Memorandum

TO: Executive Committee
    Faculty Senate

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

DATE: September 20, 2010

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

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

Courses submitted for W certification:

- RPTS 374 Management of Programs and Services for Youth
- ECEN 403 Electrical Design Laboratory I
- PHIL 413 Eighteenth-Century Philosophy
- GERM 411 The German Novella
- SOCI 312 Population and Society
- WGST 200 Introduction to Women’s and Gender Studies
- POLS 439 Foreign Policy Decision Making

Courses submitted for C certification:

- BESC 481 Seminar
- MASE 482 Contemporary Issues in Ocean and Coastal Engineering
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Michael Edwards, Department of Recreation, Park and Tourism Sciences  
     Gary Ellis, Head, Department of Recreation, Park and Tourism Sciences  
     Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences  
DATE: September 22, 2010  
SUBJECT: REPORT ON PROPOSED W COURSE: RPTS 374  

We recommend that RPTS 374 Management of Programs and Services for Youth be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 52.5%  
2. Course content appropriate to the major  
3. Total number of words: 8500  
4. Instructor to student ratio for one section: 1:19  

RPTS 374 will on occasion enroll as many as 38 students, but the average is 20. There is a Graduate Assistant assigned to the course. Students write an agency analysis paper in three parts, with the first two shorter assignments leading up to the final, longer version. They also write a grant proposal and a short reflection paper. Although not included in the percentages and word count above, the final and mid-term exams require essays. In short, students in RPTS 374 do a significant amount of writing. Smaller assignments used to scaffold major written assignments. For example, revisions of Parts 1 and 2 are included in the final agency analysis paper. Feedback is given on each of these to assist students in improving their writing for the final paper. Written drafts can be submitted up until one week prior to due date for one-on-one oral feedback during the instructor’s office hours. A grant writing workshop is conducted for the grant proposal assignment. In addition, a one-on-one conference is mandatory for Part 2 of the analysis paper. Instruction includes examples of previous student work and discussion of common writing problems conducted when assignments are returned.
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):

   RPTS 374: Management of Programs and Services for Youth

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

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

Instructor / Coordinator: Michael B. Edwards 8/6/10

Printed name and signature

Received: Valerie Balester 9/9/10

(W Course Coordinator, University Writing Center)

Approvals:

College Dean: Ann L. Kenimer 3 Sept 2010

Printed name and signature

Department Head: Gary D. Ellis 8/6/10

Printed name and signature
I encourage you to make an appointment if you need to visit outside office hours. If you have any questions, ideas that you wish to explore, problems related to the class, or just need to talk, please come by. In most cases, office visits are more helpful before a “crisis” rather than after.

COURSE DESCRIPTION

This course will focus on the organizational behavior, administration, and management of public and non-profit youth programs and agencies in recreational settings. This course is designed to examine the foundations of management and organizational behavior in the context of youth organizations. Topics will include: organizational structure and culture; strategic planning and evaluation; marketing and communication; human resource management and motivation; financial resource development; and budgeting and fiscal management.

The goal of this course is to provide students with an understanding of the basic principles for managing youth agencies and organizations. The realities of the environment in which today’s youth serving agencies operate require successful youth development professionals to understand the practical administrative aspects of their organizations.

REQUIRED TEXTS

- Other reading materials will be assigned throughout the semester.
COURSE OBJECTIVES

Upon completion of the course, students should be able to:

- Understand the environment in which youth serving organizations operate;
- Understand the key approaches used in organizational structure, human resources, organizational politics, and culture and how these factors affect the organizational effectiveness of youth serving organizations;
- Demonstrate an understanding of the challenges of stakeholder management, including working with boards and advisory groups;
- Be familiar with strategic planning processes used in youth development organizations;
- Recognize the relationship between and roles of organizations values, vision, and mission statements;
- Understand the rationale and procedures for organizational and program evaluation;
- Demonstrate an understanding of the role of marketing and public relations in youth serving organizations;
- Explain and understand the importance of communication in youth serving organizations;
- Be familiar with the various principles, processes, and techniques of selecting, organizing, motivating, disciplining, and evaluating personnel to accomplish the objectives of the organization;
- Identify sources of revenue and methods of acquiring financing to support youth programs;
- Understand budget processes and financial analysis methods used in youth serving organizations;
- Demonstrate effective written communication skills;
- Ultimately develop a broad understanding of the competencies needed to coordinate resources and create effective youth organizations.

PROFESSOR'S GOALS

I have a number of personal goals that I feel will assist your learning. Please feel free to provide me with feedback:

- Making students feel welcome and invited in the classroom,
- Using "positive coaching" to promote success in the classroom,
- Getting to know the students, and being empathetic to their needs,
- Return graded material quickly and with useful feedback,
- Using "student-centered" instruction by finding ways to apply the material learned, and
- Being enthusiastic about the material being covered.


**COURSE POLICY AND PROCEDURE**

**Class Format**

In general, the course will use lectures, class discussions, and in-class group assignments. I believe that using the classroom as an environment to develop students’ critical thinking, writing, and communication skills is as important for their success as professionals as the course content. Therefore, grading for this course puts significant emphasis on written assignments and the application of material. Quality of writing (e.g., organization, structure, grammar, spelling, and punctuation) will usually count around one-third of the grade on each written assignment. I will provide detailed feedback on every written assignment, as well as spend class time reviewing common mistakes found within assignments, to assist students in improving their writing.

Your feedback in shaping this class will be invaluable, so please feel free to let me know what works and what doesn’t work. Additionally, I will use an online service called Ryppe to receive anonymous feedback from students throughout the semester.

**A Note Regarding Grades and Grading**

The study of recreation and leisure is a scholarly endeavor, just like the study of psychology, sociology, education, business, and other disciplines. Student grades in this course will reflect understanding of concepts presented, ability to communicate competence in written and verbal form, and effort, in the form of class attendance, participation in class discussions, and depth and clarity of written work. This isn’t meant to scare anyone away. I want everyone to succeed, but success may be different for every student, and feedback and grades in this course will be assigned in a manner consistent with the standards of the Department of Recreation, Park, and Tourism Sciences and the College of Agriculture and Life Sciences. I am always available to provide feedback and discuss a student’s individual course progress, so use me as a resource to help you achieve success in this course!

**Course Assignments – Hand-In Policy**

Course assignments are to be handed in at the **beginning of class on the day they are due**. Assignments handed in after the due date will **not be accepted**. Students are encouraged to hand in assignments early, but should view the **due date as the last possible day to hand in the assignment for credit**. Students should (and are strongly encouraged to) have back-up copies of all assignments. If you cannot make it to class, submit your assignment electronically before the start of class.

*Assignments must be submitted both in hard copy AND electronically as an email attachment or through eLearning.*

Papers must be stapled in the upper left-hand corner and include your name, the name of the assignment, course name, and date.
Course Requirements

1. **Exams:** Two exams will be given. The exams consist of several application-style case scenarios, asking students to apply the knowledge gained by working through relevant problems facing youth-serving organizations. The exams stress APPLICATION, not MEMORIZATION! However, you will need to have a good understanding of the facts related to subject content to support your analysis of each question. Students must be in class on the day of the exam in order to get credit for the exam. No make-up exams will be given. Students who require accommodations based on a documented disability through the Texas A&M disability office should notify me at least two weeks in advance of the exam so appropriate accommodations can be arranged.

   All exams will be given back to students by the next class meeting following the exam. I will go through the exam. **All exams must be turned back in to the instructor at the end of that class.** Exams may be reviewed in my office after the class period; however, any questions or queries about grading must be addressed at the end of the class that the exams were given back. Students should bring any grading mistakes to the attention of the instructor.

2. **Agency Analysis Paper:** Students will select a youth serving agency or organization to evaluate. An initial one-page report will be due early in the semester that provides a summary of the chosen agency and the reason you chose it. This assignment requires students to visit their chosen agency, interview staff members, obtain relevant written materials, conduct online research, and observe the agency’s programs. Based on the collected data, students will write up a case study report for this agency. Part 2 (approximately 5 pages) of the case study will describe the agency, its target population, origins, and historical development and critically assess the organization’s mission, structure, and goals. The final report will essentially be the foundation of a strategic plan and include an SWOT analysis and your recommendations for strategies to improve the efficiency and effectiveness of the agency. The final paper should be approximately 15 pages, 1.5 or double-spaced, with 12-point font and 1” margins. The final paper should include revised versions of Part 1 and Part 2 to create a complete assessment of the agency.

   Specific assignment information will be provided on a separate handout. It is strongly suggested that you start this ASAP and incorporate aspects of the course as we go along. We will spend approximately ⅓ of one class period early in the semester going over the overall project in much more detail. Grading rubrics and examples of previous submissions will also be provided. **Part I Due: September 14: Part II Due: October 5: Final Report Due: November 2.**

3. **Funding Proposal:** Working with the same agency used for the agency analysis assignment, students will prepare a funding proposal for a specific program to be submitted for foundation funding. Proposal format will include the following sections:

   - Cover letter
   - Executive summary
   - Needs assessment
   - Goals and objectives
   - Program methodology
   - Evaluation
• Budget
• Qualifications
• Conclusion
• Appendices

The approximate length of proposals will be 10 pages (not including cover letter and executive summary). Specific guidelines for the grant proposal, including a fictional request for proposals (RFP) to which you will be responding, will be provided in a separate handout. Additionally, we will spend approximately one class period in the second half of the semester going over the proposal in more detail. A grading rubric will be provided for this assignment. Like the program analysis paper, it will be wise to start this project ASAP. It will be highly advantageous to you if you are thinking about both assignments as you interact with your selected agency. Due: December 7

4. In-Class Assignments: This course is designed to maximize class participation by getting students involved in learning the concepts presented in class. Class participation points are awarded through the completion of in-class writings or group work. This class works better if we can have dialogues (both in small group and large group situations) regarding the course topics. The only way to do this is if everyone has completed the readings for the given day. If a student has a university excused absence per Student Rule 7 (e.g., university activity participation, legal proceedings, religious holy day, etc.) and lets me know about their absence ahead of time they will be given the opportunity to make up missed in-class assignments.

5. Reflection Paper: In order to focus on what you’ve learned in the course, each student will complete a final, short (approximately 3 page, double-spaced, typed) paper asking you to reflect back on what you have learned throughout this course. You should draw on textbook readings, class discussion, assignments, and exams in order to tap your knowledge. In their papers, students will respond to the following questions: 1) Considering your understanding of the management of youth organizations coming into the course, and considering your awareness of this topic now, have your perceptions changed throughout the semester? If it has changed, how has it changed? 2) What part of the course did you find the most interesting/applicable to your life? What part of the course did you find the least interesting/applicable? Why did you come to these conclusions? 3) How might you take some aspect of this course and implement it as part of your management of youth organizations in the future? 4) What issue (either one from class, your own experiences or the news) related to the management of youth organizations do you see as one that is critical over the next 20 years and what role does the parks and recreation field have in addressing this issue? Be as specific as you can. Due: December 10

6. Optional bonus assignments: Up to 30 bonus points (no more) can be accumulated from one or a combination of the following:

1) Multi-Media Marketing Campaign
As one bonus (optional) assignment for RPTS 374 this semester, you can create a multimedia marketing or public relations presentation for a youth serving program or agency. The agency you select can be the one you observed during the program analysis assignment, another agency, or even one you invent. This campaign can take on any form, but can include marketing to increase participants, public awareness, attracting donations or volunteers, etc. Presentations should follow best practices of
marketing/PR communication and have a clear objective. Presentations must be in a multi-media format (i.e., video or audio PSAs, color posters, etc.). Up to 30 points can be earned for this assignment. Please turn in before the last day of class.

2) **Leadership Development Workshops/Speaker Series**
   Another bonus (optional) assignment for RPTS 374 this semester, you can attend up to 6 programs or speakers offered by the Leadership and Service Center of Student Activities. Please submit a one page summary for each of the sessions you attend. The website is below. You will receive up to 5 bonus points for each session you attend up to a maximum of 6. It is something I strongly recommend as they come highly recommended and it could be a good resume builder as well. Please hand in all the summaries by the last day of class to receive credit. The website is: [http://studentactivities.tamu.edu/leadandserve](http://studentactivities.tamu.edu/leadandserve).

**Grading**

The final grade will result from specific areas of student responsibility. Performance is based on point values. The following is a breakdown of the point values placed on course content:

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>75 points</td>
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<tr>
<td>Final Exam</td>
<td>90 points</td>
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<tr>
<td>Agency Analysis (Part 1)</td>
<td>15 points</td>
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<tr>
<td>Agency Analysis (Part 2)</td>
<td>30 points</td>
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<tr>
<td>Final Agency Analysis Paper</td>
<td>120 points</td>
</tr>
<tr>
<td>Funding Proposal</td>
<td>120 points</td>
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<tr>
<td>In-class assignments/class participation</td>
<td>120 points</td>
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<tr>
<td>Reflection Paper</td>
<td>30 points</td>
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</table>

Optional Bonus assignments
(up to a maximum of 30 points)

**TOTAL: 600 points**

**Final course grading breakdown**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percentage Earned</th>
<th>Letter</th>
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<tbody>
<tr>
<td>539.5 and above</td>
<td>90.0-100%</td>
<td>A</td>
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<tr>
<td>479.5 – 539.4</td>
<td>80.0-89.9%</td>
<td>B</td>
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<tr>
<td>419.5 – 479.4</td>
<td>70.0-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>360 – 419.4</td>
<td>60.0-69.9%</td>
<td>D</td>
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<tr>
<td>Below 360</td>
<td>&lt; 60.0%</td>
<td>F</td>
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</table>
**Academic Misconduct and Dishonesty**

This is an issue which will be taken very seriously. While it is expected that students will benefit from a collaborative learning environment, students may only take credit for the ideas and efforts which are their own. Definitions of academic misconduct in research or scholarship include fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academicdishonesty case.

Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. The full definition and listing of some prohibited behaviors in each area can be found at [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm)

Because of the consequences for the student, knowledge of the Aggie Honor Code, from definitions of academic misconduct (including cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity) 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://student-rules.tamu.edu/aggiecode.htm](http://student-rules.tamu.edu/aggiecode.htm)

**Academic Sanctions**

The Honor Council or the instructor may assign appropriate academic sanctions based upon the specifics of the incident. The usual penalty for an initial violation shall be an “F*” in the course and “Honor Violation Probation.” More severe penalties (including separation from the University) may be imposed by the Honor Council if the facts and circumstances as determined by the Honor Council warrant such penalties. Less severe penalties may be imposed if circumstances warrant. Examples include: A grade reduction for the course, a zero on an assignment, or requirement to participate in extra requirements for a course.

**Educational Sanctions**

The Honor Council or the instructor may assign appropriate educational sanctions. Examples of educational sanctions include requiring a student to attend an academic integrity seminar, to perform appropriate university or community service, or to make restitution for damage that occurred as a result of the incident.

No Upper Division student found guilty of academic misconduct may receive Cum Laude, Summa Cum Laude, or Magna Cum Laude honors at graduation. Upper Division status is defined as having earned 60 or more credit hours, including transfer hours, prior to the date of the violation. This sanction is automatic upon a finding of academic misconduct, and is imposed without regard to the severity of other sanctions imposed by the instructor or Honor Council.
**Americans with Disabilities Act Compliance:**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

**Attendance Policy & Course Participation:**

Attendance will be kept during the course. It is expected that students will attend and actively participate in each class session. I will be keeping a record of students that are absent (unexcused) and/or late. You will be allowed to miss two classes during the semester. Each absence from class after that will cost you 5 points from your class participation grade. Attendance means both being present and active in class.

Occasionally, there will be important messages such as class updates and class participation assignments that must be administered through the use of e-mail, so **students should check their e-mail regularly and prior to each class meeting**. E-mail will be sent to the address pointed to by the university registrar’s office. It is student’s responsibility to have the desired e-mail address on file with the University. **A note on e-mail etiquette:** Remember that e-mail communication represents you as a student and (later) as a professional. You should treat e-mail messages as you would any other form of communication, including written correspondence, telephone calls, or face-to-face conversations. Try to use proper grammar, spelling, and tone when using e-mail. Be sure to include your name/signature on all e-mail messages.

**Expectations for the Classroom**

Students are both the producers and consumers of their experience. Each student’s behavior may negatively or positively impact others experiences. Therefore I have some ground rules that are non-negotiable and any student who fails to adhere to these will be asked to leave. These are:

1. All students will respect each other’s right to have a personal opinion and to express it freely during classroom discussions.
2. All students will be respectful of others in their choice of language when discussing matters in class.
3. All students will turn off or silence their pagers, cell phones, laptops, iPods, and other electronic devices prior to the start of class.
4. All students will be give full attention to class lectures, activities and discussions during class time (no working on other homework, studying for tests, reading newspapers, etc.)
# TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Tue. Aug. 31</td>
<td>- Overview of course.</td>
<td>- None</td>
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<td></td>
<td>- Review of course syllabus and objectives.</td>
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<tr>
<td>Thu. Sept. 2</td>
<td>- What are youth development programs?</td>
<td>- NRC Executive summary and Ch. 5</td>
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<td>- In what kind of environment do these programs operate?</td>
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<td>Tue. Sept. 7</td>
<td>- Youth development at the program and agency level</td>
<td>- NRC Ch. 10</td>
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<tr>
<td>Thu. Sept. 9</td>
<td>- Writing well</td>
<td>- Review assignment handouts</td>
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<td>- Discussion of written assignments</td>
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<td>Tue. Sept. 14</td>
<td>- Executive Leadership and Management</td>
<td>- HBM Ch. 2</td>
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<td></td>
<td>- AGENCY ANALYSIS PART I DUE!</td>
<td>- AGENCY ANALYSIS PART I DUE!</td>
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<tr>
<td>Thu. Sept. 16</td>
<td>- What guides managers?</td>
<td>- HBM Ch. 3</td>
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<tr>
<td></td>
<td>- Values, mission and vision</td>
<td>- Gottlieb, H. (2007). 3 Statements that can</td>
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<td></td>
<td>- Objectives</td>
<td>change the world: Mission/Vision/Values.</td>
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<td></td>
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<td>(At <a href="http://www.help4nonprofits.com/NP_Bd_Mi">http://www.help4nonprofits.com/NP_Bd_Mi</a></td>
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<td>ssionVisionValues_Art.htm)</td>
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<tr>
<td>Tue. Sept. 21</td>
<td>- What is organizational structure and design?</td>
<td>- HBM Ch. 5</td>
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<td>responsibilities of foundation board chairs.</td>
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<td>- What is organizational culture?</td>
<td>Organizational culture profiles in local</td>
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<td>- Creating, sustaining and changing</td>
<td>government authority recreation services:</td>
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<td></td>
<td>- How can organizational culture be good and bad?</td>
<td>Some Australian evidence. Journal of Park</td>
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<td>and Recreation Administration, 18(2).</td>
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<td>depression in nonprofit organizations. Why</td>
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<td>nonprofits fail: Overcoming founder’s</td>
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<td>syndrome, fundphobia, and other obstacles to</td>
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<td>(Available as e-book: library.tamu.edu)</td>
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<tr>
<td>Tue. Sept. 28</td>
<td>- Building capacity</td>
<td>- Sobeck, J., Agius, E., &amp; Mayers, V.N.</td>
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<tr>
<td></td>
<td>- Relationship of organizational culture to capacity</td>
<td>(2007). Supporting and sustaining grassroots</td>
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<td>youth organizations: The case of New Detroit.</td>
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<td>Voluntas, 18, 17-33</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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</table>
| Thu. Sept. 30| - Planning  
- Operational and strategic planning  
- Other types of planning  
- Planning pitfalls | - HBM Ch. 7                                                               |
| Tue. Oct. 5  | - Collaboration and partnerships                                      | - AGENCY ANALYSIS PART II DUE!  
- HBM Ch. 6  
| Tue. Oct. 12 | - Midterm recap  
- Review day  
- Open discussion                                                      | - None                                                                    |
| Thu. Oct. 14 | - Midterm Exam                                                        | - Study!                                                                  |
| Tue. Oct. 19 | - Exam discussion  
- Human Resources Management  
- Selection and hiring                                                  | - HBM Ch. 10                                                             |
| Tue. Oct. 26 | - Human Resources Management  
- Motivation, rewards, and discipline  
- Performance appraisals/evaluation                                      | - HBM Ch. 11                                                             |
| Thu. Oct. 28 | - No Class  
- NRPA National Congress                                                | - No Class                                                               |
| Tue. Nov. 2  | - Accountability and Performance  
- Intro to program evaluations                                           | - PROGRAM ANALYSIS FINAL PAPER DUE!  
- NRC Ch. 7  
- HBM Ch. 14                                                             |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu. Nov 4</td>
<td>Evaluations continued</td>
<td></td>
</tr>
<tr>
<td>Tue. Nov 9</td>
<td>Budgeting and financial controls</td>
<td>HBM Ch. 13</td>
</tr>
<tr>
<td>Thu. Nov 11</td>
<td>Funding your program</td>
<td>NRC Ch. 9</td>
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<tr>
<td></td>
<td>Public funding and grants: Who funds youth development?</td>
<td>HBM Ch. 12 (only pp. 286-298)</td>
</tr>
<tr>
<td>Tue. Nov 16</td>
<td>Writing Funding Proposals</td>
<td>Read through Proposal Writing Short Course and Proposal Budgeting Basics at foundationcenter.org.</td>
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<tr>
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<td></td>
<td><a href="http://www.npguides.org/guide/components.htm">http://www.npguides.org/guide/components.htm</a></td>
</tr>
<tr>
<td>Thu. Nov 18</td>
<td>Risk management</td>
<td>HBM Ch. 4</td>
</tr>
<tr>
<td></td>
<td>Managing risk in youth serving organizations</td>
<td>Wisconsin 4-H Youth Development (2005) Risk management for 4-H youth development work.</td>
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<tr>
<td></td>
<td>New frontiers in risk</td>
<td>US Youth Soccer risk management presentation</td>
</tr>
<tr>
<td>Tue. Nov 23</td>
<td>Catch up day</td>
<td>None</td>
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<tr>
<td></td>
<td>Discussion of funding proposal assignment</td>
<td></td>
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<tr>
<td>Thu. Nov 25</td>
<td>THANKSGIVING – NO CLASS</td>
<td>BTHO t.u.</td>
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<tr>
<td>Tue. Nov 30</td>
<td>Public relations and marketing</td>
<td>HBM Ch. 8</td>
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<tr>
<td></td>
<td></td>
<td>HBM Ch. 9</td>
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<tr>
<td>Thu. Dec 2</td>
<td>Public relations and marketing</td>
<td>HBM Ch. 8</td>
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<tr>
<td>Tue. Dec 7</td>
<td>Course wrap-up</td>
<td>GRANT PROPOSAL DUE!</td>
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<td>Final Exam Review</td>
<td>BONUS ASSIGNMENTS DUE!</td>
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<td>REFLECTION PAPERS DUE BY 12/10!</td>
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<tr>
<td>Wed. Dec 16</td>
<td>FINAL EXAM</td>
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</table>
TO: Faculty Senate Executive Committee

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

CC: John E. Tyler, Department of Electrical and Computer Engineering
    Costas Georgiades, Head, Department of Electrical and Computer Engineering
    Jo Howze, AOC Dean, Dwight Look College of Engineering

DATE: September 20, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: ECEN 403

We recommend that ECEN 403 Electrical Design Laboratory I be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:26

Students in ECEN 403 write a design proposal and report on their senior design project. The writing for these will be accomplished collaboratively, in teams of four, but students also write individual status reports, which detail the work that went into completing the design project. Both conferences with the instructor and signed sections of the report will ensure that each student writes at least 2125 words. Students will receive both written and oral comments (in conferences) for the design proposal and each status report and design review. This will total feedback on six assignments that directly feed into the final report, which will be submitted at the end of the course. Writing instruction will be provided in formal lectures and interactive class activities including lectures and discussion of examples.
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):

ECEN 403 Electrical Design Laboratory I

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

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

Instructor / Coordinator: John E. Tyler 10 August 2010
Printed name and signature Date

Received: Valerie Balester 12 August 2010
W Course Coordinator, University Writing Center Date

Approvals:

College Dean: Ray W. James 11 August 2010
Printed name and signature Date

Department Head: Costas Georgiades 11 August 2010
Printed name and signature Date

(Approved by Darla Jean Weathersfield in email on 10 Aug.)
Course title and number  
ECEN 403: Electrical Design Laboratory I

Term (e.g., Fall 200X)  
Fall 2010

Meeting times and location  
TBA

Course Description and Prerequisites

403. Electrical Engineering Design Laboratory I. (2-2). Credit 3. Application of design process and project engineering as practiced in industry; team approach to the design process; develop a project proposal; proposed project implemented in ECEN 404.

Prerequisite(s): ECEN 214, 314, 325; Technical Writing (select from ENGL 301, 210, 241; COMM 203, 205); senior classification

Detailed Course Description:
The course will introduce students to the fundamentals of the design process in an engineering environment. The design activities will include conception, synthesis and analysis of system components while learning to manage projects with respect to time, personnel, and resources. Students will work on proposals for projects that will design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Instructor Information

Name  
Dr. Karen Butler-Purry

Telephone number  
847-9048

Email address  
kbulter@ece.tamu.edu

Office hours  
Tuesdays 2-3pm

Office location  
WERC 323G

Name  
Mr. Johnny Lee

Telephone number  
847-8799

Email address  
johnnylee@tamu.edu

Office hours  
Monday 1-3

Office location  
WERC 203

Textbook and/or Resource Material


Learning Outcomes

Learning Outcomes: At the end of this course, students should be able to demonstrate skills in the categories below.

1. Design Methodology
   a. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
   b. Describe the activities that occur during each stage of a design process, and distinguish among the products of each stage
   c. Develop a functional representation of a design solution based on design requirements
   d. Analyze project needs in order to produce quantitative design requirements
   e. Apply prescribed innovation methods to generate conceptual design solutions
   f. Evaluate concepts and select the most viable
   g. Record all project-related activities in a design notebook

2. Societal Impact
   a. Recognize the ever-present role of design in human activity
   b. Identify the visceral, behavioral, and reflective aesthetic components of designs
   c. Analyze and address risks associated with a concept
   d. Formulate methods to improve the predicted reliability of a concept

3. Project Management
   a. Design a suitable work breakdown structure for completing a project
   b. Assess risk in a project and assign appropriate contingency
   c. Assess project performance through a project tracking method.
   d. Communicate and justify design choices through written and oral assignments
   e. Learn how to function in a team

Grading Policies

Grading:
- Design Proposal 20%
- Status Reports 15%
- Design Reviews 15%
- Final Report 40%
- Lab/Attendance 10%

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

Late Policy:
All assignments are due at the beginning of class. Assignments submitted up until 5 PM of the due date will be assessed a 10% penalty. Assignments submitted by class time 1 day after the due date will be assessed a 25% penalty. Assignments submitted 24 hours after the due date will receive a 100% penalty. Makeup work will be permitted in cases of absences in accordance with the TAMU Student Rules (http://student-rules.tamu.edu/rule07).
# Course Calendar

<table>
<thead>
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<th>Week</th>
<th>Chapter</th>
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<td>4</td>
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<td>Project Management I</td>
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<td>Project Management II</td>
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<td>5</td>
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<td>Mini-Project PCB (continued)</td>
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<td>Conceptual Design</td>
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<td>Microcontrollers</td>
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<td>Initial Design Review</td>
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<td>Prototyping</td>
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<td>Career Options</td>
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<td>TBD</td>
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<td>Final Design Review</td>
<td>Project Work</td>
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## 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

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

The Honor Council Rules and Procedures are located at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

All instances of academic misconduct (e.g., plagiarism, copying, etc) will be severely penalized, with the offending group referred to the Aggie Honor Office.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kristi Sweet, Department of Philosophy
     Daniel Conway, Head, Department of Philosophy
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: September 20, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 413

We recommend that PHIL 413 Eighteenth-Century Philosophy be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 3750
4. Instructor to student ratio for one section: 1:25

The writing assignments for PHIL 413 are two philosophy papers, one 5-6 pages and the other, 10-12 pages. Students participate in a peer-review session for both papers. Working in groups of three, they use a worksheet to guide and orient their assessment and feedback of their peer’s work. Each student receives oral feedback from the other two group members, and is given the worksheets filled out by the commentators. Writing instruction is primarily lecture and demonstrations reviewing different kinds of papers appropriate to the discipline of philosophy, organization, and crafting a thesis and introduction.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

PHIL 413: Eighteenth Century Philosophy

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: Kristi Sweet  Kristi E. Sweet  30 July 2010
Printed name and signature

Received: Valerie Balester  6 Aug 2010
(W Course Coordinator, University Writing Center)

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

Department Head: Daniel Conway
Printed name and signature

RECEIVED
AUG 05 2010
PHIL 413
Modern Philosophy

Required Texts:

Course Description:
This course covers the Modern period in the history of Western philosophy, roughly spanning the 17th and 18th centuries. While the course will be oriented by investigation and examination of the thought of central figures in this period, including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant, we will approach each figure with certain themes in mind. The largest themes will concern each thinker’s vision of human knowing and the nature of the human mind. More narrow themes of the course will include the relation of the mind to nature, the discipline of science, causality, and substance.

Course Objectives:
1. To demonstrate awareness of the scope and variety of works in modern philosophy (EEO 1).
2. To understand works in modern philosophy as expressions of individual and human values within an historical and social context (EEO 2).
3. To respond critically to works in modern philosophy (EEO 3).
4. To acquire critical writing skills and to treat philosophical writing as a process (EEO 3).

Course Requirements:
This is a writing-intensive (W) course. Students will be required to write one long paper (10-12 pages), due at the end of the semester. Students must also complete midterm and final examinations. I expect that you will come to class having read the assigned course material, and prepared for critical engagement and discussion about the reading. All papers and exams will be graded by the faculty instructor.

Three weeks before the last day of classes, the final paper will be due. Five weeks before the final paper is due, there will be an in-class Writing Instruction session, with a demonstration of a model paper and discussions of possible paper topics.
Your drafts for the paper will then be handed in two weeks after the Writing Instruction Session. Multiple drafts are encouraged. The drafts will then be returned to you at least two weeks before the final paper is due, with written comments and an opportunity for oral comments. The final version of the paper will then be due three weeks before the last day of classes.

Week-by-week:

Week 6  Writing Instruction Session
Week 8  First Drafts Due
Week 9  Drafts Returned—with written comments and an opportunity for oral comments
Week 11  Final Versions Due
Week 14  Last Week of Classes

Course Assignments (page numbers refer to pages in the editions listed above):

Week One
  Introduction to Modern Period (Lecture)
  Revolutions in Science (Handout)
Week Two
  Descartes, Meditations I-III (pp. 59-81)
Week Three
  Descartes, Meditations IV-VI (pp. 81-103)
Week Four
  Spinoza, Ethics, First Part (pp. 85-115)
Week Five
  Spinoza: Ethics, Second Part (pp. 115-152)
Week Six
  Midterm Exam
  Writing Instruction Session
  Leibniz, The Monadology (pp. 267-281)
Week Seven
  Leibniz, Discourse on Metaphysics (pp. 53-89)
Week Eight
  First Paper Drafts Due
  Locke, An Essay Concerning Human Understanding, Book II (Selections)
Week Nine
  Paper Drafts Returned
  Locke, Essay, Books II and IV (Selections)
  Berkeley, A Treatise Concerning the Principles of Human Knowledge (pp. 85-162)
Week Ten
  Berkeley, Treatise (pp. 85-162)
Week Eleven
  Final Drafts Due
  Hume, An Enquiry into Human Understanding, Sections 1-4 (pp. 5-34)
Week Twelve
  Hume, Enquiry, Sections 5-8 (pp. 35-61)
Week Thirteen

Week Fourteen

Kant, *Prolegomena, “The Main Transcendental Question, Second Part”* (pp. 47-80)

Grading:
- Paper 50%
- Midterm 20%
- Final 30%

Americans With Disabilities Act (ADA) Policy statement:

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

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

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

CC: Helmut Illbruck, Department of European and Classical Languages and Cultures
Richard J. Golsan, Head, Department of European and Classical Languages and Cultures
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 22, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: GERM 411

We recommend that GERM 411 The German Novella be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 3,350
4. Instructor to student ratio for one section: 1:15

GERM 411 requires students write three papers in German and two essays in English, with a substantial portion of the final grade based on writing (70%). Feedback is provided in class and in conferences, and students turn in drafts of papers for instructor comment. In the case of papers written in German, extensive attention will be paid to matters of grammar and style. In the case of English essays, instruction will also include models that demonstrate sustaining reader interest and coherent argument. Revision will be expected. Instruction includes, besides examples, a general introduction to writing practical criticism in the field of literary studies. A writing workshop will be offered after each assignment to improve students’ attention to matters of grammar (especially in German), to style, structure, and methods of argument.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   GERM 411, German Author and Genre Studies: The German Novella

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: Helmut Illbruck (HELMUT ILLBRUCK) 8/15/2010 (Date)
Printed name and signature
Received: Valerie Balester 8/15/10 (W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Michael T Stephenson 9/14/10 (Date)
Printed name and signature
Department Head: Richard J. Bolzan 8-10-10 (Date)
Printed name and signature

RECEIVED
SEP 1 4 2010
By

RECEIVED
AUG 1 7 2010
By
Expanded Course Description


Prerequisites: 6 hours in German at 300-level, or approval of instructor
Note: This course will be taught as a “W” (Writing-intensive) course. You must achieve a passing grade on the writing part (five assignments = 70%, see below) of the course in order to pass the course.

Required Texts
All texts are available at the TAMU-Bookstore. Students must use these precise editions.

Students are strongly advised to own and use a comprehensive bilingual dictionary, on the order of the (1) Oxford German Dictionary, 1792pp., ISBN: 978-0199545681, (2) Oxford Duden German Dictionary, 1800pp., ISBN: 978-0198609742, (3) Collins German-English, English-German Dictionary, 2240pp., ISBN: 978-0828809511. If you buy online, by all means you may order an older, used edition, but you need to double-check the page numbers: it has to be a comprehensive dictionary. If you do not own or use a comprehensive bilingual dictionary, you do so—especially with these older texts—at your own peril.

Grading Policy
Class Participation, Participation, Quizzes 30%
Five Writing Assignments 70%, made up of the following:
   (1) Three shorter papers in German 30% (10% each)
   (2) Two longer essays in English 40% (20% each)
There will be no final exam.

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

Writing Assignments
- Students write three shorter papers in German (12-point font, two double-spaced pages, or 450 to 500 words). See the due dates in the schedule. They are meant as reaction papers in which students respond to a particular topic or question. I will explain in class what I’d like to see in these papers.
- Students also write two longer essays in English (12-point font, five double-spaced pages, or 1,000 to 1,250 words). See the due dates in the schedule. They are meant as longer essays in which students are expected to explore a particular topic or question that caught their interest. Suggestions for possible topics will be handed out in class. There will also be time made in class and in personal meetings for advice and guidelines on how to write an interesting and intriguing essay.
- For the three assignments in German, students will submit a first draft and a final draft in which they are expected to have corrected their mistakes and in their editing included my suggestions for grammatical and stylistic improvements. Students will get a respective grade both for the first and the final draft, for both content and grammar, each making up half of the grade. (Students will also receive a list of abbreviations that I use in correcting students’ essays.)
- For the first of the two essay assignments in English, students will also submit a first and a final draft in which students are expected in their editing to include my suggestions for stylistic, structural, and conceptual improvements. Students will get a respective grade both for the first and the final draft. There will only be one final draft for the final essay at the end of the semester.

- For both types of essay assignments, students must submit their final draft along with the earlier first draft; please staple them together as you submit them.

- Students must turn in their writing assignments on time (see the due dates in the schedule). For every day that your assignment is late (other than in case of a university-approved excuse), I will deduct a full letter grade.

- By the end of the course, students will have written a total of 3,500 to 4,000 words.

- Students must include a word count with the essays they submit.

**Participation**

In order to get a good participation grade, a student will actively and frequently contribute to class discussions. Students are also encouraged to come to class with their own questions and to articulate them. Furthermore, students are expected to have prepared the assigned readings carefully enough to be able to answer questions regarding the content and meaning of certain passages and dialogues. If I get the impression that you have just browsed over the reading without making a sincere effort in trying to understand what is going on, in terms of plot, the meaning of words or motivations of individual characters, this will affect your participation grade negatively. As we move through our first novella, students will get a clear grasp of what I expect of them and what I consider is a careful reading and preparation. Any failure to prepare carefully after our first novella will be noted by me, and two failures to prepare carefully will result in the deduction of a full letter grade.

Last but not least, note—and this is a very important note!—that the reading identified in the schedule is only the minimum amount of reading that every student must complete for a given date; students are strongly encouraged to read through each text as quickly as possible. Ideally, students will read each text three times, (1) the first time for comprehension of plot, (2) the second time more slowly and carefully as we go along in class, and finally (3) a third time, to process the text again in light of the questions discussed in class. Students who follow this advice will inevitably find the course more rewarding and will benefit from it in multiple ways, not only as reflected in their participation grade.

**Attendance**

You will be allowed 1 (one) unexcused absence. Each additional unexcused absence will affect your participation grade. (In order to receive an “A”, you may not miss more than 2 classes, a “B”, not more than 4, a “C” not more than 5, a “D”, not more than 6. If you are absent more than 6 times, you will receive an “F” for your participation grade.) Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations.

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
Plagiarism: Academic Integrity is a serious matter at the university (see Part I, “Academic Rules,” Section 20, “Academic Misconduct,” in the TAMU Student Rules, at: http://student-rules.tamu.edu, and the Aggie Honor System Office, “Definitions of Academic Misconduct,” at http://aggiehonor.tamu.edu/Student%20Rules/definitions.html.). Note especially item 5, “Plagiarism.” The Student Rules define plagiarism as: “The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” All work in this class is expected to be the work of the student, with proper citation and documentation of the sources used. Any evidence of actual plagiarism will be prosecuted in accordance with Aggie Honor System rules.

Disabilities: 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 a reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

Schedule

Woche 1 (8/30-9/3)
1) Einführung
2) Kleist, Das Erdbeben in Chili (1807), 9-20

Woche 2 (9/5-9/10)
3) Kleist, Das Erdbeben in Chili, 20-26
4) Kleist, Das Erdbeben in Chili
   DUE: First Reaction Paper in German, first draft

Woche 3 (9/13-9/17)
5) Kleist, Das Erdbeben in Chili
   Writing Workshop on writing in German
6) Kleist, Die Marquise von O (1808), 27-45
   DUE: Revised first reaction paper in German, final draft

Woche 4 (9/20-9/24)
7) Kleist, Die Marquise von O, 45-55
8) Kleist, Die Marquise von O, 55-74
Woche 5 (9/27-10/1)

9) Kleist, Die Marquise von O
   Lesen Sie: Kommentar/Deutungsaspekte S. 160-173

10) Kleist, Michael Kohlhaas (1810), 1-23

Woche 6 (10/4-10/8)

11) Kleist, Michael Kohlhaas, 23-62

12) Kleist, Michael Kohlhaas, 62-75

Woche 7 (10/11-10/15)

13) Kleist, Michael Kohlhaas, 75-138
    Writing Workshop for mid-term essay

14) Kleist, Michael Kohlhaas
    Lesen Sie: Nachwort, S. 152-159
    **DUE:** Mid-term essay, first draft

Woche 8 (10/18-10/22)

15) Michael Kohlhaas
    Writing Workshop for mid-term essay

16) A. von Chamisso, Peter Schlemihls wundersame Geschichte (1814) I-IV, 1-45

Woche 9 (10/25-10/29)

17) A. von Chamisso, Peter Schlemihl V-VII, 45-63
    **DUE:** Mid-term essay, final draft

18) A. von Chamisso, Peter Schlemihl VIII-XI, 63-82

Woche 10 (11/1-11/5)

19) A. von Chamisso, Peter Schlemihl
    **DUE:** Second reaction paper in German, first draft

20) E. T. A. Hoffmann, Der goldene Topf (1814), 1.-4. Vigilie
    Writing Workshop
Woche 11 (11/8-11/12)

21) E. T. A. Hoffmann, Der goldene Topf, 5.-8. Vigilie  
   **DUE:** Second reaction paper in German, final draft

22) E. T. A. Hoffmann, Der goldene Topf, 9.-12. Vigilie

Woche 12 (11/15-11/19)

23) E. T. A. Hoffmann, Der goldene Topf  
   **DUE:** Third reaction paper in German, first draft

24) E. T. A. Hoffmann, Das Fräulein von Scuderi (1819), 1-36  
   Writing Workshop

Woche 13 (11/22-11/26)

25) E. T. A. Hoffmann, Das Fräulein von Scuderi, 36-73  
   **DUE:** Third reaction paper in German, final draft

Thanksgiving Holiday

Woche 14 (11/29-12-3)

26) E. T. A. Hoffmann, Das Fräulein von Scuderi, 73-86

27) E. T. A. Hoffmann, Das Fräulein von Scuderi  
   Lesen Sie: Kommentar/Deutungsaspekte, S. 117-134

Woche 15 (12/6-12/10)

28) Rückblick und Synthesis

**DECEMBER 9: FINAL ESSAY DUE 5PM IN MY MAILBOX.**
TO: Faculty Senate Executive Committee

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

CC: Nadia Flores, Department of Sociology
    Mark Fossett, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 22, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 312

We recommend that SOCI 312 Population and Society be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:20

Students write a research paper, which is submitted in stages in draft form for instructor feedback. Students are assigned reading in the New Bedford Researcher, and at least four classes are devoted to discussion and review of writing issues such as mechanics, writing a term paper, and common problems. An undergraduate writing assistant (from the University Writing Center) will be available for student conferences. Conferences with the instructor will also be encouraged, and students will have ample opportunity to revise and resubmit their work. Instruction will also include sample papers and readings. As an added bonus, students work collaboratively to do an oral presentation and to share their research with the whole class.
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):

   SOCI 312 Population and Society

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: Mark Fossett (for Nadia Plung) 8/3/2010

Printed name and signature (Date)

Received: Valerie Balester 8/9/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:

Michael T. Stephenson

College Dean: Printed name and signature

(Date)

Department Head: Mark Fossett 8/3/2010

Printed name and signature

Mark Fossett
SOCI 312 – 502: POPULATION & SOCIETY

Fall 2010

Tuesday and Thursday, 11:10 am-12:25 pm Room HECC 200

Instructor: Nadia Y. Flores
Office: 418 Academic Building
Tel: 845-5012
Email: floresn@tamu.edu (the best way to reach me is by email)
Website: http://sociweb.tamu.edu/faculty.php?faculty_id=7
Office Hours: Tuesdays 12:40 pm to 1:40 pm or by appointment.

Teaching/Writing Assistant: Bianca Manago
Office hours held in 411 Academic- the graduate sociology computer lab M & W from 3 to 4 pm or by appointment.
Cell: (913) 306 4384
Email: manago.bianca@gmail.com

Course Description:

The purpose of this course is to provide an in-depth introduction to the field of demography and population studies. This course presents the demographic, social and economic determinants of fertility, mortality and migration, which are the three major topics in the study of population. Specifically, the course emphasizes the effects of population size, composition and structure on economic and social conditions and the impact of population processes and events on human societies. Besides presenting the theoretical and historical perspectives regarding the main demographic issues that have taken place during the 19th and 20th Centuries, a high emphasis will be given to the current population processes that are taking place around the world during the 21st Century and to the public policies that have been adopted to deal with such processes.

In addition, this writing intensive course prepares students for writing research papers in the area of demography, and also helps students to acquire skills they need in order to present their research work in academic settings.

Required Texts: Main Text Book and Additional Readings


There will be additional readings, which I will post on my website/ WEBCT, as well as other material available from the internet. I will also send some emails from time to time which will include reading assignments.

Required Texts: Writing Resources

The Bedford Researcher has a very helpful free Web site at bedfordresearcher.com

The site has electronic versions of the book’s critical reading guides and collaborative activities, tutorials regarding tips and strategies for writing research papers, and a variety of resources for research and documentation.

For the Bedford Researcher How-To-Guide go to:

http://bcs.bedfordstmartins.com/bedfordresearcher3e/pages/bcs-main.asp?s=99000&n=00060&i=99060.01&v=&o=&ns=0&uid=0&rau=0

There will be additional readings, which I will post on my website/WEBCT, as well as other material available from the internet. I will also send some emails from time to time which will include reading assignments.

The University Writing Center (UWC) at Texas A&M University has extensive materials relevant for student writing posted at their web site. The links listed below are for a sampling of their writing-related resources. Other resources are available at the UWC website.

   UWC Home Page ---- http://writingcenter.tamu.edu/
   UWC How To Links ---- http://writingcenter.tamu.edu/how-to/
   UWC Online Help ---- http://writingcenter.tamu.edu/owl/

Additional Recommended Sources Available on Reserve


Course Policies

In addition to normal high standards of courtesy and respect expected in any university classroom, please take note of the following:

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in room B118 of Cain Hall or call 845-1637.

Academic Integrity, Citations, and Plagiarism:
I expect honesty from each student. This means that you should complete your own assignments and papers. Discussing assignments to a reasonable degree with others is certainly permitted in this course, but obtaining most or all of an answer for a written assignment is not permitted.

Plagiarism is improperly using the ideas or writings of someone else in a way that you imply they are your own. This is true even if you have the permission of the original author. If you use another person’s ideas, research, writing, or other creative work, you must clearly tell your audience what you have done. In academic writing, this means that you must properly cite the original author in the bibliography or reference section of your paper. If you use a direct quote from another’s writing, you must enclose the quote in quotation marks. If you have not discussed proper citation methods in other classes, or if you have any questions about what is acceptable, please contact the instructor. Plagiarism may result in serious sanctions as outlined in the Texas A&M University Students Rules under Scholastic Dishonesty.

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

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

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

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

Grading:

Individual Research Paper: (35%, see guidelines for more details)

Group In-Class Presentation: (5%, see guidelines for more details)

Mid-term exam: (30%)  
Final exam: (30%)  

Grading Letter grades will follow approximately the following scheme: A for 100-90% total points; B 89-80%; C 79-65%; D 64-50%; F below 50%. The distribution of grades may be adjusted to class performance.

Individual Research Paper (35%) and Group Project (5%)

Assigned group member will work as a team in a research project which will be presented as a group to the class at the end of the semester.
Please note that four class meetings (Sept. 24th and Oct 27th & 29th, and Nov 17th) have been set aside to review guidelines for the research paper and group presentation and to review common writing issues and answer questions relating to feedback on drafts of the research paper.

I want you to study different demographic processes that operate in a particular nation and analyze the various processes at work and their implications for the future of the nation.

You will work in groups of 4 people. Each person is responsible for preparing and submitting an individual research paper. In addition, the group will draw on the separate research papers for the individuals in the group and make an in-class presentation as a team.

The group presentation will be individually graded depending on the content of the research for each individual project (SEE GUIDELINES REGARDING SUMMARY ASSIGNMENTS DUE DATES), but team coordination will be part of the grade. While they should reflect the works of others in your group, the strongest emphasis in your presentation needs to be placed on the work that you alone do in the group. Each group will work out their own division of labor either in meetings outside of class and/or via email.

After choosing a country (please note that a different nation should be researched by each group), group members must take a demographic process to research carefully. For example, your individual responsibility will be to choose a demographic process about the nation you chose. The three key processes are fertility, mortality, and migration, but others include health/illness, employment, and urbanization. For some nations and processes, you will find a lot of information; for others, you may have to spend some time to find the material you need. But there is sufficient material on all of these nations for you to complete this project. You may also want to check the following Census Bureau web site:


It offers some useful summary information and is a good way to start. Groups members can also use the internet, and are invited to visit the library and to ask the librarian for help in order to find sufficient information about their project.

I will schedule group presentations once we get closer to the end of the semester. (More information about the group project will be distributed during the semester).
Schedule of Class Sessions:

Sept. 1st Introduction (see slides what is demography?)

Sept. 3rd What is Demography? (see slides What is Demography?)
    Yaukey, Chapter 1.

Sept 8th Trends and Measurement of World Population Growth
    Will form groups for research papers and in-class presentations
    http://prb.org/pdf/08/08WPDS_Eng.pdf
    Key findings from the 2009 World Population Data Sheet: Population Reference Bureau.

Sept. 10th Demographic Transition (see slides for the demographic transition).

Assignment Due: Each group should turn in the name of three countries of interest (I will then from those submissions assign a country to each group).

Sept. 15th MOVIE: NOVA: World in The Balance*
    *** Class will be take place at the Education Media Services of Evans’ Library 4th Floor Library Annex (Room 410) during regular class time.

Sept 17th Demographic Data
    Yaukey, Chapter 2.

Sept. 22th Demographic Perspectives (slides for demographic theory):
    Yaukey Chapter 3
    Making the case for International Family Planning Assistance: By Steven Sinding.

Sept. 24 Writing Project Discussion 1
    Review of Writing Project Requirements and Guidelines

Sept. 29th Demographic Theories:
    Yaukey Chapter 3


For more Data sources also check links at: http://www.demog.berkeley.edu/%7Ejirw/links.html

**Oct. 1st** Mortality and HIV/AIDS

Yaukey, Chapter 5.


**Oct. 6th** Current Demographic Issues

Readings: TBA

**Oct 8th** Fertility I

*** Assignment due: three example citations with article abstracts

Yaukey, Chapter 7


Oct 13th  Fertility part II

Oct 15th  Review for Midterm Exam

Oct 20th  Midterm Exam

Oct. 22nd  Movie: Is Wal-Mart Good for America?
*** First drafts of research papers are due in hard copy form ***
Note: Class will meet at the Educational Media Services of Evans’ Library 4th Floor
Library Annex (Room 410) during regular class time.

Oct. 27th  Writing Project Discussion 2
A. Feedback on First Drafts of Research Papers
B. Review of Project and Writing Guidelines

Oct. 29th  Writing Project Discussion 3
A. Additional Feedback on First Drafts of Research Papers
Note that subsequent feedback on writing will be on a continuous basis based on one-on-one
meetings with the Writing Assistant for the course or office meetings with the Instructor
during office hours or by appointment.
B. How to Prepare and Give an Effective Oral Presentation

Nov. 3rd  Migration
Yaukey, Chapter 9.

http://www.prb.org/pdf06/61_4USMigration.pdf

Massey, Douglas S. “Why Enforcement Without Legalization Cannot Stop Illegal

Nov. 5th  Migration continued ...

“Finding and Using the Best Immigration Data Resources: A Seminar on Immigration.”
Statistics Moderator: Jeanne Batalova, policy analyst and data manager, Migration Policy
Institute Population Reference Bureau.

Nov. 10th Family and Households

Yaukey, Chapter 8

Cohn, D'Vern. "Do Parents Spend Enough Time with Their Children?"

Population Reference Bureau.


http://www.prb.org/pdf/55.4AmericanFamilies.pdf


http://www.prb.org/pdf05/60.2NewMarriages.pdf


http://www.prb.org/Content/NavigationMenu/PRB/AboutPRB/Reports_on_America/The_Career_Quandary.htm

Nov. 12th Population Structure and Its Characteristics

Guest lecture TBA.

Yaukey, Chapter 4.

Nov. 17th Discussion of Writing Project 4

A. Final Discussion of Progress on Research Papers

Questions and answers regarding different aspects of writing the research paper and the feedback on the draft versions of the research paper.

B. Final Discussion of How to Prepare and Give an Effective Oral Presentation

Nov. 19th Student Presentations TBA

Nov. 24th Student Presentations TBA

Nov. 26th Thanksgiving Holiday

Dec. 1st Student Presentations TBA

Dec. 3rd Student Presentations TBA

Dec. 8th Last day of classes.

Review for Final Exam

*** Research Papers Due ***

Final Exam December 11 3-5pm
APPENDIX MATERIALS

SOCI 312 – POPULATION & SOCIETY

WRITING PROPOSAL
Notes and Checklist for the Research Paper
Sociology 312-502 Fall 2010

Paper project rubric: Total points 100

-Paper includes a good title

-Paper includes a cover page

-Paper covers three topics that are interrelated with each other somehow.

-Paper follows formatting (12 font, 1 inch margins, etc) as listed in “Guidelines” handout.

-Headings (for all items requested are correct, Introduction, Research question or thesis statement, Hypothesis, Data and Methodology used, Findings, Demographic Perspective, Conclusion, Policy recommendations (if any), References or works cited.)

-Grammar has been corrected

-Paper flow is accurate (intro matches, thesis, hypothesis, and everything else is accurately connected, etc).

-Text citations are correct

-Paper has a good introduction (includes setting up the context for the paper and why the paper would be important).

-Research question or thesis statement is accurate.

-Hypotheses are accurate and well written.

-Includes a good Data section.

-Includes a good Methodology section.

-Includes elaborated Findings which are relevant to the topic and hypothesis testing, etc.

-New concepts presented in the paper are explained in footnotes or on the text of the paper.

-Any figures or Tables are accurately incorporated with a text explanation and include citations, etc. They also have to be included in the back of the paper after the references section. A note of Figure 1 about here should be placed where the figure should belong on the paper.
- Demographic Perspective, paper includes causes and consequences for each of the demographic trends.

- Paper has a good Conclusion where hypotheses are re-instated and findings address each of the hypothesis.

- Policy recommendations (if any or policy implications as it applies).

- References are in alphabetical order and correct
RESEARCH PAPER GUIDELINES

SOCI 312 Fall 2010
Dr. Nadia Flores

GENERAL

• Individual Research Paper = 30% of your grade
• Group In-Class Presentation = 5% of your grade
• Combined Total = 40% of your grade
• Each group must choose one country
• Each person must have their own paper
• Each paper must have one demographic process with three subheadings which relate to the group's country
• Avoid overlap between group members
• The more complete your first draft, the more feedback we can offer to you so you can get a better grade.

WRITING FEEDBACK

• One class period devoted to reviewing the requirements for the research paper, discussing key writing elements, and reviewing available resources for guidance in writing
• One class period devoted to providing general feedback on first drafts and reviewing common writing problems. Also will include questions and answers on the research paper.
• Following the mandatory review of the first draft, subsequent drafts are reviewed as submitted by the Writing Assistant and Instructor. Feedback on revisions is provided one-on-one based on written remarks on the draft and student meetings with the Writing Assistant and Instructor.
• One class period devoted to providing review of requirements and expectations regarding oral presentation also will include question and answers on research paper and oral presentation
• One class period for final general review of feedback on progress of drafts and final in-class discussion of common writing problems

REQUIREMENTS/FORMAT

• Between 15 and 20 pages (including tables, figures and references) – no more than 20 and no less than 15
• Tables to be placed after the references section
• Double spaced
• 12 pt times new roman font
• 1 inch margins
REFERENCES
- ASA or APA or MLA format (if you pick one, you need to be consistent across).

PARTS OF THE PAPER
- Introduction
- Research Question and/or Thesis Statement
- Hypothesis
- Methodology (it does not matter that you only say something like, I used the internet and the library as long as you show where you got the information for your paper from)
- Data (if you only used academic articles and the internet, you can say that was your data as well). For some people the data used will differ from the methodology used.
- Findings
- Conclusion and/or discussion
- Policy Implications
- Demographic Perspective (see below)

**The amount of material under each heading does not matter as long that you are able to place the headings where they belong in the paper and as long as you have included all the sections in your paper mentioned above.**

COMPONENTS OF A DEMOGRAPHIC PERSPECTIVE:
Answer both of these questions in your text:
- What are the causes of population change?
- What are the consequences of population change?

GROUP WORK:
- It is important for groups to meet to review group member’s progress.
- Those who have more skills should help other members in their group, teaching others is a great learning experience. Team work.
- You are graded on the presentation as a group. Work together. Practice before the final presentation.

PRESENTATION
- The presentation will be given with the entire group.
- Length: min. 15 minutes and max. 20 minutes per group – about 5 min/person.
- Dress professional
- Must include PowerPoint presentation (only one file per group – consolidate 3 into 1).
- Use visuals like photos or video clips (no more than 2 or 3 minutes in length).
- Any controversial content should be discussed with the professor in advance so it can be approved (if in doubt, ASK).
- Remember to show respect to the country and to the people in the country being covered.
- Speak loud enough so everyone can hear you.
• Show confidence.
• Look at your audience.
• Don’t use more time than the time assigned (this will show disrespect to others given that the other students won’t get enough time to present their material).
• Practice, Practice, Practice

**TIPS & HELPFUL HINTS**

• For research:
  ♦ [http://www.census.gov/ipc/www/idbnew.html](http://www.census.gov/ipc/www/idbnew.html)
  ♦ Libcat.tamu.edu – search articles
  ♦ Scholar.google.com
  ♦ Jstor.org (need to be on campus or logged into the library’s website).
  ♦ Librarians are very helpful (visit the library and ask for help).

• For additional tips on how to write a thesis:
  ♦ [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/)
  ♦ Dr. Flores & TA Bianca (PLEASE CONTACT US IF YOU HAVE QUESTIONS)
    floresn@tamu.edu, manago.bianca@gmail.com
  ♦ or see syllabus for office hours available.

• Possible demographic processes to write about:
  ♦ Fertility
  ♦ Mortality
  ♦ Migration (international or internal migration, in or out migration).
  ♦ Health/illness
  ♦ Employment
  ♦ Urbanization
  ♦ Economic growth of the country
  ♦ The Environment
  ♦ How race and/or ethnicity affects the demographic processes in the population
  ♦ HIV/AIDS
  ♦ Religion and its relationship to the demographic processes in the country
  ♦ Terrorism/Wars/Political Instability

A series of subtopics can fall under each of these suggested categories. If in doubt, ask.

**DO NOT PROCRASTINATE!!!!!!**
Welcome to the book companion site for *The Bedford Researcher*, Third Edition, by Mike Palmquist. If you have used the *Bedford Researcher* Web site before, you will notice a few changes. All of the great Palmquist resources are still here, plus new interactive research writing exercises to support students’ real work, a complete multimodal essay example from a new featured student writer, and a simpler navigation. To use this site you will need to register as a student or instructor. Registration is free and only takes a few moments. If you are consider the text, please visit our instructor preview page.

To access starred (*) resources, you must enter a student activation code first.

**Take a tour and get to know the features of this site!**

### Student Resources

* The Bedford Researcher E-book*
* Research tutorials and more in Re: Writing Plus*
* Interactive Exercises
* Featured Writer Portfolios

### RE: WRITING

A free collection of resources for writing, grammar, and research, many written by our best-selling authors.

* Diana Hacker's Research and Documentation Online
* Exercise Central
* Avoiding Plagiarism Tutorial

### My Research Project Activities

* Research Writing "How-To" Gui
* Annotated Links
* Bibliography Tools

**Evaluating Online Sources Tutorial**

**Designing Documents Tutorial**

**Preparing Presentation Slides Tutorial**

This site requires:

**Windows: 2000, XP SP1, XP SP2, Vista:** Internet Explorer: 5.5, 6, and 7; Firefox 1.0.7+

**Macintosh: OS 10.2+:** Safari 1.2+, Firefox 1.0.7+

In addition, many resources require Adobe Shockwave Player, Adobe Flash Player, Apple QuickTime (5.0 or above), Adobe Acrobat (version 6 or above) plugin. The latest versions of these programs can be downloaded free of charge by clicking on the icons below.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Marian Ede, Department of Women’s and Gender Studies
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: September 20, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: WGST 200

We recommend that WGST 200 Introduction to Women’s and Gender Studies be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

WGST 200 is required of all Women’s and Gender Studies majors and will be taught by different instructors using the same basic format for the writing requirements. Students will write three analysis papers and then short Question and Answer papers. On the first analysis paper, students will get feedback from peers via a peer response workshop; on the second analysis paper, the instructor will comment on drafts. As students complete the ten Q&A papers, they will also get continuous instructor feedback. Instruction will consist of writing workshops for both kinds of assignments, reading of models of analysis papers, and lecture/discussion.
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):

WGST 200: Introduction to Women's Gender Studies

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: Marian Eide
Printed name and signature
8/11/2010 (Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
8/23/10 (Date)

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature

Department Head: Marian Eide
Printed name and signature Marian Eide
8/11/2010 (Date)
You are responsible for writing three analysis papers over the course of the semester. Below is a list of paper options, and you will write about three of them. What three options you write about is your choice! When making your choices, take a look at the three due dates on the syllabus. You might think about the timing of each paper in relation to the readings or what your schedules for other classes look like. I highly encourage you to decide what papers you want to write and what order you want to write them in early in the semester so that you are not scrambling for ideas at the last minute!

Be sure to use readings from the course to support your analysis and arguments. All papers should be approximately 4 pages in length, double-spaced with one-inch margins and 10-12 point fonts, with your name on every page (1000-1200 words). Keep a hard copy of every paper you turn in – always! I am happy to discuss individual papers with you, to read and comment on drafts, and to help you improve your work. Additional help is available from the Writing Center, where you can sign up for an appointment to have a skilled writing tutor assist you with a draft. Alternative assignments may be negotiable – talk to me! I am always looking for new types of papers to assign.

1. Artifact Analysis
The term artifact is deliberately broad. You may choose to analyze an advertisement, a television show, a film, a short story or other work of fiction, a poem, an object. A small part of your task in this paper is to describe your artifact, but the bulk of your work is to analyze how it demonstrates or performs ideas about gender, race, nation, class, etc. How does it work? To whom is it addressed (and how do you know that)? What ideas and ideologies are carried in it? How has it circulated? Where and by whom was it made? Is it typical? What other thing(s) is it like and unlike? Why is it important? This is the most popular paper assignment among students, and you should be careful to focus on analysis rather than description and to refer to course materials in so doing.

2. Political Manifesto
A political manifesto is a declaration of belief and ideas, often including a plan for action derived from the analysis of a particular issue. Manifestos work from an “if – then” logic: if I believe X, based on my analysis of the issue, then Y is my course of action. Manifestos are persuasive in intent, designed to convince an audience of the importance and urgency of the action. What is your issue? Why is it important – and to whom? From where do you get your authority to claim its importance? What is to be done? By whom and where? What are the gender, race, class, and nation positions in your argument? Importantly, this kind of paper cannot be evaluated simply on the basis of its politics, but rather on the quality of its rhetorical and analytic strategies. That is, I will NOT grade you on your politics, but I will grade you on your means of articulating them and the quality of the arguments you make about them.

3. Personal or Family Narrative and Analysis
Often it’s the case that issues and materials in Intro bear a direct relationship to experiences we’ve had or pieces of our family history. For this assignment, you’ll need to tell a story – and to embed that story in an analysis of the issues. A story of your encounters with science, for example, must be put in context of the larger, less specifically personal questions about science. What does your story or your family’s story tell us about these larger questions? How do the larger questions give you insight into the experience? What are the race, gender, class, nation issues carried in the story? In some cases, you may want to do fieldwork – to interview family members about a particular history. Doing this assignment well takes time: you’ll probably need to write a draft, put it away, and then revise it after a few days – that strategy can help you get a little more analytic distance from the raw experience, which can be very helpful.

4. Activism Analysis
Your task here is to analyze either a political event you attend (demonstration, march, installation, etc.) or a political group in which you participate (on or off-campus). For events, try to find out as much as you can about the organizers’ intent – did they achieve their goals? Why or why not? What factors led to success or lack thereof? Who was there (or not there), and what might have changed that? What happened? What do you think might have been done differently – or what worked especially effectively? Can you infer the organizers’ understanding of social change or of the particular issue from the event? Who was the audience? What knowledge from this class can help you understand the event? For groups, you’ll want to be as clear as you can about the project of the group, its history if you know it, its vision of social change, its analysis, its intent. Again, what knowledge from class can you bring to bear? You should be careful to identify your own position in relation to these issues (that is, is this an event you simply observed, participated in, or organized? What’s your role in the group? Might your analysis be influenced by your own position?)
5. **Research Paper**
The particular trick to a research-based paper of this length is finding a topic small and focused enough to do a good job. Intro by its very nature leaves out thousands of possible topics about women, gender, feminism, sexuality, race, nation, class, etc. – and this assignment gives you a chance to fill in one such gap. You’ll need to work closely with me to develop and refine your topic, and you’ll probably need to start with some preliminary research and then narrow your topic from there.

6. **Creative Project and Analysis**
Many A&M students are skilled painters, musicians, poets, and designers. This paper provides an opportunity for you to analyze some of your own work for its use of ideas of gender, race, class, nation, etc. Be mindful: the work itself (your poem, painting, etc.) is likely to be outside the realm of my expertise. You will not be evaluated on the quality of your creative work, but rather on the quality of your analysis of it. What political content is revealed or concealed? What intent did you bring to it? Has something you’ve read changed your mind about the piece or given you new insight into it? Inspired it? How was your training in this area conditioned by gender, race, class, nation, etc.? How does that affect your work? This assignment is more challenging than it might seem on first glance: a rigorous analysis of your own creative work is very difficult and not for the faint-hearted.

7. **Gender Diary**
Your research for this project requires that you spend at least two weeks keeping a gender diary, recording on a daily basis the details of gender in your everyday life. This research then becomes the basis for an analytic and reflective paper about what you learn from it. Be mindful that gender is never unconnected from other categories: you are an Indian woman, an African American man, an Appalachian woman, a Latina, and part of your task is to identify the ways you experience the complexity of gender expectations and roles as they are conditioned by these other categories. What does it mean to be a straight, white, American man in your everyday life now? How are you treated by others both inside and outside your categories? How do stereotypes of Asian women (or Muslim women or Jewish men, etc.) condition your everyday life? How do you fall into, resist, reconfigure, go along with, those ideas and expectations? How do you “do” (perform and negotiate) your gender? Again, you will not be evaluated on the basis of your experience, but rather on the analysis you bring to bear upon it.
Q&A Assignment (10 Q&A’s at 20 points each)

Over the course of the semester, you are responsible for choosing ten days that we have readings assigned to write 2 questions, and then answers to those questions, pertaining to the readings for that day. Please read the following guidelines carefully.

- Q&A’s should be typed. I will not accept handwritten Q&A’s, nor will I accept Q&A’s sent to me through email.
- I only accept Q&A’s from students who are present during the entire class period.
- No late Q&A assignments will be accepted. If you forget to turn in an assignment on the day of the readings, you will have to pick another day to write a Q&A.
- On any given day, we are likely to have more than one reading for class. You only have to write 2 questions, and you can choose to write them over any of the readings for that day. This means that if we have three readings, you can choose two readings to write questions about, or you can write the questions about just one of the readings. It is up to you.
- Remember: It is your responsibility to choose the ten days to write Q&A’s. You cannot turn in Q&A’s on days that we do not have readings. If you run out of appropriate days in the semester (for example, if you reach the end of the semester and still need to write seven Q&A’s, but only have three opportunities left to do so), then you will receive zero points for each Q&A that you do not turn in.
- Please keep track of how many Q&A’s you have written. It is your responsibility to make sure you have completed all Q&A’s for this class.
- Q&A’s are graded on the quality of the questions and answers. Q&A’s should be thought-provoking and inspire critical thinking about the issues being covered in class. Please read the paragraph below for more information about writing Q&A’s.

Good Q&A’s should be able to be used as discussion questions in class. This means that your questions should encourage critical thinking and reflection about the reading. Questions that can be answered with one or two words are not good questions. You can ask questions that discuss specific content in the article or write questions that apply the article’s concepts to real world examples. If you chose to discuss your personal experience show how the author’s perspective relates to it. If you disagree with an article/reading, feel free to write a Q&A that argues against the author’s perspective; however, please illustrate you understand the author’s perspective before you argue for or against it. DON’T FORGET TO WRITE THE ANSWERS TO THE QUESTIONS YOU HAVE CREATED.
WGST 200: Introduction to Women’s & Gender Studies

Instructor: Dr. Tasha N. Dubriwny  
Department: Communication & Women’s & Gender Studies  
Office: Bolton Hall, 202A  
Office Hours: M & W, 10:30-11:30 and by appointment  
Phone: 845-5500  
Email: tdubriwny@tamu.edu (Email is often the best way to reach me; however, I cannot promise to respond instantly to your email messages. Please give me at least three days before you email me again!)

Course Description: Intro to Women’s Studies is designed to acquaint you with a wide range of issues, approaches, questions, and ideas from the interdisciplinary field of Women’s Studies. We are particularly interested in the study of gender as it is experienced and constructed across lines of race, class, and nation, as gender is not one thing (or two things) but many and varied things. Among the issues we will discuss are feminism, sexuality, violence against women, reproduction, women and families, work, and globalization. The course is divided into five units:  
Unit 1: Introducing Feminism and Women’s Studies;  
Unit 2: Becoming Gendered and Living Gendered Lives;  
Unit 3: Body Politics;  
Unit 4: Gendered Violence;  
Unit 5: Global Politics and Social Change.

Course Objectives:

• To think and write critically on issues of gender, race, class, and sexuality  
• Define the academic field of women’s studies and its interdisciplinary approach to the study of gender  
• To inspire open and honest dialogue about gender and sexuality in our classroom and our larger world  
• To understand contemporary women’s issues in the United States  
• To approach gender and women’s studies from both local and global perspectives

Required Texts:

• *Two or Three Things I Know for Sure*, by Dorothy Allison. Plume, 1996.  
• Other readings will be posted on the Vista site for this course. You are responsible for accessing and printing (if you wish) these readings.

Course Assignments:

Exams (200 points): You will complete a midterm and a final exam. More information will be given on each exam (including study sheets) as the semester progresses. Each exam is worth 100 points. Exams cannot be made up except by prior arrangement with instructor, or in the case of a well-documented emergency. Make up exams will be decided on a case-by-case basis.
Analysis Papers (400 points—approximately 1000 words or 3.5 pages double-spaced each):
You will write three analysis papers throughout the semester. Detailed instructions for these papers are available on Vista. Each paper is worth 100 points. Analysis papers cannot be turned in late except by prior arrangement with instructor, or in the case of a well-documented emergency. If we do not have an agreement and you do not turn in your analysis paper at the assigned time, you will receive zero points. This is not negotiable.

Q&A (200 points—approximately 100-150 words each):
Over the course of the semester, you are responsible for choosing ten days that we have readings assigned to write 2 questions, and then answers to those questions, pertaining to the readings for that day. More details are available on Vista. Each Q&A is worth 20 points. No late Q&A assignments will be accepted. If you forget to turn in an assignment on the day of the readings, you will have to pick another day to write a Q&A.

Participation and Attendance (200 points): This class will only be successful if each of you participates actively in class everyday. Attendance is expected in this course. Participation points are offered throughout the semester. You must be in class to receive the participation points. Only students who miss class because of a TAMU sanctioned activity, religious holiday, health emergency or family emergency can make-up the points. In the case of health and family emergencies, I will make the final decision as to whether or not you can make up the work. Please see the description of “emergency” below and recognize that issues like minor colds, headaches, etc. do not count as emergencies. I require documentation for each of the above issues, including religious holidays and TAMU sanctioned activities. Please read carefully the following details about this policy:

- YOU are responsible for any material covered during the class that you missed.
- YOU are responsible for informing me that you believe your reason for missing class fits into one of the “exception” categories (TAMU activity, religious holiday, health emergency, or family emergency). YOU are responsible for providing adequate documentation to me. YOU are then responsible for completing the make up assignment that I give you.
- YOU must do all of the above **within a week** of your absence, or I will not allow you to make-up the participation assignment. In other words, do not wait until the end of the semester to ask me for a make-up opportunity.

By emergency, I mean a sudden, urgent, unexpected occurrence or occasion requiring immediate action. Colds, headaches, upset stomachs, the need to study for another class, sleeping through your alarm, etc. do not constitute emergencies. Emergencies might include a documented death in the family, a severe car accident in which you are injured, or hospitalization.

I reserve the right to give pop quizzes on the reading as participation activities if it becomes clear throughout the semester that students are not finishing the reading before class.
Grades:
You have the opportunity to earn 1000 points in the class. Final grades will be given according to this scale:
A = 899 – 1000 points
B = 799 – 898 points
C = 699 – 798 points
D = 599 – 698 points
F = 598 and below

Course Policies:
Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Your ignorance of these policies will not be an acceptable excuse for violating them.

Academic Integrity:
An Aggie does not lie, cheat or steal, or tolerate those who do. I assume that most students are honest. For the record, however, and to avoid potentially disastrous misunderstandings, the following is a partial list of major examples of academic dishonesty:

- Plagiarism or cheating of any type
- Copying from another student’s essay or exam
- Letting someone copy from you
- Having someone sign your name to an in-class worksheet or sign-up sheet when you are not present
- Signing someone’s name to an in-class worksheet or sign-up sheet who is not actually present
- Attempting to consult notes, books, or other outside sources of information during exams [note: “other outside sources” includes cell phones, pagers, palm pilots, blackberries, headphones, other electronic devices, stuff written on your skin, stuff taped inside your hat, etc.]

You are expected to perform in this class according to the TAMU Honor Council Rules and Procedures guidelines. Please see http://www.tamu.edu/aggiehonor. Any violations will be filed.

Readings are to be done in full before the class meeting. I expect you to be ready to discuss, apply, extend, and ask questions about the readings.

Cell phones should be turned off. Not on low or vibrate or music, but OFF. Remember, if you are caught checking your phone, pager, etc for messages during an exam, you will receive at the very least a grade of zero for the exam.

I expect you to respect your classmates, yourself, the learning process, and me. This course covers material that may result in challenges to beliefs and values you currently hold. This is often a difficult process. I expect that you will argue with me and with each other. Disagreement is expected, encouraged, and necessary for our growth—abusive and insulting language is not. I reserve the right to adjust your final grade according to your citizenship.
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance should provide notice of the date(s) to the instructor, in writing, by the second meeting of class.

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

Technology Help: You are expected to have access to the Vista site for this course. If you are having problems, contact ITS at 845-8300.
Course Schedule
Please complete all readings listed for each day before coming to class.
Starred readings (***)) can be found online on the Vista site for this course.

Unit 1: Introducing Feminism and Women’s Studies
Week 1
Introduction to class; review syllabus.

Film: The F Word

What is Women’s Studies?
- Excerpts from Chapter 1, “What is Women’s Studies” (WIR pages 8-21)***

Dealing with the “F” Word
- Hogeland, “Fear of Feminism”***
- Aronson, “Feminists or Postfeminists”

Q&A Writing exercise

Week 2
Oppression, Privilege, and Difference
- Frye, “Oppression”
- McIntosh, “White Privilege”
- Lopez and Hasso, “Frontlines and Borders”
- Lorde, “Master’s Tools”
- Truth, “Ain’t I a Woman”
- Gunn Allen, “Where I Come From”
- Baca Zinn & Thornton Dill, “Theorizing Difference”
- Talpade Mohanty, “Feminism Without Borders”

Week 3
Oppression, Privilege, and Difference, continued…
- Butler, Kindred

Analysis Paper Exercise

Unit 2: Becoming Gendered and Living Gendered Lives
Week 4
The Politics of Representation
- Richardson, “Gender Stereotyping”
- Gimlin, “Cosmetic Surgery”
- Banks, “Hair Still Matters”
- Morrison, “Bridal Wave”
  *Film: Killing Us Softly, 3*

**Peer Review of Analysis Paper 1**

**Week 5**

The Process of Socialization
- Thorne, “Girls and Boys Together”
- Espiritu, “We Don’t Sleep”
- Gould, “X: A Fabulous Child’s Story” (WIR, pages 108-113)***

Socialization at School
- AAUW, “Hostile Hallways”
- Excerpt from Orenstein, *School Girls***
- Excerpt from Kindlon and Thompson, *Raising Cain***

**ANALYSIS PAPER 1 DUE TODAY IN CLASS**

**Week 6**

Gender and the Family
- Lehrer, “Family” (WIR, pages 244-250)***
- Jordan, “Don’t You Talk” (WIR, pages 261-265)***
- Gerson, “Moral Dilemmas”
- Naples, “Queer Parenting”

**Week 7**

Motherhood
- Excerpt from Douglas and Michaels, *The Mommy Myth***
- Segura, “Working at Motherhood”
- Davis, “Outcast Mothers”

**EXAM 1 (will cover all material through Week 7)**

**Week 8**

Gender and the Workplace
- *Film: The Double Shift*
- Bose and Whaley, “Sex Segregation”
- Bravo, Santa Anna, and Meric, “An Overview” (WIR, pages 180-184)***
- National Committee for Pay Equity, “Questions and Answers” (WIR, pages 185-187)***
- Hondangneu-Sotelo, “Maid in LA”
- Kang, “The Managed Hand”
- Jensen, “Exploding the Stereotypes” (WIR, pages 226-231)***
- Albeda, “New Welfare Regime” (WIR, 231-237)***
- Mitchell, “If I Survive” (WIR, 237-240)***
- Mink, “The Lady and the Tramp”
DRAFT OF ANALYSIS PAPER 2 DUE

Unit 3: Body Politics
Week 9
- The Politics of Medicalization and the Female Body
- Fausto-Sterling, “Hormonal Hurricanes”
- Wells-Davis, “Loose Lips”
- BWHBC, “The Politics of Women’s Health” (WIR, pages 317-323)***

Case Study: Breast Cancer
- Ehrenreich, “Welcome to Cancerland
- McCormick, “Breast Cancer Activism” (WIR, pages 343-345)***

ANALYSIS PAPER 2 DUE TODAY IN CLASS

Week 10
Case Study: Reproductive Health
- Smith, “Beyond ProChoice”
- Testimony of William Bell (WIR, pages 359-360)***
- Hubbard, “Using Pregnancy” (WIR, pages 360-364)***
- Roberts, “Killing the Black Body” (WIR, pages 365-367)***
- Fried, “Abortion” (WIR, pages 367-373)***

Week 11
Sex and Sexuality
- Chapkis, “The Meaning of Sex”
- Walker, “Lusting for Freedom” (WIR, pages 141-144).***
- Tolman, “Doing Desire”
- Collins, “Black Sexual Politics”
- Rupp, “Toward a Global History”
- Film: Boys Don’t Cry

Theories of Beauty and Body Image
- Thompson, “A Way Outta No Way”
- Wolf, “The Beauty Myth” (WIR, pages 120-125)***
- Fortune-Chernik, “The Body Politic” (WIR, pages 130-134)***

Unit 4: Gendered Violence
Week 12
Violence Against Women
- Yancey-Martin & Hummer, “Fraternities”
- Crenshaw, “Mapping the Margins”
- Steinem, “Supremacy Crimes”
- Nagel, “Sex and War”
• Jones, “Battering” (WIR, pages 482-488)***
• Fisher-Hertz, “Protecting” (WIR, pages 522-528)***
• Rainbow, “Making Sense” (WIR, pages 528-533)***

Week 13
• Dorothy Allison, Two or Three Things I Know for Sure

PEER REVIEW OF ANALYSIS PAPER 3

Unit 5: Global Politics and Social Change

Week 14
Globalization and Feminism
• Enloe, “The Globe”
• Chang, “From the Third World”
• Navarro, “Las Mujeres”
• Femicide, boxed insert
• Abu-Lughod, “Do Muslim Women Really Need Saving”
• Onishi, “Globalization of Beauty”
• Muaddi Darraj, “It’s not an oxymoron”

Social Change and Activism
• Taylor, “The Women’s Movement”
• Cohen, “Punks”
• “Voices” (WIR, pages 604-611)***
• Baumgardner and Richards, “Manifesta” (WIR, pages 626-632)***

ANALYSIS PAPER 3 DUE

FINAL EXAM DURING FINALS PERIOD
TO: Faculty Senate Executive Committee

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

CC: Nehemia Geva, Department of Political Science
    James R. Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 20, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 439

We recommend that POLS 439 Foreign Policy Decision Making be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:20

Students write two research papers in POLS 439, each 8-10 pages long, one an analysis of a crisis, and the other, application of decision theories to the analysis of an international crisis. If work is done in pairs, the projects are divided equally between the students, ensuring that each does at least 2000 words individually. Students get feedback on drafts from the instructor, and they also take writing quizzes and get feedback that pertains to problems occurring for the whole class. Instruction includes lecture and discussion about writing issues, practice quizzes, and individual conferences as needed. In addition to the writing portion of the class, students do a presentation with slides (10% of the final grade).
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):

POLS439 Foreign Policy Decision Making

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:
Nehemia Geva
7/26/2010
Printed name and signature (Date)

Received: Valerie Balester
8/6/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:

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

Department: James R. Rogers
Printed name and signature (Date)
Proposal for a W-course

**Foreign Policy Decision Making**

Political Science 439

Instructor: Dr. Nehemia Geva
Spring 2011 (M W x:xx – x:xx, Allen Bld. 10xx)

**Office Hours**
W xxx-xxx
2063 Allen Bld.
Phone: 845-1457
e-mail: e339ngi@polisci.tamu.edu

**Course Description:**

The course exposes the students to decision processes in contemporary world politics. The lectures and discussions will highlight individual, group and organizational aspects of decision making in the context of a sample of world events. Since the scope of decisions in world politics is quite diverse, we will concentrate mainly on decisions associated with use of force. The course is structured in three segments. The first segment will provide an introductory framework, define the levels of analysis in international relations and will describe the major methodologies employed in this field. This segment will be concluded by analyzing the "Democratic Peace" phenomenon. The second segment will introduce decision making perspectives relevant to the analysis of international politics. The third and final segment will apply decision making perspectives to the analysis of specific international crises. During these analyses specific decision principles will be highlighted.

This is a writing intensive course, which means that it will provide you with some writing instruction for the style of writing that is common in the discipline of political science. Eighty five percent of your final grade is based on your writing assignments, including two research papers and three quizzes. This series of assignments provides opportunities for writing practice and feedback, with the goal of improving your writing over the course of the semester. For more details about "W" courses, go to: [http://writingcenter.tamu.edu/wid](http://writingcenter.tamu.edu/wid)

**NOTE:** Failure to earn a passing average grade on the writing requirements precludes the assignment of "W" credit, irrespective of the student's making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive "W" credit for this course without earning a passing grade on the writing component.

**Learning outcomes for this course:**

Students can expect to learn the following by the end of this course:

**Social and Behavior Sciences:**

- to define, understand, and use concepts and terms relevant to the study of foreign policy decision making
- to critically and systematically collect factual knowledge directly relevant to understanding decision processes underlying international crises
- to analytically apply and evaluate theories and models of foreign policy decision making within the context of particular international crises
- to professionally report the research as class presentation and as a written report
International and Cultural Diversity:
- to apply a body of factual knowledge related to the study of foreign policy decision making to the performance of different countries
- to analyze the effects of cultures and political arrangement of the processes and outcomes of foreign policies

Required Reading:
Research papers will be available electronically

Course Requirements and Grading:
Students will be evaluated on the basis of the following:

- 2 research papers
  - Paper I (35%) A decision matrix of a particular world event
  - Paper II (35%) Application of decision making models

- Class presentation (10%) A 15 min. PowerPoint presentation of your case
- Class participation (20%) [Includes 3 of 4 quizzes 5 pts. each]

Command of course material and conduct of research is the most important determinant of your grade on course assignments. However, this is a W course, intended to improve your ability to write papers that are appropriate to the discipline of political science. Therefore, regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

The conventional thresholds of 90, 80, 70, 60 will be use to define the letter grades A B C D

Policy for late work and missed quizzes:

Penalties for missed exams and late papers:

- I observe student rule 7 concerning university acceptable excuses for late work (see http://student-rules.tamu.edu/rule7.htm).
- If you miss an exam/quiz because you have a university acceptable excuse (such as sickness with a note from your doctor), you must contact me by the end of the second working day after the absence to ensure full rights to take a makeup exam/quiz. (Sending an email, calling me, or having someone call on your behalf count as contacting me.) Preferably, contact me before the exam/quiz. If you know you'll miss an exam/quiz in advance because of scheduled university excused travel, talk to me as far in advance as possible.
- If you do not have a university acceptable excuse for missing the exam/quiz, you will not be allowed to take the exam/quiz and your grade will be zero.
- The penalty for late papers is 5 points off per day, unless you have a university acceptable excuse for your paper being late. For calculating late penalties weekends count.


Points to consider:

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

Copyright Statement: 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 are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Aggie Honor Code:

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://www.tamu.edu/aggiehonor

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic 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 Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
BIBLIOGRAPHY (Papers Electronically Reserved)
(List does not include papers to be used in research projects)


HOW TO ACCESS ELECTRONIC RESERVES FROM THE TAMU LIBRARY

1. Go to the home page of the TAMU library at http://library.tamu.edu and click on the link for Electronic Course Reserves near the center-middle of the page.
2. On the next page that comes up, click on Electronic Reserves and Course Materials.
3. On the next page, select my name in the “Select an Instructor” menu and click Go.
4. Click on any link that comes up associated with POLS 429.
5. Click on the title of the reading that you wish to access and it will open in a PDF file.
6. Read the item on the screen or, better, print a copy to read and save.
7. Exit the reserves and library links.
# TENTATIVE SCHEDULE AND READING ASSIGNMENTS

## PART I (a): INTRODUCTION & FRAMEWORK

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity/ Presentations</th>
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<tbody>
<tr>
<td>W</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>M</td>
<td>Levels of Analysis</td>
<td>Singer</td>
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<tr>
<td>W</td>
<td>Philosophical perspective</td>
<td>Holsti</td>
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<tr>
<td>M</td>
<td>Research Methods (case studies)</td>
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## PART I (B): APPLICATION: REGIME TYPE AND WAR PROPENSITY

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<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
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| W    | **Democratic Peace**
Description and explanations of phenomenon | Maoz & Russett;                                   | Quiz 1   |
| M    | Extensions of the phenomenon and the use of multi-methods research | Owen; Mintz & Geva 1993; Fearon; Kegley & Hermann; |          |
| W    | Criticism of Democratic Peace                             | Merritt & Zinnes; Geva and Hanson                 |          |

## PART II: DECISION MAKING PERSPECTIVES

<table>
<thead>
<tr>
<th>Date</th>
<th>Decision Making: Processes and contents</th>
<th>Reading</th>
<th>Activity</th>
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</table>
| M    | **Decision Making**
Processes and contents | Jervis                                             | Quiz 2   |
<p>| W    | - continued                            |                                                   |          |
| M    | Rational Choice                        | Allison; Morrow                                   | Hostages: Entebbe; Teheran                         |
| W    | Prospect Theory and Framing            | Levy (a &amp; b);                                     | Pueblo Mayague                                    |
| M    | - continued                            |                                                   |          |
| W    | Cybernetic Theory E.B.A.                | Simon; Ostrom &amp; Job Tversky                       | Draft paper I                                    |
| M    | Poliheuristic Theory                   | Mintz &amp; Geva 1997; Mintz et al                   |          |
| W    | - continued                            |                                                   |          |
| M W  | Spring Break                           |                                                   |          |
| M    | The Cognitive Calculus                  | Geva Mayhar &amp; Skorick                             |          |
| W    | - continued                            |                                                   |          |
| M    | Comparing Decision Theories             |                                                   |          |
|      |                                          |                                                   | Paper 1 Due Quiz 3                                |</p>
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<thead>
<tr>
<th>W</th>
<th>Group Decision Making</th>
<th>Allison; Smith Kaufman</th>
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<tr>
<td>M</td>
<td>== continued</td>
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<tr>
<td>W</td>
<td>Groupthink, Group Polarization</td>
<td>Janis Geva Hermann &amp; Bragg</td>
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</tbody>
</table>

**PART III: APPLICATION OF DECISION PERSPECTIVE TO IR CRISES**

<table>
<thead>
<tr>
<th>M</th>
<th>The National Security Dimension: Major &amp; regional powers The Middle East ****</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>- continued</td>
</tr>
<tr>
<td>M</td>
<td>Domestic Concerns: The Public Rally round flag; Diversionary theory of war</td>
</tr>
<tr>
<td>W</td>
<td>Mid-West – No Class (assigned reading TBA)</td>
</tr>
<tr>
<td>M</td>
<td>- continued</td>
</tr>
<tr>
<td>W</td>
<td>Comparative Cases: Wars in Iraq: Desert storm; Iraqi Freedom Quiz 4 Draft paper 2</td>
</tr>
<tr>
<td>M</td>
<td>Summary &amp; Conclusion</td>
</tr>
</tbody>
</table>

Paper II Due: x-x-2011 (by noon).
POLS 439  
Spring 2011  
Dr. Nehemia Geva

**Paper I: Anatomy of a Crisis**

1. You have already chosen a small-scale international conflict in which military force was used, or could have been used. The requirement for Paper I is to describe your case. First, briefly discuss the background events leading up to the crisis. You are expected to concentrate on one nation. However, attention should also be given to both domestic (e.g., regime type, economic and political conditions) and international/regional factors influencing the course of events.

2. Next, "dissect" your case. In Paper I, you are not required to compare models of decision-making. Instead, you are expected to collect the necessary facts for comparison. Listed below are key points that describe the decision making process. These points provide the guidelines for "dissection" of your case. All of the points should be covered in detail in your paper. Be sure to answer the basic interrogatives (who, what, when, where, why, and how) for all items.

3. Describe the major issues between the state actors.

4. Identify the principal state actors.

5. Participation within the focal state:
   - Identify (by name and official position) all of the people who participated in the decision process at any time during the crisis.

6. Discuss the actual roles they played and evaluate their relative importance in the decision.
   a. Dimensions/objectives:
      - Identify the dimensions/objectives considered in the decision process. Dimensions refer to issue areas or categories of goals pursued by decision makers (e.g., military, diplomatic, economic, political).
      - Again, be sure to identify the person(s) who raised the dimension for consideration.
      - Describe dimensions that were considered simultaneously and those specifically compared at some point in time.
      - Since dimensions may receive continuous or intermittent attention, you should identify the "timeline" for each dimension (i.e. the dates it was considered).
      - Indicate the amount of time given to each dimension and attempt to evaluate its relative importance.
   b. Alternatives:
      - Describe all alternatives (i.e. courses of action) considered or proposed during the conflict. Note that there are different types of alternatives, such as economic (e.g. sanctions); diplomatic (e.g. protests; UN appeals; and military (e.g. use of force). You should completely describe the alternatives by type,
identify the person(s) making the proposal and the time it was first
mentioned.
- Identify, not only the alternatives considered, but those implemented as
well. Be sure to include alternatives that were implemented simultaneously.
- Finally, it is important to identify alternatives specifically compared by
decision makers at some point during the conflict (e.g. On June 13, 1964, the
president and his advisors met and discussed whether to freeze the assets of
country X and/or expel all diplomatic representatives and/or use military
force.)
c. Identify actions taken during the conflict and point out links between
decisions and actions.
d. Plot a timeline and indicate events that appear to constitute decision points.
Include in the timeline economic conditions (unemployment/inflation rates)
and the level of popular support for decision makers (as indicated in public
opinion polls, elections, or political protest/disorder).

7. References should include biographies and periodicals as well as scholarly work.
They should be properly cited.

8. The paper must be typed and double-spaced with a font no smaller than 12. The
expected length of paper is 8-10 pages (excluding appendices, such as the time line,
decision matrix and references)

9. Paper I is due on x-x-2011 during class.

Evaluation of paper:

| Concise background to the crisis: | a. brief history; |
| | b. salient domestic features |
| | (political approval, economy) |
| Major issues in conflict | 5 |
| Major actors in focal country | 5 |
| Timeline of crisis: | 5 |
| | Objectives/Dimensions |
| | Alternatives |
| | Choices and actions |
| Consequences | 10 |
| References (sources) | 5 |
| General Impression | 10 |
| TOTAL | 100 |
Points for the First Project

The references listed below are relatively easy to use and provide brief overviews of the cases being considered in the course.

1. For conflicts prior to 1971:


2. For most of the conflicts prior to 1980, see the summaries in:


3. The following references are arranged chronologically. You should search the time frame prior to the crisis for background information. There is also an index, which includes cross-references.

   Facts on File- Index on World Events. (1942-1996) (call no. D410 F32)


4. For more details on the decision process use concurrent news reports, biographies of the main actors in the crisis and scholarly work.
Assignment #2

Application of Decision Theories to the Analysis of an International Crisis

- This project is a continuation of the previous home assignment.
- The objective of this project is to evaluate the applicability of decision theories to account for the development of an international crisis.
- Apply two of the decision making models ("Rational choice", "Game theory", "Cybernetic (bounded rationality)", "EBA", "Prospect", "Poliheuristic" and "Cognitive Calculus") to the crisis you have described in the previous paper, and evaluate the 'goodness of fit' between the theories and the actual occurrences in the case.
  Do not try to 'force' the theories on the case. Report discrepancies between the theories and the 'real world'.
- In your analysis be sensitive to the following points:
  - How many alternatives were raised?
  - Were alternatives compared to each other, or were they immediately enacted?
  - Were all the alternatives given the same attentions?
  - Which dimensions were used in the evaluation of alternatives? (in what order?)
  - Were the same dimensions considered for each alternative?
  - Did the decision-maker pay attention to potential actions of the other 'player'?
  - What were the "contextual" effects ("inner circle", public opinion, media, etc.)?
  - How were utilities assigned?
  - Were probabilities of consequences per action considered?
  - In the case of sequential decisions, how did one decision affect the subsequent decisions?
• Proposed structure of the paper:
  a. Introduction (objective, framework, method)
  b. A brief synopsis of the two decision theories. Summarize this section by
     highlighting the main differences between the two theories.
  c. Case description1
     1. Background
     2. The decision sequence (integration of time line and decision matrix)2
  d. The correspondence of the decision sequence to decision theory A'
  e. The correspondence of the sequence to decision theory B'
  f. Evaluation and summary (include also comments on the reliability of the
     method)
  g. References (Sources)

Notes:
Sources should include periodicals as well as scholarly work.
Sources should be properly cited.
The paper should be typed in double-space.

Grading:
Intro: 5
Synopsis of decision theories 20
Case Description 20
Fit with model A 20
Fit with model B 20
Summary 5
General impression 10

1 Basically, use parts of the previous paper, and update if necessary.
2 If the case implies sequential decisions, several decision matrices should be used.
TO: Faculty Senate Executive Committee

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

CC: Karen-Beth Scholthof, Dept. of Plant Pathology and Microbiology
Pierson Leland III, Head, Dept. of Plant Pathology and Microbiology
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: September 22, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: BESC 481

We recommend that BESC 481 Seminar be certified as a Communications (C) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 1500
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:15

BESC 481 requires the writing of a memo, two critical analyses, and a research paper. Students will also give two oral presentations. Because they are working on a specific topic related to Bioenvironmental Science majors all semester, the oral and written components are integrated; feedback on the oral presentations, for example, will encourage improvement on the writing. Feedback includes a peer review of the project proposal (the memo) and the critical analyses and peer review of slides for the presentations. The faculty member will also review and provide formative guidance on all student work. At the end of the semester, students will critique their own work as well. Instruction includes background reading, lectures, and models from professional literature.
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):

   BESC 481. SEMINAR

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

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

Instructor / Coordinator: Karen-Beth G. Scholthof, Ph.D. 15 July 2010
Printed name and signature (Date)
Received: Valerie Balester 7/23/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Ann Kearsner Ann Kearsner 19 July 2010
Printed name and signature (Date)
Department Head: Leland S. Price Leland S. Price 7/15/10
Printed name and signature (Date)
BESC 481-930 and BESC 481-980: Seminar
Spring 2010
Professor Karen-Beth G. Scholthof

**BESC 481. Seminar.** (1 cr.). May be taken more than once. Prerequisite: None. University-Approved "Communication Course".

**Course Objectives.** This seminar is a capstone course required for BESC majors. The intent of the course is to work individually and in small groups to analyze a single theme related to the major and to study the problem through readings, presentations, and writing. A theme will be introduced to the group, followed by students working individually and in small groups to define and understand the complexities within the theme by preparing presentations and a research paper on a subtheme. The course will meet weekly for direction by the instructor, but it is expected that the most of your research and preparation will take place outside of the classroom, either individually or in small groups. In using this course format, the intended outcome is to allow the student to draw from course material, the internship experience (BESC 484) and current events to analyze and understand a discrete aspect within the broad area of bioenvironmental sciences. The emphasis will be on problem solving and bringing theory (classroom) and practice (internship) to bear on the semester theme.

The course is divided into two sections. The first 4 meetings will be used to provide an overview of the Seminar Theme (Lecture), followed by group discussion of the selected topic (Group Discussion and Analysis of Reading). The remainder of the semester will focus on PowerPoint presentations. Peer-review will be used for each component of the course, with grading and direction provided by the instructor. The intent is to provide an opportunity for BESC students to study, in detail, one topic within the degree program.

**Office Hours: Open-door or by appointment**
Office: 117C Peterson Bldg.
Telephone: 979-845-8265
E-mail: kbgs@tamu.edu

**Attendance and Participation**
The course will meet weekly. All course material will be posted on eLearning. It is expected that the student be prepared for class and participate in the group discussion.

**Learning Outcomes**
The goal of this professional experience is to facilitate and improve your ability to:
- ✓ Communicate clearly and effectively in written and spoken formats
- ✓ Demonstrate competence in usage of English grammar, mechanics, in the language specific to environmental professionals
- ✓ Write in a scientifically correct manner, including citations

**Grading**
All assignments are due in class (hard copy) and by email (before class begins). The presentation grade will include your response to peer-review, your ability to clearly discuss
the theme, and answer questions following your talk. As an observer, you are expected to provide a written critique of the presentation using a form that will be on eLearning. The intent is to use the discussion, peer-review and presentations to help you become an expert on a topic within the seminar theme.

- Peer-Review: 15 points
- Analysis of Reading: 10 points
- Memo: 10 points
- Oral Presentation 1: 20 points
- Oral Presentation 2: 20 points
- Final Report (Research Paper): 25 points

Final Grade: 90-100 points = A; 80-89 points = B; 70-79 points = C; 65-69 points = D; <65 = F

SYLLABUS

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar</th>
<th>Writing Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Housekeeping: Syllabus etc.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Theme Introduction (Lecture)</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Group Discussion and Analysis of Reading</td>
<td>ANALYSIS DUE</td>
</tr>
<tr>
<td>Week 4</td>
<td>Group Discussion and Assigned of Reading</td>
<td>ANALYSIS DUE</td>
</tr>
<tr>
<td>Week 5</td>
<td>Small Groups Workshop for Presentation 1</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Small Groups PowerPoint Critique</td>
<td>MEMO DUE</td>
</tr>
<tr>
<td>Week 7</td>
<td>Presentation 1 and Peer Questions (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Presentation 1 and Peer Questions (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Presentation 1 and Peer Questions (4 students)</td>
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<tr>
<td>Week 10</td>
<td>Small Groups Workshop for Presentation 2</td>
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<tr>
<td>Week 11</td>
<td>Presentation 2 and Peer Questions (4 students)</td>
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<tr>
<td>Week 12</td>
<td>Presentation 2 and Peer Questions (4 students)</td>
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<tr>
<td>Week 13</td>
<td>Presentation 2 and Peer Questions (4 students)</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Peer-Review of Research Paper Drafts</td>
<td>RESEARCH PAPER DUE</td>
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<tr>
<td>Week 15</td>
<td>Discussion</td>
<td></td>
</tr>
</tbody>
</table>

Peer Review

**Small Groups Workshop.** In preparation for Presentation 1 and Presentation 2 (see below), you will break into small groups to evaluate your draft presentations in PowerPoint. This also serves as outline for your research paper. The peer-review rubric is attached to the syllabus as is used for this exercise.

**Formal Peer-Review of PowerPoint Presentations.** Bring 3 copies of your draft PowerPoint presentation to class for peer-review. For each peer-review, the content and the presentation will be evaluated using the rubrics attached to this syllabus. The intent of peer-review is to help each other improve the content and presentation. Mechanics (grammar) and style (PowerPoint) are important components of peer-review. Following your presentation, the peer-reviewers will provide their comments. You are expected to edit the presentation and provide a brief written response indicating the changes that you made.
Writing and Communication Assignments

1. Analysis of Reading (250 words). (5 points X 2 = 10 points)
Critical analyses of the materials assigned for Group Discussion and Analysis of Reading. Links to or copies of the materials for the 2nd and 3rd week will given the first day of class. These materials may include investigative reports (e.g. The New Yorker, New York Times, Science) or web-based materials (e.g., PBS programs such as NOVA). To prepare for the class discussion, prepare a 250 word critical analysis. This is equivalent to 1 page, typed, double spaced, 1" margins, 12 point, Times New Roman font.

2. Case Study: MEMO (10 points)
Provide a 1 page (250 word) brief introduction of your individual topic, based on the seminar theme, indicating your ideas and objectives. This can be submitted as a word document or PDF. This will be in MEMO format. For details on memo writing, see:
http://writingcenter.tamu.edu/how-to/business/memos/
http://owl.english.purdue.edu/owl/resource/590/1/

3. Presentation 1 and 2 (5 minutes each). (20 X 2 = 40 points). The PowerPoint presentations will provide you with an opportunity to become more familiar with your research topic. The intent of this assignment is to allow you to become more comfortable with presentations in front of an audience and to answer questions based on your material. You will be graded on the PowerPoint presentation (mechanics, use of data, color, images), ability to present your information and to answer questions. Following the presentation, you will have an opportunity to edit your presentation, following formal peer-review (see Attached; also on eLearning). The edited presentation is due the following week at the beginning of class. Also include all peer-reviews.

Presentation 1. Basic background of theme, introduction of your case study, including interesting questions.
Presentation 2. A scientifically correct, informative presentation that demonstrates your increased expertise with the research topic, unanswered questions related to the theme, and your ideas for future research.

TIP: Prior to your oral presentation, practice the talk several times. Staying within the time limit is a strict requirement—you will have 5 minutes for your presentation and 3 minutes for questions. Helpful hints on preparing your talk can be found at
http://writingcenter.tamu.edu/how-to/communication/writing-effective-presentation-slides/

4. Research Paper (1000 words, 25 points). The research paper will be a scientifically correct report of the topic outlined in your MEMO and PowerPoint Presentations. The paper will be a formal analysis of the topic, including data presented in class, and independent research. The document format will be Times New Roman, 12-point font, double-spaced. Citations will be compiled using the format of either Ecology <www.esajournals.org/loi/ecol> or Applied and Environmental Microbiology <aem.asm.org/> (You can download Endnote citation software from cis.tamu.edu.) The citations and any figures or tables do not count toward the 1000 words. Also, if you use graphics, they must be attached as an appendix or embedded within the text with appropriate figure legends. This should be a professional document.
The University Writing Center http://uwc.tamu.edu.
Online and one-on-one consultation for your writing assignments (2nd floor Evans Library).

Academic Integrity Statement http://www.tamu.edu/aggiehonor
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code. Ignorance of the rules does not exclude any member of the University community from the requirements or the processes of the Honor System.

Plagiarism http://www.tamu.edu/aggiehonor
Plagiarism is defined as theft or inadequate citation of other work, including (but not limited to) primary and secondary literature and internet sources. Plagiarism will result in a grade of ‘zero’ for the assignment AND a deduction of the equivalent amount of points from your grade. For example, a score of minus 10 points (−10) would be the penalty per writing assignment if plagiarism occurs. I use turnitin.com to monitor plagiarism.

Disability Services http://disability.tamu.edu
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 Disability Services Office; (979) 845-1637.

[KBGS; BESC 481 Seminar; 10July2010]
### Oral Presentation Rubric: Powerpoint Class Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student appears to have prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td>Listens to Other Presenters</td>
<td>Listens intently. Does not make distracting noises or movement.</td>
<td>Listens intently but has one distracting noise or movement.</td>
<td>Sometimes does not appear to be listening but is not distracting.</td>
<td>Sometimes does not appear to be listening and has distracting noises or movements.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) of the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) of the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89-79%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>Time-Limit</td>
<td>Presentation is 5-6 minutes long.</td>
<td>Presentation is 4 minutes long.</td>
<td>Presentation is 3 minutes long.</td>
<td>Presentation is less than 3 minutes OR more than 6 minutes.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. Always (99-100% of time) speaks in complete sentences.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. Mostly (80-98%) speaks in complete sentences.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. Sometimes (70-80%) speaks in complete sentences.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience. Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td>Volume</td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume is often too soft to be heard by all audience members.</td>
</tr>
</tbody>
</table>
# Peer Review for Individual Powerpoint Presentations (5 minutes)

**Peer Reviewer:**

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics - Clarity</td>
<td>Graphics are clear and the content easily viewed and identified from the back of the seminar room</td>
<td>Most graphics are clear and the content easily viewed.</td>
<td>More than 2 slides are difficult to read or have poor graphics.</td>
<td>More than 3 slides are difficult to read or have poor graphics.</td>
</tr>
<tr>
<td>Graphics - Relevance</td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic. OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>The facts are correct and sources documented.</td>
<td>The facts are correct, but not documented. Or, there is 1 error of fact.</td>
<td>There are 1-2 errors in facts or documentation.</td>
<td>There are more than 2 errors in facts or documentation.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Capitalization and punctuation are correct. There are no grammatical mistakes.</td>
<td>There are 1-2 errors in capitalization or punctuation, or grammar.</td>
<td>There are 3-4 errors in capitalization, punctuation, or grammar.</td>
<td>There are more than 4 errors in capitalization, punctuation, or grammar.</td>
</tr>
<tr>
<td>Template</td>
<td>Title, Introduction and Summary Slide with appropriate graphics and details.</td>
<td>Title, Introduction and Summary Slides are presented, with minor deviations in theme.</td>
<td>One slide is not included or lacks details for introduction or summary.</td>
<td>More than one slide is not included and introduction or summary slides do not reflect topic.</td>
</tr>
</tbody>
</table>

KBGS: Jul 01, 2018 05:38 pm (UTC)
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Above Standards</th>
<th>Meets Standards</th>
<th>Approaching Standards</th>
<th>Below Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus or Thesis Statement</td>
<td>The thesis statement names the topic of the essay and outlines the main points to be discussed.</td>
<td>The thesis statement outlines some or all of the main points to be discussed but does not name the topic.</td>
<td>The thesis statement does not name the topic AND does not preview what will be discussed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Position</td>
<td>Includes 3 pieces of evidence (facts, statistics, examples) to support the thesis. The writer logically builds the argument and anticipates the readers questions.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>All supportive facts and statistics are reported accurately.</td>
<td>Most supportive facts and statistics are reported accurately.</td>
<td>Most supportive facts and statistics were inaccurately reported.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>A variety of thoughtful transitions are used. They clearly show how ideas are connected.</td>
<td>Transitions show how ideas are connected, but there is little variety.</td>
<td>Some transitions work well, but some connections between ideas are fuzzy.</td>
<td>The transitions between ideas are unclear OR nonexistent.</td>
<td></td>
</tr>
<tr>
<td>Closing paragraph</td>
<td>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.</td>
<td>The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.</td>
<td>The author's position is restated within the closing paragraph, but not near the beginning.</td>
<td>There is no conclusion - the paper just ends.</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>All sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed and there is some varied sentence structure in the essay.</td>
<td>Most sentences are well-constructed, but there is no variation in structure.</td>
<td>Most sentences are not well-constructed or varied.</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Author makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td></td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation</td>
<td>Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.</td>
<td>Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.</td>
<td>Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Amanda Wood, Dept. of Marine Systems Engineering
Vijay Panchang, Head, Dept. of Marine Systems Engineering
Donna Lang, AOC Dean, Texas A&M Galveston
DATE: September 20, 2010
SUBJECT: REPORT ON PROPOSED C COURSE: MASE 482

We recommend that MASE 482 Contemporary Issues in Ocean and Coastal Engineering be certified as a Communications (C) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 1800
4. Total minutes of oral presentation: 24 individual and 40 group
5. Instructor to student ratio for one section: 1:22

This one-credit course exposes students to contemporary issues in ocean and coastal engineering. Assignments include exploration of careers, topics related to careers, a case study related to ethics, environmental or social issues (done collaboratively), and discussion of a book on ethics; the first three assignments have a written and a spoken component. Two assignments include mandatory peer review of drafts or slides (projects-in-progress) prior to submitting final versions for grading. Feedback sessions following each presentation are a significant teaching-feedback process. Faculty, student, and industry guest interaction in discussions of each aspect of a presentation gives students an opportunity to see their work from other vantage points. Debriefing becomes a normal part of project development and self evaluation. These norming sessions give a mature approach and decrease anxiety in evaluation. Written and oral presentations in class become relevant in their careers.

Students are assigned readings related to topics, and are given written samples and rubrics for each assignment. Class time is devoted to conventions and expectations on each assignment and to tutorials that include strategies for effective communication, slide design, and sample slides. The professor and collaborating faculty are available outside of class, and students are encouraged to consult regularly. Students are encouraged to consult with the Writing Lab at any stage of draft development.
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):
   MASE 482 Seminar in Contemporary Issues

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

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

Instructor / Coordinator: Amanda Wood, Amanda Wood 9/8/10

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

Approvals:
College Dean: 9/18/2010

Department Head: 9/18/2010

MASE 482
Contemporary Issues in Ocean and Coastal Engineering
Syllabus

Instructor: A.L. Wood, Ph.D., P.E.
Telephone: 409-741-4015
Email: wooda@tamug.edu

COURSE DESCRIPTION:

This is a 1 credit hour course. The purpose of this course is to expose students to contemporary issues in ocean and coastal engineering with an emphasis on socioeconomic, geopolitical and ethical aspects. These issues are covered through a series of seminars presented by students. The seminars will be based on material taken from books, reports and papers. Students must pass the written and oral presentation portion of the class in order to receive credit for the course.

This course contributes to the following criteria required by ABET:

- **Criterion F:** An understanding of professional and ethical responsibility.
  - Assessed on the bases of the book titled “Hold Paramount”
  - Understanding of ethical issues as demonstrated by an exam at the end of the semester.

- **Criterion G:** An ability to communicate effectively. This portion will be accomplished through a combination of in-class grading of the presentations.

- **Criterion H:** The broad education necessary to understand the impact of engineering solutions in a global/societal context. This portion will be accomplished through a combination of in-class grading of the presentations.

- **Criterion I:** A recognition of the need for an ability to engage in lifelong learning. This portion will be accomplished through a combination of in-class grading of the presentations.

- **Criterion J:** A knowledge of contemporary issues.

<table>
<thead>
<tr>
<th>Course Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Assignment #1</td>
</tr>
<tr>
<td>Assignment #2</td>
</tr>
<tr>
<td>Assignment #3</td>
</tr>
<tr>
<td>Assignment #4 (Group)</td>
</tr>
<tr>
<td>Assignment #5 (Ethics)</td>
</tr>
<tr>
<td>Attendance/Citizenship</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Note: Refer to attached rubrics for information on how papers and presentations will be graded.

1. Assignment #1 - Total Credit: 20%
2. **Assignment #2 - Total Credit: 5%**
Submit written proposal (250 word minimum) for an engineering topic, related to the student’s job interests. Example topics: Challenges of Drilling in the Lower Tertiary, Drawbacks of Using Virtual Design in Engineering or Offshore Flaring and Environmental Effects. *Total possible points: 25*

3. **Assignment #3 - Total Credit: 35%**

<table>
<thead>
<tr>
<th>Description:</th>
<th>Prepare a paper and present to the class, on an engineering topic related to the student’s job interests.</th>
<th>Total Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper</strong></td>
<td>Complete a paper on the engineering topic presented in the written proposal (Paper #2). (800 word minimum paper)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Presentation Slides</strong></td>
<td>Submit presentation slides 2 weeks prior to scheduled presentation, for feedback from the professor and classmates. The overall scores provided by the student audience will be averaged (weighted 10%) and other audience (faculty, visitors, etc.) will be averaged (weighted 15%). Total possible points: 25</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>10 minute presentation (Presentations will be timed. Two points will be deducted from presentation grade for every minute less than 10 or greater than 10), in addition a 5 minute question and answer period is required. The overall scores provided by the student audience will be averaged (weighted 10%) and other audience (faculty, visitors, etc.) will be averaged (weighted 15%). Total points possible: 100</td>
<td>20%</td>
</tr>
</tbody>
</table>
4. Assignment #4 (Group Work) - Total Credit: 25%

<table>
<thead>
<tr>
<th>Description</th>
<th>Prepare a paper and present to the class, on an engineering case study related to ethics, social or environmental issues.</th>
<th>Total Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Group will submit a written proposal for the case study chosen. <strong>(250 word minimum)</strong>&lt;br&gt;Total possible points: 25</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation time for the group to be <strong>40-minutes</strong>. <strong>(Presentation will be timed. Two points will be deducted from presentation grade for every minute less than 40 or greater than 40)</strong>, in addition a <strong>5 minute</strong> question and answer period is required.&lt;br&gt;Total possible points: 100</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>Each student is required to present for at least <strong>5 minutes</strong>.&lt;br&gt;Total points possible: 100</td>
<td>5%</td>
</tr>
</tbody>
</table>

6. Assignment #5 (Ethics) - Total Credit: 10%

The student will study on their own, the book titled “Hold Paramount” and answer the questions on reading material.

7. Attendance and Citizenship - Total Credit: 5%

- Attendance will be taken each class session. As per MASE Department rules, missing 3 classes will result in a mandatory conference with the instructor and a probable reduction of 1 letter grade from the student's final course grade.
- Citizenship can be defined as behaving in a professional manner in class. This means remaining quiet throughout the entire class time, unless participating in a classroom discussion pertaining to the topic at hand. Be courteous to those giving presentations. Being on time for class.

**GRADES:** A: Above 85%; B: 70%-85%; C: 50-69%; D: 40-49%; F: below 40%<br>Each unexcused class absence implies a 5 point deduction.
<table>
<thead>
<tr>
<th><strong>Topics</strong></th>
<th>Each presentation will be based on articles from peer reviewed journals, engineering magazines or books, etc. relating to the topic of interest.</th>
</tr>
</thead>
</table>
| **Grading** | - Presentation should remain within the time constraints allotted.  
- The presentation slides will be critiqued by the students and faculty for content and format. The results will be provided to student prior to actual presentation.  
- The quality of the presentation will be critiqued by students and faculty for content and communication techniques.  
- A questionnaire rating the speaker’s performance will be filled out by the students and faculty after the presentation.  
- This questionnaire will be based on the audiences’ impression of the communication skills and other attributes. |
| **Goal** | - Utilize high quality visual aids appropriately. Use visual aids as aids to tell your story, not to show how good a slide-maker you are. Do not read directly from the slides or from a paper.  
- Look at the audience while you are presenting. Evoke questions from the audience.  
- Present material and ask questions to obtain interaction from the audience.  
- Respond to questions pertaining to contemporary issues, within the last 10 years. |
<p>| <strong>Resources for Topics</strong> | The Corps and the Shore by O.H. Pilkey and K.L. Dixon (1996, The Island Press). Against the Tide: The Battle for America’s Beaches by C. Dean (1999, Columbia University Press). In these books the authors take issue with the methods used by the engineering community (and the Army Corps of Engineers, in particular) to protect America’s coastlines. Magazines such as: ASCE’s CIVIL ENGINEERING, MARINE TECHNOLOGY REPORTER, OFFSHORE ENGINEER, etc. You may contact other faculty members to discuss possible seminar topics. |</p>
<table>
<thead>
<tr>
<th><strong>Paper/Written Proposal Guidelines</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be prepared to hand in assignments at the beginning of class</td>
</tr>
<tr>
<td>Be neat and orderly in completing your work.</td>
</tr>
<tr>
<td>Make sure graphs and units are completely/properly labeled.</td>
</tr>
<tr>
<td>Use proper grammar, punctuation and correct spelling.</td>
</tr>
<tr>
<td>Composition is important. Include an introduction, middle section and conclusion.</td>
</tr>
<tr>
<td>Each page should be double spaced, with 1” margin on all sides, and printed on only one side.</td>
</tr>
<tr>
<td>Font: Times New Roman</td>
</tr>
<tr>
<td>Font size: 12 pt. for Body text</td>
</tr>
<tr>
<td>14 pt. for Section headings</td>
</tr>
<tr>
<td>Page numbers: at bottom of each page (centered)</td>
</tr>
<tr>
<td>Title page, including the following: Course name &amp; number, section #, title, assignment #, date, name</td>
</tr>
<tr>
<td>Late assignments will only be accepted for one day after original due date. However, the grade for the late assignment will be reduced by 50%!! <strong>No late homework will be accepted after the one day extension!</strong></td>
</tr>
</tbody>
</table>

**Academic Dishonesty:** Each student is expected to follow the Aggie Code of Honor, which states that “Aggies do not lie, cheat or steal, nor do they tolerate those who do; and is responsible for his/her own assignments, as well as, data collection, analysis and final reports. Sharing of homework, data and/or reports will result in a grade of “0” for the assignment and/or a grade of “F” for the course and/or other penalties as outlined in the Texas A&M University Rules.

Assignments and exams may only be made up for excused absences. Excused absences for exams and the final must be documented. **It is the student’s responsibility** to contact the instructor within 3 working days following the absence date for make-up requirements of exams as outlined in the University Rules.

**Disability Statement:** The American 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 accommodation, please contact the Director of Counseling and each of your instructors immediately.
# Grading Rubric for Papers/Written Proposals

**Grading Scale:** (90 – 100) **A**, (80 – 89) **B**, (70 – 79) **C**, (60 – 69) **D**, (<60) **F**

<table>
<thead>
<tr>
<th>Qualities &amp; Criteria</th>
<th>Excellent (5 points)</th>
<th>Good (4 points)</th>
<th>Adequate (3 points)</th>
<th>Poor (1-2 points)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format/Structure:</strong> (20 points)</td>
<td>Follows requirements of length, font and style. States a clear thesis and provides identifiable information, and a focused topic. Organization and coherence of ideas. Excellent transitions from point to point. Paragraphs support solid topic sentences.</td>
<td>Follows requirements of length, font and style. Thesis is promising, but may be slightly unclear or lacking in insight or originality. Paper structure is generally clear and appropriate, though may wander occasionally. May have a few unclear transitions or a few paragraphs without strong topic sentences.</td>
<td>Generally follows requirements of length, font and style. Thesis may be unclear (contain many vague terms), appears unoriginal or offers relatively little that is new or provides little around which to structure the paper. Structure is generally unclear, often wanders or jumps around. Few or weak transitions, and many paragraphs are without topic sentences.</td>
<td>Rarely follows requirements of length, font and style. Thesis is difficult to identify at all and may be a bland restatement of obvious point. Structure is unclear, often because thesis is weak or non-existent. Transitions are confusing and unclear. Few topic sentences</td>
<td>1 2 3 4 5 x 4 =</td>
</tr>
<tr>
<td><strong>Content:</strong> (30 points)</td>
<td>Primary source information used to buttress every point with at least one example. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Topic of the paper is clear and all ideas in the paper flow logically</td>
<td>Examples are used to support most points. Some evidence does not support point or may appear where inappropriate. Quotes well integrated into sentences. Topic of paper is clear, and usually flows logically and makes sense.</td>
<td>Examples are used to support some points. Points often lack supporting evidence or evidence used where inappropriate (often because there may be no clear point. Quotes may be poorly integrated into sentences. Logic may often fail or argument may often be unclear.</td>
<td>General failure to support statements or evidence seems to support no statement. Quotes not integrated into sentences or “plopped in” in improper manner. Very little or very weak attempt to relate evidence to argument. Ideas do not flow at all. Simplistic view of topic and no effort to grasp possible alternative view.</td>
<td>1 2 3 4 5 x 6 =</td>
</tr>
<tr>
<td>Qualities &amp; Criteria</td>
<td>Excellent (5 points)</td>
<td>Good (4 points)</td>
<td>Adequate (3 points)</td>
<td>Poor (1-2 points)</td>
<td>Total Points</td>
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<tr>
<td><strong>Mechanics:</strong>  (40 points)</td>
<td>Creates a clearly identifiable introduction, body and conclusion. Sentence structure, grammar and diction excellent. Correct use of punctuation. Minimal to no spelling errors. Absolutely no run-on sentences or comma splices.</td>
<td>Overall creates a clearly identifiable introduction, body and conclusion. Sentence structure, grammar and diction strong despite occasional lapses. Punctuation used correctly. Some minor spelling errors. May have one run-on sentence or comma splice.</td>
<td>Generally creates a clearly identifiable introduction, body and conclusion although somewhat unclear. Problems in sentence structure, grammar and diction. Errors in punctuation and spelling. May have several run-on sentences or comma splices.</td>
<td>Introduction, body and conclusion are difficult to determine. Big problems in sentence structure, grammar and diction. Frequent major errors in punctuation and spelling. May have many run-on sentences and comma splices.</td>
<td>1 2 3 4 5 x 8 =</td>
</tr>
<tr>
<td><strong>Citations:</strong> (10 points)</td>
<td>All the references used are important and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are used effectively in the essay. All the references are correctly cited and correctly listed in the reference list according to APA style.</td>
<td>Most of the references used are important and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are used most part used effectively in the essay. Most of the references are correctly cited and correctly listed in the reference list according to APA style.</td>
<td>Some of the references used are important and of good/scholarly quality. There is a minimum of 4 scholarly resources that are used somewhat in the essay. References are correctly cited and correctly listed in the reference list according to APA style.</td>
<td>Most of the references used are not important and/or are not of good/scholarly quality. There is not a minimum of 4 scholarly resources and/or they are not used effectively in the essay. References are not correctly cited and/or correctly listed in the reference list according to APA style.</td>
<td>1 2 3 4 5 x 2 =</td>
</tr>
</tbody>
</table>

**Final Grade:** ______/100
### PowerPoint Slides Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Excellent 5 points</th>
<th>Very Good 4 points</th>
<th>Acceptable 3-2 points</th>
<th>Incomplete 1-0 points</th>
<th>Point Given:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization is Evident  (15 points)</td>
<td>The presentation slides have structure (title of slide, proper placement &amp; size of graphics, list URLs of any site linked from the slide. All slides are numbered and there is a logical sequence to the presentation.</td>
<td>The presentation slides include titles and text for each slide and are in sequential order.</td>
<td>The presentation slides are not in a logical sequence and have incomplete information.</td>
<td>There are very few slides and no coherent structure to presentation.</td>
<td>0 1 2 3 4 5 x3=</td>
</tr>
<tr>
<td>Introduction (15 points)</td>
<td>The introduction presents the overall topic and relates to the audience’s interests or goals</td>
<td>The introduction is clear and coherent and relates to the topic.</td>
<td>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete.</td>
<td>The introduction does not orient the audience to what will follow. The sequencing is unclear or relevant to the audience.</td>
<td>0 1 2 3 4 5 x 3=</td>
</tr>
<tr>
<td>Content (15 points)</td>
<td>The content is written clearly and concisely with a logical progression of ideas and supporting information. The presentation gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from primary sources.</td>
<td>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.</td>
<td>Some of the information may not seem to fit. Sources used appear unreliable.</td>
<td>Information is incomplete, out of date and/or incorrect. Sequencing of idea is unclear</td>
<td>0 1 2 3 4 5 x 3=</td>
</tr>
<tr>
<td>Conclusion (20 points)</td>
<td>The conclusion provides an overview of what was presented. Emphasizes the important aspects of the presentation and expresses the presenter’s views or solutions to the topic.</td>
<td>The conclusion just provides a summary of what was presented without offering an opinion or solution to the topic presented.</td>
<td>The conclusion ends with a brief summary.</td>
<td>The presentation abruptly ends with a “any questions” slide. The presenter offers no conclusion whatsoever.</td>
<td>0 1 2 3 4 5 x4=</td>
</tr>
<tr>
<td>Activity</td>
<td>Excellent 5 points</td>
<td>Very Good 4 points</td>
<td>Acceptable 3-2 points</td>
<td>Incomplete 1-0 points</td>
<td>Point Given:</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Text Elements (5 points)</td>
<td>Fonts are easy-to-read (not less than 18 pt. font size) Font size varies appropriately for headings and text. Use of italics, bold and indentations enhances readability. Background/colors enhance the readability.</td>
<td>Sometimes the fonts are easy-to-read Sometimes use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</td>
<td>Overall readability is difficult with lengthy paragraphs Too many different fonts Dark or busy background Overuse of bold fonts Lack of appropriate indentations of text.</td>
<td>Text is extremely difficult to read with long blocks of text and small font size, inappropriate contrasting colors, poor use of headings, subheadings, indentations or bold formatting.</td>
<td>0 1 2 3 4 5 x1=</td>
</tr>
<tr>
<td>Writing Mechanics (10 points)</td>
<td>Text is written with no errors in grammar, capitalization, punctuation or spelling.</td>
<td>Text is clearly written with few grammar, punctuation or spelling mistakes (&lt;2 errors)</td>
<td>Spelling, punctuation or grammar errors distract or impair readability. (3 or more errors)</td>
<td>Errors in spelling, capitalization, punctuation, usage or grammar (&gt; 5 errors)</td>
<td>0 1 2 3 4 5 x2=</td>
</tr>
<tr>
<td>Layout (5 points)</td>
<td>Layout is visually pleasing and contributes with appropriate use of headings, subheadings and white space.</td>
<td>The layout uses horizontal and vertical white space appropriately.</td>
<td>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background</td>
<td>The layout is cluttered, confusing and does not use spacing, headings or subheadings to enhance readability.</td>
<td>0 1 2 3 4 5 x1=</td>
</tr>
<tr>
<td>Citations (10 points)</td>
<td>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented</td>
<td>Most sources of information use proper citation format and sources are documented to make it possible to check on the accuracy of information.</td>
<td>Sometimes copyright guidelines are followed and some information, photos or graphics do not use proper citations.</td>
<td>No way to check validity of information.</td>
<td>0 1 2 3 4 5 x2=</td>
</tr>
<tr>
<td>Graphic (5 points)</td>
<td>Graphics assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. There is a consistent visual theme. Size of graphics easily seen and enhance viewing.</td>
<td>Graphics visually depict material and assist the audience in understanding the flow of information or content. Size of graphics are proper size.</td>
<td>Some of the graphics seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the world wide web. Graphics are somewhat small or difficult to see.</td>
<td>Graphics are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling.</td>
<td>0 1 2 3 4 5 x1=</td>
</tr>
</tbody>
</table>

**Total Points:** /100
# Presentation Rubric

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.5 points</td>
<td>4 points</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poise and Posture</td>
<td>Slouching or leaning</td>
<td>Upright, alert, attentive posture</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td>Unclean or wrinkled clothes, too casual (jeans, t-shirt, etc.)</td>
<td>Clean, good hygiene, dress suit or dressed as would for a job interview</td>
<td></td>
</tr>
<tr>
<td>Movement</td>
<td>Immovable or continuous movement</td>
<td>Occasional movement toward audience and side to side</td>
<td></td>
</tr>
<tr>
<td>Gestures</td>
<td>Over or under using gestures, unusual mannerisms (tapping foot, putting hand in pocket)</td>
<td>Occasional gestures that supplement and match verbal points</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Over attention to some people or staring at slides</td>
<td>Briefly looking at all members of audience individually, while also scanning general audience</td>
<td></td>
</tr>
<tr>
<td>Expression</td>
<td>Flat expression or mismatched with content</td>
<td>Smiling and other facial expression that matches content.</td>
<td></td>
</tr>
<tr>
<td><strong>Verbal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inflection</td>
<td>Monotonic or robotic (lacking emotion)</td>
<td>Uses emphasis, pauses and vocal changes to highlight words and effect audience response</td>
<td></td>
</tr>
<tr>
<td>Volume</td>
<td>Too soft or loud</td>
<td>Audible projection of voice to farthest person in audience</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Awkward pauses, saying “uhm” a lot or “you know”</td>
<td>Familiarity with terms enabling comfortable rate of flow</td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>Mispronunciation or poor articulation</td>
<td>Correct and clear pronunciation of words</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Use of clichés, jargon, colloquialisms, idioms</td>
<td>Uses proper terms for topic, level and audience</td>
<td></td>
</tr>
<tr>
<td>Pace</td>
<td>Speaking too fast or slow</td>
<td>Speaks at a rate that enables people to follow</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Excellent</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td></td>
<td>2.5 points</td>
<td>4 points</td>
<td>5 points</td>
</tr>
</tbody>
</table>

**Interaction**

<table>
<thead>
<tr>
<th>Questioning</th>
<th>Responds to question without restating</th>
<th>Restates questions so all can hear and ensure understanding of question</th>
</tr>
</thead>
</table>

**Strategy**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Background, context or relevance to audience missing or uncertain</th>
<th>Engaging and appropriate introduction of thesis and purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Disorganized, confusing</td>
<td>Information presented in clear, organized and logical order</td>
</tr>
<tr>
<td>Argument</td>
<td>Personal opinion or reliance on others without evidence</td>
<td>Presents argument and evidence to support key points</td>
</tr>
<tr>
<td>Time management</td>
<td>Finished too early, rushed to get done</td>
<td>Paces delivery to time available, leaving time for interaction and questions</td>
</tr>
<tr>
<td>Transitions</td>
<td>Dangling ideas, abrupt breaks</td>
<td>Clear transitions from point to point</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Unclear what point is or what audience should expect to conclude or do</td>
<td>Identifies what audience should leave with</td>
</tr>
</tbody>
</table>

**Communication Aids**

<table>
<thead>
<tr>
<th>Graphics</th>
<th>Illegible, inconsistent, irrelevant graphics</th>
<th>Clear, legible, attractive, supplement and demonstrate key points</th>
</tr>
</thead>
</table>
Date: 

Audience Member Name: 

Presenter: 

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Needs Improvement 2.5 points</th>
<th>Acceptable 4 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
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</tr>
<tr>
<td>Poise and Posture</td>
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<tr>
<td>Appearance</td>
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<td>Movement</td>
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<td>Gestures</td>
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<td>Eye Contact</td>
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<td>Expression</td>
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<td>Verbal</td>
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<td>Inflection</td>
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<td>Volume</td>
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<td>Fluency</td>
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<tr>
<td>Articulation</td>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>Pace</td>
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<tr>
<td>Interaction</td>
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<td>Questioning</td>
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<tr>
<td>Strategy</td>
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<td>Introduction</td>
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<td>Organization</td>
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<td>Argument</td>
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<td>Time management</td>
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<tr>
<td>Transitions</td>
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<tr>
<td>Conclusion</td>
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<tr>
<td>Communication Aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>100</td>
<td></td>
<td>100/100</td>
</tr>
</tbody>
</table>
## Team Case Presentation Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Acceptable 3-2 points</th>
<th>Unacceptable 1-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview:</strong></td>
<td>Confident introduction of roles and contribution; clear purpose, overview and agenda; relevant &amp; clear background</td>
<td>Confident and fluent introduction; clear overview/agenda and background, but could be more complete or polished</td>
<td>Introduction of presenters but awkward, sketchy or unclear overview/agenda and background</td>
<td>No introduction or overview, background or agenda</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>Logical reasoning integrated with authoritative references on key points</td>
<td>Good logical reasoning and evidence, but not integrated</td>
<td>Reasoning of evidence presented but not well organized or poor sources</td>
<td>Little or no reasoning, explanation or evidence provided</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>Fluent vocabulary and pronunciation without pretention</td>
<td>Good use of terms but still uses jargon or forces or is awkward with use of terms</td>
<td>Use of terms but not well related, sporadic, misused or mispronounced</td>
<td>Little or no attempt to include terms, concepts, authors</td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td>The presentation slides have structure (title of slide, proper placement &amp; size of graphics, list URLs of any site linked from the slide. All slides are numbered and there is a logical sequence to the presentation.)</td>
<td>The presentation slides include titles and text for each slide and are in sequential order.</td>
<td>The presentation slides are not in a logical sequence and have incomplete information.</td>
<td>There are very few slides and no coherent structure to presentation</td>
</tr>
<tr>
<td><strong>Coverage:</strong></td>
<td>Thorough coverage of topic per assignment with balanced treatment of perspectives</td>
<td>Generally thorough and balanced but awkward, needs more evidence or better sequencing</td>
<td>Either thorough but biased or incomplete and balanced</td>
<td>Very incomplete, significant gaps or biased treatment of topic</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Excellent 5 points</strong></td>
<td><strong>Good 4 points</strong></td>
<td><strong>Acceptable 3-2 points</strong></td>
<td><strong>Unacceptable 1-0 points</strong></td>
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</tr>
<tr>
<td><strong>Goals:</strong> The presentation gives the audience a clear sense of the main idea.</td>
<td>The audience has a clear understanding of what the main idea is.</td>
<td>Overall the audience understands what the main idea is.</td>
<td>The audience generally has an idea of the main idea. But some items left unclear.</td>
<td>The audience really has no clear idea of what the topic is or many items are left unaddressed by the speaker.</td>
</tr>
<tr>
<td><strong>Graphics:</strong> Attractive and balanced layout legible font</td>
<td>Well-designed and attractive graphics that simplify or summarize key ideas; original graphics</td>
<td>Well done graphics but too much or too little, and not on key points</td>
<td>Graphics present but poor quality (illegible, inconsistent, etc.)</td>
<td>No graphics (may not be appropriate in some cases)</td>
</tr>
<tr>
<td><strong>Team Roles:</strong> Team members have equivalent roles</td>
<td>Clear roles, balanced contribution, good transition between presenters, cross reference each other</td>
<td>Clear roles, equal contribution</td>
<td>Clear team roles, but unequal contribution</td>
<td>Unclear team roles</td>
</tr>
<tr>
<td><strong>Discussion:</strong> Team facilitates discussion and is receptive to feedback</td>
<td>Prepared questions on key areas and responsive to and elicit participant reactions and questions</td>
<td>Prepared discussion questions</td>
<td>Discussion but without clear organization or purpose</td>
<td>Little or no discussion</td>
</tr>
<tr>
<td><strong>Citations:</strong> Team cites all sources of information and data properly</td>
<td>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented</td>
<td>Most sources of information use proper citation format and sources are documented to make it possible to check on the accuracy of information.</td>
<td>Sometimes copyright guidelines are followed and some information, photos or graphics do not use proper citations.</td>
<td>No way to check validity of information.</td>
</tr>
</tbody>
</table>
# Group Presentation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Acceptable 3-2 points</th>
<th>Unacceptable 1-0 points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview:</strong> Introduction of presenters, case and problem; background described, agenda outlined</td>
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<td></td>
<td></td>
<td>0 1 2 3 4 5</td>
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<td></td>
<td>x2=___________</td>
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</tr>
<tr>
<td><strong>Rationale:</strong> Explains reasoning and provides evidence</td>
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<td></td>
<td>0 1 2 3 4 5</td>
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<td></td>
<td></td>
<td>x2=___________</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Appropriate and fluent use of terms and concepts</td>
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<td>0 1 2 3 4 5</td>
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<td>x2=___________</td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong> Organization is evident</td>
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<td>0 1 2 3 4 5</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>x2=___________</td>
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</tr>
<tr>
<td><strong>Coverage:</strong> Thorough and balanced treatment of topic</td>
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<td>0 1 2 3 4 5</td>
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<td>x2=___________</td>
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</tr>
<tr>
<td><strong>Goals:</strong> The presentation gives the audience a clear sense of the main idea.</td>
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<td>x2=___________</td>
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<tr>
<td><strong>Graphics:</strong> Attractive and balanced layout legible font</td>
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<td>0 1 2 3 4 5</td>
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<td>x2=___________</td>
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<tr>
<td><strong>Team Roles:</strong> Team members have equivalent roles</td>
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<td>0 1 2 3 4 5</td>
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<td>x2=___________</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion:</strong> Team facilitates discussion and is receptive to feedback</td>
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<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>x2=___________</td>
<td></td>
</tr>
<tr>
<td><strong>Citations:</strong> Team cites all sources of information and data properly</td>
<td></td>
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<td></td>
<td></td>
<td>0 1 2 3 4 5</td>
</tr>
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<td>x2=___________</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:** /100