion, using examples of writing in scientific literature. After the first assignment, a review and class discussion is used to address common problems, achievements, and methods to improve. This discussion and assessment sets the stage for the next assignment. This iterative process is repeated for each assignment. Communication instruction on presentation begins with a guided class discussion following everyone’s first speaking experience in class. The discussion is guided through organization, clarity, and presentation skills, including vocal enunciation, voice projection, eye contact, audience connection, and use of presentation aids (e.g., PowerPoint or demonstrations). This discussion results in a list of class-valued characteristics for professional presentations. A peer review rubric is generated from this list that students use to evaluate each presentation going forward.
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):

   **EIVS 435 Case Studies in Problem Solving**

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: Aaron Tarone  
Printed name and signature  
(Date)  

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

Approvals:

College Dean: And L Kemimer  
Printed name and signature  
(Date)  

Department Head:  
Printed name and signature  
(Date)
**Syllabus**

**FIVS 435 Case Studies in Problem Solving**
Spring Semester 2010  
Three Credit Hours  
Tuesday, Thursday 11:10-12:25  
Room 102 Heep Center-West Campus

**Instructor:** Dr. Aaron Tarone, Assistant Professor

Department of Entomology  
Texas A&M University  
Office: Rm 420 (Tarone) Heep Center  
Email: amtarone@ag.tamu.edu  
Office Hours: Tuesday 8:30AM-10:30AM

**Description/Expectations:** This course is designed to help students develop problem-solving skills for real world situations. The forensic sciences provide excellent material for gaining experience due to the diversity range of sciences that are of importance to legal issues. Students are expected to identify and provide order to the components of problem solving, develop logical arguments from different perspectives, and communicate decision-making processes as a member of a problem solving team. The scale of problem solving will extend from laboratory and field to community, state, and national levels.

Students are expected to build upon their knowledge of, and experience in forensic science by learning about problems and problem solving approaches. Students will participate by developing and assessing different problem solving strategies, by investigating a series of cases that vary in scale and complexity, and by being challenged to solve real-world problems as part of a team of scientific investigators.

This course will emphasize both lateral and vertical integration of instructional experiences. The lateral dimension will be achieved within the course by using a team approach to focus on case studies and problem solving. The vertical integration (i.e., integration over time) will encourage continual building of new concepts predicated on principles previously learned in other courses. Students will be required to utilize concepts, skills, and knowledge from previously completed course work and experience as they formulate solutions to problems presented in this course.

**Student Learning Outcomes:**
- Assess, define and communicate problems from simple to complex levels.
- Define and debate problems and solutions from different points of view.
- Participate in the development and assessment of logical arguments, appropriate uses of evidence, and integration of varied types of information (quantitative, qualitative, text, image, etc.) in problem solving.
- Recognize the responsibilities and opportunities associated with citizenship in an increasingly interconnected and interdependent world.
**Prerequisites:** Junior or Senior classification, or approval of instructor. This is a capstone course in the curriculum for the Bachelor of Science Degree in Forensic and Investigative Sciences and as such my expectations are for you to draw upon your background, current knowledge, and experience in this course.


**Required Reading:** Selected materials including web-based, scientific and public domain articles, and materials appropriate to case studies. Due dates listed below are the dates that you should be prepared to discuss the readings listed on that date at the beginning of class.

**Class Guide to Library Resources Website:** Class and activity 28 January to be held in the Medical Sciences Library, West Campus.

**Grading: Approximate percent values, actual point values.**
- Paper and presentation on a single scientific article………………..6% (100 pts)
- Comparison paper and presentation*……………………………6% (100 pts)
- Written mid-term exam…………………………………………….6% (100 pts)
- Forensic science discipline evaluation paper and presentation*….19% (300 pts)
- Current Issues Debates*……………………………………………..19% (300 pts)
- AAFS/articles paper………………………………………………13% (200 pts)
- Attendance and Participation……………………………………….6% (100 pts)
- Final (Compare and contrast 3 forensic science disciplines); presentation and paper*……………………………………………….25% (400 pts)

A=90-100% of cumulative points; B=80-89; C=70-79; D=60-69; F=<60.

Course activities designated by * include formal presentations with a requirement for business professional dress. Students are guided to “Dress for Success”. Visit the Career Center website for information and guidelines on professional dress.

Each course activity will include assessment of written documents and oral presentations. Activities indicated by * will be assigned to teams and teams will be evaluated by collective and individual assessments.
## Estimated Schedule of Classroom Activities (Schedule and Assignments are Subject to Change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Joint Assignment</th>
<th>FIVS 415</th>
<th>Date</th>
<th>FIVS 435</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (joint classes)</td>
<td>Welcome &amp; Rubric</td>
<td>19 January</td>
<td>Welcome &amp; Rubric</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Daubert and Science</td>
<td>21 January</td>
<td>Scientific Method, Chapter 1,</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1/Chapter 2</td>
<td>26 January</td>
<td>Scientific Method, Lakatos, Platt</td>
<td></td>
</tr>
<tr>
<td>2 (joint classes)</td>
<td>Library</td>
<td>28 January</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assign one article and discuss rubric for presentations</td>
<td>2 February</td>
<td>Reading scientific papers.</td>
<td></td>
</tr>
<tr>
<td>3 (joint classes)</td>
<td>PRESENTATION</td>
<td>4 February</td>
<td>PRESENTATION One page article review due.</td>
<td></td>
</tr>
<tr>
<td>4 (joint classes)</td>
<td>Review presentations</td>
<td>Chapter 3</td>
<td>9 February</td>
<td>Review presentations, assign Forensic Science vs Non-forensic science</td>
</tr>
<tr>
<td>4</td>
<td>Exam #1</td>
<td>11 February</td>
<td>Mid Term Exam</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chapter 4</td>
<td>16 February</td>
<td>In class work, compare For Sci vs. Non-For Sci</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5</td>
<td>18 February</td>
<td>PRESENTATION, 2 page comparison paper due</td>
<td></td>
</tr>
<tr>
<td>6 (joint classes)</td>
<td>Assign AAFS/articles (5) (5 page maximum summary paper)</td>
<td>Out of class assignment</td>
<td>23 February</td>
<td>Out of class assignment</td>
</tr>
<tr>
<td>6 (joint classes)</td>
<td>Out of class assignment</td>
<td>25 February</td>
<td>Out of class assignment</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Assignment</td>
<td>Chapter</td>
<td>Due Date</td>
<td>Activity</td>
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<tr>
<td>7</td>
<td>Papers due</td>
<td>Chapter 6</td>
<td>2 March</td>
<td>Discuss papers and AAFS conference. Assign 5 paper field evaluation.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Chapter 7</td>
<td>4 March</td>
<td>Work on 5 paper field evaluation</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Chapter 8</td>
<td>9 March</td>
<td>PRESENT 5 paper field evaluation</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Exam #2</td>
<td>11 March</td>
<td>4 page paper comparing scientific rigor of 1 field due. Assign Three fields.</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>16 March</td>
<td>Spring Break</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>18 March</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>Assign Debate #1</td>
<td>Chapter 9</td>
<td>23 March</td>
<td>Chapters 3/4 Discussion</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Chapter 10</td>
<td>25 March</td>
<td>Discussion on research from Chapters ¾</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Debate #1</td>
<td>30 March</td>
<td>Debate #1</td>
</tr>
<tr>
<td>11</td>
<td>Assign Debate #2</td>
<td>Chapter 11</td>
<td>1 April</td>
<td>Discussion on Chapter 5</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Future Dangerousness</td>
<td>6 April</td>
<td>Discussion on research from Chapter 5</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Debate #2</td>
<td>8 April</td>
<td>Debate #2</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Battered Women Syndrome</td>
<td>13 April</td>
<td>Discussion on Chapter 10</td>
</tr>
<tr>
<td>13</td>
<td>Assign Debate #3</td>
<td>Jury Reactions (article)</td>
<td>15 April</td>
<td>Discussion on research from Chapter 10</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Out of Class Assignment</td>
<td>20 April</td>
<td>Discussion on Chapter 11</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Out of Class Assignment</td>
<td>22 April</td>
<td>Discussion on research from Chapter 11</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Date</td>
<td>Event</td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Debate #3</td>
<td>27 April</td>
<td>Present Multi-discipline Comparison. 10 page compare and contrast paper due.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Exam #3</td>
<td>29 April</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Expectations:** Be in class on time and be prepared for classroom discussion/participation. Turn off all cell phones, pagers, and other communication devices that would cause interruptions. Please remove caps. Be aware of and observe all classroom safety rules and regulations. Assist and respect others.

**Make ups:** No make ups are given without a University Approved Excuse. Make up exams must be taken within 2 weeks of missed date or a “0” will be given. Make up assignments must be turned in within 1 week of missed date or a “0” will be given. Late assignments will lose one full grade (A downgraded to a B, etc.) per day, starting at the beginning of the course on the due date of an assignment. Yes, that means that, if you are late to class, your grade will drop one full grade. If you don’t get the assignment to me within 24 hours of the beginning of the course on the due date, your grade will drop two full levels.

**Joint Assignments with FIVS 415**
You will have several assignments, such as the debates, where you will be evaluated for both FIVS 415 and FIVS 435. This does not mean that you should expect the same grade for such an assignment in each class. It is entirely possible to have a detailed knowledge of how a forensic science fits into the legal arena and have no understanding of the science itself (and vice versa). Accordingly, make sure that you have met the requirements of both courses on these assignments and do not hesitate to contact the instructors of either or both courses if you are unclear as to how you can do so.

**Americans with Disabilities Act (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 Cain Hall or call 845-1637.

**Academic Integrity Statement**
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Jerry Elledge, Department of Health and Kinesiology  
Richard Kreider, Head, Department of Health and Kinesiology  
James B. Kracht, AOC Dean, College of Education and Human Development

DATE: June 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HLKN 440

We recommend that HLKN 440 Contemporary Issues for Community Health Interns be certified as a writing (W) course for four academic years (1/10 to 1/14). 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: 36%
2. Course content appropriate to the major
3. Total number of words: 12,000
4. Instructor to student ratio for one section: 1:30

HLKN 440 is required of majors and helps them prepare for professional employment. Students write a job search portfolio that includes letters, resumes, and a job hunt report; they also write a personal philosophy. In-class draft workshops and instructor comments, both oral and written, are given on at least 3 of the job search materials. Instruction includes lecture and readings.

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):

   HUM 4410 - Contemporary Issues for Community Health Interns

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: Jerry Elledge
Printed name and signature

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

Approvals:

College Dean: James B Kracht
Printed name and signature

Department Head: Richard Kreider
Printed name and signature

RECEIVED
MAR 10 2010
By UWC
HEALTH 440
Contemporary Issues for Community Health Interns
Spring 2010 (Summer 2010 Interns)

Instructor: Dr. Jerry Elledge
E-Mail: elledge@hlnk.tamu.edu
Office: 211 GRW Cols.
Phone: 845-1266 Office
690-9774 Home
Secretary: Kathy Durkin 862-2794

Class Meets: MWF 8:00 a.m. - 8:50 a.m.
Room: 267B G. Rollie White Coliseum
Office Hours: MWTH 1:00 p.m. - 2:00 p.m.

Course Description: Preparatory course for advanced students in the Community Health Internship program. This is now considered as one of the "writing courses" for the division of Health.

Prerequisites: Approval of Instructor and admission to Internship program.

Plus selected outside sources

Class Requirements:

1. Attendance at ALL CLASSES. (Excused absences include interviews)
2. Completion and submission on or before the appointed deadline of the following:
   (* items with double asterisks are due at the end of the internship, and are calculated in the internship grade)
   ** a. Initial Information Sheet
   ** b. Internship Objectives
   ** c. Description of Project
   ** d. Journal/Daily Log of Internship (submitted to Dr. Elledge on a bi-weekly basis)
   ** e. Evaluation from Agency/Intern Site Supervisor (bring to debriefing ??)
   ** f. Copy of the completed Project...i.e. computer programs, models, videotapes...
   g. Résumé in appropriate form (multiple copies required – 1 Bond; 2 Regular)
   h. Completion of the Job Hunt – as directed
   i. Internship form and Photograph
3. OSHA Examination 1910-1030 Bloodborne Pathogens
4. Interview Sequence
5. Laboratory Assignments (to be discussed)
6. Examination on Requirements for Internship
7. Examination on the "Parachute" book
8. Written Assignments (NOTE: Some of these assignments are included in other requirements)

   20 pts. A. Personal philosophy of your chosen health-related field (1000 words)
   25 pts. B. Résumé x 2 (Regular and Refined for Job Hunt)
   15 pts. C. PowerPoint presentation of agency visit – research and presentation (both written and oral)

Parts of 100 pts. Will include the following: (See Score Sheet)
   d. Selected parts of the Job Hunt (résumé, preparation for specific job, TDH application, Letter of Application for specific job)
Your grade will be determined by: *(W) indicates written portion of course content*

- Résumé (W) 25 pts.
- OSHA Test 50 pts.
- Requirements Test 50 pts.
- Job Search (W) 100 pts.
- Laboratory Assignment (W) 15 pts.
- Parachute Test 15 pts.
- Personal Philosophy (W) 20 pts.

**Total Written Points = 20 + 15 + 39/(100) + 25 = [99]**
**Total Points = 275**

**Electronic Devices:** All cell phones, pagers, etc., are to be turned off while in the classroom. If any of these devices are heard during class, the student will be asked to leave and will be marked absent for that day. No exceptions.

"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. The phone number is 845-1637."

Please Note:

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."

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**New Aggie Honor System Effective September 1, 2004**

All students are expected to be familiar with the new Aggie Honor System that was made effective September 1, 2004. Any suspected instances of scholastic dishonesty as defined by Texas A&M Student Rules, Part 1, Section 20 (http://student-rules.tamu.edu) will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).

"An Aggie does not lie, cheat or steal, or tolerate those who do."
HLTH 440 CALENDAR - SECTION 500
SPRING 2010 (Summer 2010 Interns)

Jan. 20 Introduction / Syllabus
Jan. 25 Guidelines, Expectations (Personal Philosophy 1st Draft due today)
Jan. 27 Philosophy of Specialization Areas [W] (Final due on Feb. 8th)
Jan. 29 Specialization Areas (continued)
Feb. 1 Résumé Writing [W] (1st copy/draft due on Feb. 3rd)
Feb. 3 Résumé Writing (continued) (1st copy/draft due today)
Feb. 5 Résumé Writing (continued)
Feb. 8 Sexual Harassment, Discrimination, ADA (2nd copy of résumé due today);
(final Philosophy of Specialization Areas is also due today)
Feb. 10 Harassment Cases – Academic and Business Ethics
Feb. 12 Working with Agencies (Résumés Due - Final Copy) [W]
Feb. 15 Agency Pitfalls
Feb. 17 Agency Visit - Objective, Missions, Funding (Lab for PowerPoint Presentation)
Feb. 19 Agendas and Meetings
Feb. 22 Meetings, Roberts Rules of Order
Feb. 24 Powerpoint Presentation of Agency Visit
Feb. 26 Powerpoint Presentations (continued)
Mar. 1 OSHA S.B. 1910-1030
Mar. 3 OSHA S.B. 1910-1030
Mar. 5 OSHA S.B. 1910-1030
Mar. 8 OSHA S.B. 1910-1030
Mar. 10 OSHA S.B. 1910-1030 Examination
Mar. 12 Needs Assessment
MARCH 15 - 19 SPRING BREAK
Mar. 22 Interview Procedures - Types
Mar. 24 Interviews - Student Participation
Mar. 26 Interviews - Student Reviews
Mar. 29 Interviews – Student Reviews
Mar. 31 Job Hunt - Expectations
Apr. 2 GOOD FRIDAY – READING DAY – NO CLASSES
Apr. 5 Job Hunt
Apr. 7 Job Hunt
Apr. 9 Communication Types and Skills
Apr. 12 Medical Ethics
Apr. 14 Consensus Building
Apr. 16 Types of Volunteers
Apr. 19  JOB HUNT DUE  [ITB 8:00 a.m.]
Apr. 21  Parachute Test
Apr. 23  HIPAA
Apr. 26  HIPAA
Apr. 28  Requirements Test
Apr. 30  Grant Writing - Dr. Elledge

May 3  MONDAY - PREP DAY, CLASSES MEET, BUT NO EXAMS

May 4  TUESDAY – LAST DAY OF SPRING SEMESTER – REDEFINED DAY
STUDENTS ATTEND FRIDAY CLASSES – KATHY TO CLASS

May 5 - 6  READING DAYS, NO CLASSES

May 7  FINALS BEGIN

PLEASE NOTE:
Dr. Elledge’s secretary, Kathy, will be in class on TUESDAY, May 4, 2010 to disseminate
Summer ‘10 paperwork and to collect liability insurance money orders, proof of medical
insurance coverage, TB test results and proof of Hepatitis B vaccination and shot records
INTEROFFICE MEMORANDUM

TO:        DR. WEICHOLD
            AOC
FROM:      LAURA BOREN
SUBJECT:   NOTIFICATION OF STUDENT RULE 7 UPDATE
DATE:      6/14/2006
CC:        DR. DAVID PARROTT, ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS

Approved modifications of TAMU Student Rule 7 will be posted to the Student Rules on August 15, 2006.

The primary rule modifications are as follows:

- Course syllabus should outline the instructor's classroom policy for absences related to injury or illness.
- Students who are absent from class three or more days should provide instructors with confirmation from a medical provider for an excused absence (section 7.1.6.1)
- The medical confirmation form must contain the date and time of the illness and medical professional's confirmation of needed absence (section 7.1.6.1)
- Instructors have the discretion to request additional documentation is needed for an excused absence for students who are absent from class up to two days due to injury or illness (section 7.1.6.2)
- If an instructor determines documentation is necessary, the instructor must decide whether the student will accept the TAMU ASM University Emergency Services form Absent From Class form [http://studentlife.tamu.edu/forms.html] or a confirmation note from a health care professional spanning date/time of visit (section 7.1.6.2)
- Absences for regular checkups do not constitute an excused absence as defined by the rules (section 7.1.6.3)
- An instructor may determine that additional documentation substantiates the reason for an excused absence is needed. The student should provide this information within one week of the last date of the absences (section 7.3)
- In the case where a student has potentially provided falsified documentation, the instructor should utilize the Angle Honor System [http://www.tamu.edu/applyhonor/index.htm].

Attached is a copy of the revised rule and form for your reference.
7. Attendance (Revised: 2006)

Introduction
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.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

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: (1) Illness.

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 of major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's brother, spouse's sister, mother, stepfather, stepmother, step-sister, step-brother, step-grandparents, step-grandchildren, 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)

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://the.tamu.edu/forms.htm
b. Confirmation of visit to a healthcare 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 The associate dean for undergraduate programs, or the dean’s designee, of the student’s college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance constitutes a student’s grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student’s instructor. To be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the day of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 45. Unexcused Absences, for information on appealing an instructor’s decision.
7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic dean of the student’s college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student’s major department to the dean of the student’s college.

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1 In accordance with Faculty Senate Resolution FS.14.101 (see Faculty Senate meeting minutes of Feb. 10, 1997), “faculty members are encouraged not to hold exams on the day of Muster. Any absence from classes beginning after 5 p.m. to attend Muster will be considered a university excused absence.”
Texas A&M University

Explanatory Statement for Absence from Class

As identified in the instructor's course syllabus, this form is accepted as documentation for injury or illness related class absences for a period less than three business days (to include classes on Saturday). This form is NOT accepted for injury or illness related to class absences for a period of more than three business days. Please refer to Texas A&M Student Rule #7 for guidance on class attendance and absences.

Student Information

Last Name: ____________________________ First Name: ____________________________

Student UIN: ____________________________

Email: ____________________________ Phone: ____________________________

Dates Missed

Begin Date: ____________________________ End Date: ____________________________

Course Information

Department, Course, and Section: ____________________________

Name of Instructor: ____________________________

Missed Coursework: ____________________________

Reason for Missed Coursework: ____________________________

Desired Course of Action: ____________________________

Please give, if possible, the name of someone who can vouch for your illness. This need not be a health care professional.

Name: ____________________________

Address: ____________________________

Email: ____________________________ Phone: ____________________________

I certify that the above statements are true to the best of my knowledge and belief, and that I understand that I will be in violation of the Aggie Honor Code and may be subject to student disciplinary action if the above statements are found to be falsified and/or if I am found responsible for abusing the excused student absence process.

Signature: ____________________________ Date: ____________________________
August 1, 2008

JERRY R. ELLEDGE
ASSOCIATE PROFESSOR
HEALTH & KINESIOLOGY
EDUCATION AND HUMAN DEVELOPMENT
4243 TAMU

Dear Faculty Member:

The TAMU Task Force on Campus Emergencies has been working on multiple projects since the fall semester. One of the projects coming out of the Student Awareness and Involvement subcommittee is an educational campaign aimed at giving students a very basic understanding of what to do in the case of a campus emergency or Code Maroon. The first step in this educational campaign was the development of a quick reference tool for students (see insert with this letter) to be given out during New Student Orientations and Fish Camps and to be affixed to the back of residence hall, Corps, and University Apartments doors. There are many more steps in the educational campaign to come later (such as Battalion advertisements), but the general idea right now is to blitz students with this information in as many venues as possible as soon as possible.

This is where I am asking for your assistance. In the envelope with this letter, please find a final copy of the quick reference tool (Listen – Educate – Act – Dial – Seek, or L.E.A.D.S.), which is being distributed to students. If you have the time or inclination, I am asking faculty to partner with Student Affairs in getting the L.E.A.D.S. information out to students this fall. A few ways faculty members might want to consider to help get the word out are:

- Mention the L.E.A.D.S. document during the first day of class.
- Display the L.E.A.D.S. document on office doors.
- Post a link to the L.E.A.D.S. document on class websites (http://studentaffairs.tamu.edu/emergency).
- Any method of advertising that fits the particular tastes of the faculty member.

The goal of this project is to reach as many students as possible in as many ways as possible. Your help is very much needed and very much appreciated in this effort. However, we also hope faculty members can use the LEADS information as well to personally prepare for campus emergencies. We hope you take the time to read the enclosed flier, find the information valuable, and apply the concepts in the event of an emergency.

Please respond back with any questions, comments, or concerns you might have. This is not a requirement, merely a request for help. If you have any questions, comments, or concerns regarding this information, please don’t hesitate to contact me by phone at (979) 845-4728, or by email at davep@tamu.edu.

Sincerely,

Dr. David W. Parrott
Associate Vice President for Student Affairs and Dean of Students
Interim Vice President of Student Affairs

Suite 117 Koldus Student Services Building
1256 TAMU
College Station, TX 77843-1256

Tel. 979.845.4728  Fax 979.845.3320
http://studentaffairs.tamu.edu
CAMPUS EMERGENCY INFORMATION

Texas A&M University LEADS (Listen → Educate → Act → Dial → Seek)

CAMPUS-WIDE EMERGENCY/CODE MAROON

LISTEN to TV, radio, Website, university e-mail, text message and staff.

EDUCATE others when you know information. Pass it on.

ACT according to information and directions you have received.

DIAL 911 for fire, medical or police emergencies as needed.

SEEK help and/or shelter.

MEDICAL EMERGENCY

Medical emergency

DIAL 911 EMERGENCY ON-CAMPUS

If trained, begin first aid.

Have another person meet police and EMS at designated area.

FIRE ALARM OR ACTUAL FIRE

Fire in building

Pull fire alarm and evacuate area.

Use nearest exit — or — alternate safe route.

Do NOT use elevators.

Evacuate area

Stay a safe distance away from the building.

Do NOT return until building is cleared by the fire department.

NATURAL DISASTER/INCLEMENT WEATHER

Natural disaster — or — inclement weather (examples: tornado, ice storm, hurricane).

WARNING: Severe weather sighted in the area.

WATCH: Conditions favorable for development of severe weather.

SEEK APPROPRIATE SHELTER:

Areas such as small interior rooms, interior hallways or basements

Stay away from windows.

Avoid large rooms.

Do NOT use elevators.

Monitor news/weather.

UP TO THE MINUTE INFORMATION

TELEVISION: CTV (Ch. 29), KXII (Ch. 11), KETK (Ch. 27)

RADIO: KTYK (1620 AM), KZNE (1150 AM), KORA (98.3 FM) and KKYX (104.7 FM)

WEBSITE: http://www.tamu.edu/emergency

TELEPHONE: 911

TEXAS A&M UNIVERSITY E-MAIL: Check your university e-mail in-box for messages.

CODE MAROON: Check personal cell phone for text messages.

LOCATIONS: MSC Hotel Desk, Corps Guard Room, Student Rec Center and Commons Desk

TEXAS A&M UNIVERSITY

Full procedures at http://www.tamu.edu/emergency/procedures.html
Download a copy at http://studentaffairs.tamu.edu/emergency/
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Gerard Coleman, Department of Marine Engineering Technology
    Vijay Panchang, Head, Department of Maritime Systems Engineering
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: June 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARE 405/MASE 319

We recommend that the cross-listed courses MARE 405/MASE 319 Introduction to Naval Architecture be certified as writing (W) courses for four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the courses meet or exceed the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 7,000
4. Instructor to student ratio for one section: 1:15

The writing requirement in MARE 405/MASE 319 is four collaborative labs reports and an individually written project report, which requires 3000 words and accounts for 20% of the final grade. (At the time this course was first passed, only 50% of the grade based on writing was required to be individual writing.) Lab reports (written as “teams” of students) are evaluated and returned to the teams (prior to their submission of the subsequent report) with extensive instructor comments. Students are required to: a) comment on their lessons learned using a “Critical Assessment” report, and b) return the graded report with the subsequent report. Subsequent reports are evaluated with/against previous graded reports and Critical Assessments to ensure avoidance of repeated mistakes. Significant and common errors are discussed with the entire class. Each student is required to present a final report to the Galveston Writing Lab prior to completing the final draft. Instruction is incorporated throughout the semester through assignment instructions, oral direction, and sample papers, which are discussed for their strengths and weaknesses. Individual consultation and the use of the writing lab is encouraged.

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):

**MAOE 405/MASE 319 Introduction to Naval Architecture**

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: Gerard Coleman  
Printed name and signature  
3/24/10 (Date)

Received:  
Valerie Balester  
(W Course Coordinator, University Writing Center)  
4/12/10 (Date)

Approvals:

College Dean: Donna C. Lang  
Printed name and signature  
3/24/2010 (Date)

Department Head:  
Printed name and signature  
3/24/2010 (Date)
MARE 405/MASE 319 Fundamentals of Naval Architecture  2010

Description: This is a study of ship geometry and arrangement, ship-form calculations, intact and damaged stability, ship’s structure, fundamentals of resistance and propulsion, ship motion/maneuverability/control, and ship design/construction/overhaul. Prerequisite: MARE 305, 309; CVEN 311, 345

Purpose: The course is intended to familiarize students with the theories and applications involved in vessel stability, flooding, and hydrodynamic resistance. The student should be able to discuss hull form characteristics, compute stability curves and metacentric heights, and predict drafts after flooding; to draw “Lines Drawings”; and to defend reasons for specific design considerations. This course supports ABET criteria a, c, d, f, g, h and k.

W: This is a writing-intensive course. Your writing performance, as well as calculations, will be evaluated as appropriate for engineers. As such, passing the course is predicated on receiving a passing grade on the student’s individually written final report.


Instructor:  Mr. Gerard Coleman, MERC 213; x4856, coleman@tamug.edu

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading Assignment</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Introduction to the Course</td>
<td>Chapter 1: p. 3-21</td>
<td></td>
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<tr>
<td>25</td>
<td>1/2 – Hull Form and Hydrostatics</td>
<td>Ch 2: p. 22-33</td>
<td>Note 2</td>
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<tr>
<td>27</td>
<td>3 – Coefficients/Integrals of Form</td>
<td>Ch 2: p. 34-47</td>
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<tr>
<td>Feb 1</td>
<td>4 – Flotation/TPI/Simpson’s Rule</td>
<td>Ch 3: p. 48-57</td>
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<tr>
<td></td>
<td>5 – Flotation/TPI/Simpson’s Rule</td>
<td>Ch 3: p. 48-57</td>
<td>1 (Iy)</td>
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<tr>
<td>8</td>
<td>6 – Equilibrium and Stability</td>
<td>Ch 3: p. 57-74</td>
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<tr>
<td>10</td>
<td>7 – Loading Effects on Stability</td>
<td>Ch 3: p. 74-91</td>
<td>11,13,15</td>
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<tr>
<td>15</td>
<td>8 – Stability at Large Angles</td>
<td>Ch 4: p. 100-107</td>
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<tr>
<td>17</td>
<td>9 – Stability at Large Angles</td>
<td>Ch 4: p. 100-107</td>
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<tr>
<td>22</td>
<td>10 – Curves Describing Stability</td>
<td>Ch 4: p. 108-116</td>
<td>Ch 4: 1</td>
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<tr>
<td>24</td>
<td>11 – Curves Describing Stability</td>
<td>Ch 4: p. 108-116</td>
<td>Begin selection process for IRT (Note 3)</td>
</tr>
<tr>
<td>Mar 1</td>
<td>12 – Negative Stability and Exam Review</td>
<td>Ch 4: p. 117-130</td>
<td>3,5</td>
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<tr>
<td>3</td>
<td>Exam One</td>
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<tr>
<td>8</td>
<td>13 – Longitudinal Stability</td>
<td>Ch 5: p. 133-143</td>
<td>Ch 5: 1,3; Teams Identify IRT to professor (Note 3)</td>
</tr>
<tr>
<td>10</td>
<td>14 – Moment to Change Trim</td>
<td>Ch 5: p. 146-158</td>
<td>5,7,9</td>
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<tr>
<td>20</td>
<td>15/16 – Loading of Large Weights</td>
<td>Ch 5: p. 158-165</td>
<td>19</td>
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<tr>
<td>24</td>
<td>17/18 – Flooding</td>
<td>Ch 6: p. 169-187</td>
<td>Ch 6: 1, list affected HP; Iteration problem</td>
</tr>
<tr>
<td>29</td>
<td>19 – Floodable Length</td>
<td>Ch 6: p. 187-193</td>
<td>5, draw B/Hs of Fig. 6-8 (present Iteration solution)</td>
</tr>
<tr>
<td>31</td>
<td>20 – Effects of Trim/Flooding</td>
<td>Ch 6: p. 187-193</td>
<td></td>
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<tr>
<td>April 5</td>
<td>21 – Ship Strength</td>
<td>Ch 7: p. 195-212</td>
<td><strong>Visit Writing Center in Kirkham</strong></td>
</tr>
<tr>
<td>7</td>
<td>22 – Q8 – Longitudinal Strength</td>
<td>Ch 7: p. 212-233</td>
<td>Ch 7: 1,5</td>
</tr>
<tr>
<td>12</td>
<td>23 – Longitudinal Strength; Exam Review</td>
<td>Ch 7: p. 212-233</td>
<td>Return SPE Tutorial book (last day of equations)</td>
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<tr>
<td>14</td>
<td>Exam Two</td>
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<tr>
<td>19</td>
<td>24 – Ship Resistance</td>
<td>Ch 8: p. 238-253</td>
<td>Ch 8: 1,3</td>
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<tr>
<td>21</td>
<td>25/26 – Components of Resistance</td>
<td>Ch 8: p. 253-268</td>
<td>5</td>
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<tr>
<td>26</td>
<td>28 – Propulsion and Efficiency</td>
<td>Ch 9: p. 271-285</td>
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<tr>
<td>28</td>
<td>29/30 – Propeller Test</td>
<td>Ch 9: p. 285-290</td>
<td>3</td>
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<tr>
<td>May 3</td>
<td>31 – Ship &amp; Propeller Together</td>
<td>Ch 9: p. 290-296</td>
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<tr>
<td>4</td>
<td>No lab; redefined as “Friday”</td>
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<tr>
<td>10</td>
<td>Final Exam</td>
<td>14-1600</td>
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<tr>
<td>15</td>
<td>Commencement and Commissioning</td>
<td>0900</td>
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<tr>
<td>Week</td>
<td>Lab</td>
<td>Reading</td>
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<tr>
<td>Jan 19</td>
<td>LAB – Introduction to laboratory equipment</td>
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<tr>
<td>Jan 25</td>
<td>LAB – time will be used as necessary to address class material</td>
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<tr>
<td>Feb 1</td>
<td>LAB #1 – Simpson’s Rule</td>
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<tr>
<td>Feb 8</td>
<td>LAB #2 – Intro Ship Project Editor (SPE); <strong>Complete Design</strong></td>
<td>Ch 3: p. 79-82</td>
<td></td>
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<tr>
<td>Feb 15</td>
<td>LAB #3 – Incline Experiment</td>
<td></td>
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<tr>
<td>Feb 22</td>
<td>LAB #4 – time will be used as necessary to address class material</td>
<td></td>
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<tr>
<td>Mar 1</td>
<td>LAB #5 – Large Angle Stability and <strong>Complete Model Assembly</strong></td>
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<tr>
<td>Mar 8</td>
<td>LAB #6 – Presentation of Model testing results</td>
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<td>Mar 22</td>
<td>LAB #7 – Trim</td>
<td></td>
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<tr>
<td>Mar 29</td>
<td>LAB #8 – Model Test and IRT preps (see note 4 below)</td>
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<tr>
<td>April 5</td>
<td>LAB – <strong>Presentations of IRTs</strong></td>
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<tr>
<td>April 12</td>
<td>LAB – Project Preparations</td>
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<tr>
<td>April 19</td>
<td>LAB – Project Preparations <strong>(NOTE: WITH TWO LAB SECTIONS SCHEDULED, ONLY NEED ONE DAY FOR PRESENTATIONS)</strong></td>
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<tr>
<td>April 26</td>
<td>LAB – Submit Report (include comments from Writing Center)</td>
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<tr>
<td>Project Presentations and Review</td>
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<tr>
<td>May 4</td>
<td>No lab; redefined as “Friday”</td>
<td></td>
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</tbody>
</table>

**Notes:**

1. **Grading Criteria:**
   - Participation: 10%
   - Labs: 20%
   - Project: 20% (passing the course requires receiving a passing grade on individually-written project reports)
   - Exams: 50% (midterm grade based on 70% exams since no project submitted)
   - Those with an “A” after the project are exempt from the final exam.

2. On engineering graph paper, sketch the “Line Drawings” from Figure 2-4 Table of Offsets for three waterlines (including the 16’ waterline), 3 stations, and 3 buttocks shown on their respective “½ Breadth”, “Body” and “Profile” plans. (Line Drawings should be similar to those found on page 24.) Lab #1 will involve taking measurements from the Half-breadth Plan’s 16-ft waterplane.

3. **Independent Research Topic (IRT):** Each team of students is to present a 10-minute lecture on any topic of interest relating to naval architecture, to be presented as indicated in syllabus about one month later. Its purpose is to encourage an interest in lifelong learning.

4. **Absences:** The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For a University excused absence, the student should contact the Counseling Office.

5. **Statement on American Disabilities Act (ADA):** The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for people 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, contact the Director of Counseling and your instructors.

6. **Statement on Academic Dishonesty:** Students found participating in “scholastic dishonesty” (i.e., plagiarism, cheating, or tolerating those who do) will receive an “F” for the course and will be referred for disciplinary action.

7. **Family Educational and Rights to Privacy Act (FERPA):** FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data. Please consult the Admissions & Records. Items that can never be identified as public information are a student’s SSN or institutional ID number, citizenship, gender, grades, GPR or class schedule.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Dan Humphrey, Assistant Professor, Film Studies and Women's and Gender Studies
Marian Elde, Director, Department of Women's and Gender Studies
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: June 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WGST/FILM 489

We recommend that the cross-listed courses WGST/FILM 489 Gender, Sexuality, and Auteurism be certified as writing (W) courses for four academic years (1/10 to 1/14). The W Course Advisory Committee is certifying WGST/FILM 489 for this title only. We have reviewed a representative syllabus and have determined that the courses meet or exceed 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: 5,600
4. Instructor to student ratio for one section: 1:25

Students in WGST/FILM 489 Gender, Sexuality, and Auteurism write two long analysis papers and keep a journal in which they write reflectively about their reading and the films they view. One paper involves a close reading of one of the films shown in terms of its exploration of sexuality, gender, and self-identity. Students submit a first draft which will be assessed by the instructor. The second paper requires an in-depth exploration of one of the class' three exemplary auteur filmmakers across several films, autobiographical writings, and published interviews. Students will submit a first draft for peer-review by students in the class and a second draft three weeks later responding to suggestions made by those peers. The second draft will be reviewed by the instructor. The instructor will also comment on journal entries and conduct optional individual consultations on drafts. Instruction includes class discussion of writing of models from academic writing and individualized instruction on drafts when necessary and detailed handouts for each major writing assignment. At least two mini-lectures on writing topics are scheduled.
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): Gender, Sexuality, a Aakerism
   WGST 481, Seminar in Women's and Gender Studies
   [Signature] 4/12/10

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

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

Instructor / Coordinator: [Signature] 4.20.2010
                          Printed name and signature

Received: [Signature] 4/26/10
           (W Course Coordinator, University Writing Center)

Approvals:
College Dean: [Signature] Michael T. Stephenson
             Printed name and signature

(DATE) 0GST
Program Director: [Signature] 4.20.2010
Department Head: [Signature] Printed name and signature

RECEIVED
APR 23 2010
By UWC
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):

   FILM 481 Gender, Sexuality, Autonomy

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: Anne Morey

Printed name and signature

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Pamela R. Matthews

Printed name and signature

(Date)

Department Head: Anne Morey

Printed name and signature

(Date)

RECEIVED

JUN 04 2009

By

44 of 48 E
“Gender, Sexuality, and Auteurism”
FILM 481/WGST 481W
Fall 2010
12:45-2pm, Tues and Thurs, w. required film screening time TBA.

Course Description and Prerequisites

Senior Seminar in Women’s & Gender Studies
Inquiry-based investigation of an issue, problem, or question, using gender or feminism as the organizing principle for analysis; methods and materials of scholarship in the field; includes opportunities for student research. Prerequisite: Senior classification or approval of instructor.

Seminar in Film Studies
Seminar on a figure, theme, style, movement or theory in film studies, with practice in the methods of research in film studies, culminating in a substantial research paper. Open to seniors enrolled in the interdisciplinary minor in film studies and to others with approval of the Coordinator of Film Studies. May be taken two times for credit. Prerequisite: 9 hours in film studies courses including FILM 301.

This seminar will explore the ways in which issues of gender and sexuality arise in the cinema in relation to a conceptualization of a film author or “auteur.” Focusing on three celebrated directors—Ingmar Bergman, Derek Jarman, and Sally Potter—generally assumed to have consistently expressed aspects strongly related to their own gender and sexuality in their work, this seminar will emphasize the ways in which understandings of film authorship and personal identity work together to generate meaning.

Learning Outcomes or Course Objectives
By the end of this course, students should have a greater understanding of the theoretical discussions regarding cinema’s relationship to issues of human subjectivity, particularly those aspects of subjectivity connected to gender and sexuality. More generally, students will engage with the kind of academic film and gender-studies theory currently used by academics and graduate students throughout the English speaking world. As a writing-intensive course involving a film/assigned reading journal, peer-reviewed and instructor supervised writing assignments, students will also have the opportunity to improve their writing skills dramatically.

Instructor Information
Name: Daniel Humphrey
Telephone number: 845-2785
danhumphrey@tamu.edu
Office hours: TBA
Office location: Legett 020
Textbook and/or Resource Material

Required:
- Modern Nature, Derek Jarman
- Derek Jarman and Lyric Film: The Mirror and the Sea, Steven Dillon
- Derek Jarman’s Angelic Conversations, Jim Ellis
- Gender and Representation in the Films of Ingmar Bergman, Marilyn Johns Blackwell
- Sally Potter, Catherine Fowler
  Stand alone readings available on Evans Library’s “Course Reserves” website.

Recommended:
- The Magic Lantern: An Autobiography, Ingmar Bergman
  (Available at the University’s Bookstore)

Grading Policies

Course requirements:

Participation/attendance 15 pts.
Students are expected to attend class and the required film screenings and actively participate. Students missing more than five classes/film screenings will begin to lose a percentage of these points reflecting the percent of classes missed. Only university recognized reasons will be excusable.

Film Analysis Paper 25 pts.
This paper involves a close reading of one of the films shown in terms of its exploration of sexuality, gender, and self-identity. Students will submit a first draft which will be assessed by the instructor, before resubmitting it in a revised form based upon that assessment for a final grade. A handout with details for this assignment will be provided. Minimum 1850 words—approximately six pages.

“Auteur Analysis” Paper 25 pts.
This paper requires an in-depth exploration of one of the class’ three exemplary auteur filmmakers across several films, autobiographical writings, and published interviews. Students will submit a first draft, for peer-review by students in the class, and a second draft three weeks later responding to suggestions made by those peers. Minimum 2,250 words—approximately eight pages.

Reading and Film Journal 15 pts.
Students will keep an on-line film journal using blackboard vista. Entries are due each week by Sunday night at 10PM.

Final exam 20 pts.
The final will test students on material from the assigned readings, films and the lectures, including important material covered before the mid-term. Therefore, students should study their notes and review the texts from the entire semester. Students must bring a Scantron sheet (type to be announced) for the exam.

Late work is marked down one letter grade per day overdue.

Grade Breakdown:

A 100-91  C 71-80  E Below 60
B 81-90  D 60-70
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading/Film Screenings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The War between within the Sexes: Bergman’s Vexed Gender</td>
<td>Reading: Blackwell, “Persona: The Deconstruction of Binarism and the False Mergence of Spectator and Spectacle.” Film: <em>Persona</em> (Bergman, Sweden 1966)</td>
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<tr>
<td>5</td>
<td>Gender Shame</td>
<td>Reading: Humphrey, “Gender Shame” and Blackwell, “Conclusion: Genderedness and the Imagination.” Film: <em>Skammen</em> (Shame) (Bergman, Sweden 1968)</td>
</tr>
<tr>
<td>7</td>
<td>An Androgyne Stuck in a Woman’s Body: Potter’s Gender Politics.</td>
<td>Reading: TBA and Fowler, “Toward Pleasure, Developing Style.” Film: <em>Orlando</em> (Sally Potter, UK 1992)</td>
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<tr>
<td>8</td>
<td>An Actress Stuck in a Director’s Body: Feminist Auteur as Female Star</td>
<td>Reading: TBA, Film: <em>The Tango Lesson</em> (Potter, UK 1997)</td>
</tr>
<tr>
<td>9</td>
<td>The Auteur as Craftswoman</td>
<td>Reading: TBA and Fowler, “Finally Tears.” Film: <em>Yes</em> (Sally Potter, UK 2005)</td>
</tr>
</tbody>
</table>

1 First Draft of First Paper Due (Tuesday)  
2 Final Draft of First Paper Due (Thursday)  
3 First Draft of Second Paper Due (Tuesday)
Unseen/Unseeing: Blindness and Insight


Writing Workshops

Week 5: Mini-lecture on analytical writing
Week 7: Read instructor’s work in progress and provide feedback in workshop
Week 7: Office hours—individual consultation on writing in progress
Week 10: Mini-lecture on theoretical writing/prospectus writing
Week 11: Prospectus for Auteur Analysis Paper due for instructor comments
Week 12: Peer review of Auteur Analysis Paper in class
Week 12: Office hours—individual consultation on writing in progress

Other Pertinent Course Information

All films are available for individual screening at Evans Library Annex’s course reserves desk (4th Floor). Copies of the text books are also available there for 4 hour check-out.

Americans with Disabilities Act (ADA)

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)

Academic Integrity

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

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

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4 Final Draft of Second Paper Due (Thursday)