Memorandum

TO: Executive Committee
Faculty Senate

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

DATE: October 19, 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:

- BIMS 491 Research
- COMM 452 Cultural Studies of Communication Technology
- COMM 453 Communication and Video Games
- GEOG 435 Principles of Plant Geography
- SPAN 445 Cervantes
- SOCI 420 Advanced Research Methods
- SOCI 337 International Migration

Courses submitted for C certification:

- SPAN 310 Oral Expression

Courses submitted for W recertification:

- CLAS 321 Advanced Latin Prose
- CSCE 181 Introduction to Computing
- HLTTH 482 Grant Writing in Health
- PHIL 480 Medical Ethics
- PHYS 491 Research
- POSC 381 Investigation of Professional Development in Poultry Science
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Elizabeth Crouch, Department of Biomedical Sciences
     F.H. "Skip" Landis, AOC Dean, Biomedical Sciences Program
DATE: October 19, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: BIMS 491

We recommend that BIMS 491 Research 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: 2250
4. Instructor to student ratio for one section: 1:2 on average

BIMS 491 will pair students with a faculty mentor to work on a major research project, and it will be offered college wide. Besides meeting with an advisor, students will share a common syllabus that requires five writing assignments: a literature review and scientific hypothesis, materials, methods, and summary of results, conclusions and discussions, abstract, and the final article or thesis. The first four assignments provide a scaffold for the last. Each assignment requires both a rough and final draft, and students will receive both written and oral feedback on the drafts. In addition to conferences with their advisor, students will attend two mandatory writing workshops, and further events such as lectures on writing by experts may be available.
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):

   BIMS 491 - Research Credit

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.

   / Coordinator: [Signature]
   Received: [Signature] 9/29/10
   Printed name and signature
   (W Course Coordinator, University Writing Center)
   (Date)

   Approvals:

   College Dean: [Signature] F.H. Landis
   Printed name and signature
   (Date)

   Department Head: [Signature] F.H. Landis 9/27/10
   Printed name and signature
   (Date)
Course: BIMS 491 Research 3 credits

Instructor: Faculty research advisor

Text: Please meet with your research advisor to choose a journal appropriate to your discipline. This journal will be used as a model in writing assignments noted below. You should also obtain the Instructions to Authors for the journal chosen. These instructions typically appear on the journal’s website. Although no textbooks are required, books are available that can aid in this course. Among these books are the following:


You are encouraged to consult one or more of these books.

General Description: This course is meant to be a culmination of an undergraduate research project lasting at least two semesters. You should meet the following criteria to participate in this course:

- Biomedical Sciences student
- 3.0 overall TAMU GPA
- Junior/Senior classification
- Common Body of Knowledge courses completed
- Completed at least 3 hours of BIMS 485 credit
- Preferred: Completed at least one BIMS 481 (Seminar in Writing) credit

Through bench research, literature review, and discussion with your faculty research advisor you are to produce quality scientific writing. This writing will take a variety of forms, including a literature review, an abstract, and a research summary. In some cases, you may write an undergraduate thesis. You are highly encouraged to present during Student Research Week. This course qualifies as writing intensive; therefore drafting, receiving feedback, and revising are integral to it.

Course Description from the Catalog: Research conducted under the direction of faculty member in biomedical sciences.
Grade: This course is graded on letter grade scale as given below. Percentages for each assignment are as follows:

- 2.5% each = 5% of grade: Attend two writing workshops through the University Writing Center, the Texas A&M University Honors Programs, or the Texas A&M University Office of Undergraduate Research. Students should submit a list of at least three items learned at each of the two workshops.
- 25% of grade: Complete wet lab research pertaining to your writing project. Students should discuss these 25 points with the professor mentor to ensure expectations are met. Laboratory Safety training should be completed and on file with your research mentor.
- 70% of grade: Complete five writing assignments (each including a rough draft and a final draft) as given below
  - A) Literature Review and Scientific Hypothesis: 10%
  - B) Materials and Methods and Summary of Results: 10%
  - C) Draft of Research Conclusions/Discussion: 10%
  - D) Abstract: 10%
  - E) Journal Article or Thesis: 30%
- You may also be asked to complete any additional requirements for the (Honors) Undergraduate Research Fellows Program or the Undergraduate Research Scholar Program through the Texas A&M University Office of Undergraduate Research. (Students participating in these programs will receive details from the respective offices.)

Note: Papers are due by 5 p.m. the Friday of the week listed. If they are not submitted by this time, they will lose 20 points for each weekday thereafter that they are late. For example, if a paper is due Friday, September 25, but you turn it in on Monday, September 28, the most you can earn is 80 points.

Grading Scale:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
0-59% = F

Course Content/Writing Content

1. Student is expected to be in the laboratory or the library for a minimum of 10 hours/week. **This will require students to complete all appropriate laboratory safety training courses and to sign a safety agreement form. Students should check with their professor mentor to accomplish this task.**
2. Student is expected to attend two writing seminars through the University Writing Center, the Texas A&M University Honors Programs, or the Texas A&M University Office of Undergraduate Research. Attendance should be verified using the attached form.

3. First writing assignment: Literature Review with Hypothesis Statement
   Papers, posters, conference presentations, and theses typically require an extensive review of the literature before writing. This first assignment should be a review of literature pertinent to your research project. It should encompass and build toward a purpose of study statement, including a background explanation for your research study. A strong scientific hypothesis should be included. This literature review should run at least 1000 words. Particular attention should be paid to proper citation. A reference list, in the format of the journal chosen as your course “text,” must be included. The reference list does not count in the 1000 words required for the review.

4. Second writing assignment: Materials and Methods and Summary of Results
   All journal articles, posters and theses contain a detailed record of research methods. You should write a clear description of the procedures performed while completing your research. Research results are the heart of any original publication or presentation. The second assignment should include a summary of research results obtained in both this and previous semesters in the laboratory. The Materials and Methods will vary in length. The Summary of Results should run at least 600 words.

5. Third writing assignment: Draft of Research Conclusions/Discussion
   This assignment should demonstrate research conclusions and integrate your findings with established knowledge detailed in the introduction/purpose of study. Discussions often include a few paragraphs on future directions your research may take. The conclusions/discussion should be 500-1000 words.

6. Fourth writing assignment: Abstract (This assignment will be due immediately after the third writing assignment.)
   A 150-word abstract suitable for a journal publication or a poster proposal should be written. The abstract should follow the format used in the journal chosen as a model.

7. Fifth writing assignment: Journal article or thesis
   The culminating paper should incorporate or draw on each of the first four writing assignments. It should include an Introduction, a Methods section, a Results section, a Discussion, a final reference list, and any other needed components, including a title. This assignment should be at least 2000 words (not including the reference list). Particular care should be given to scientific accuracy, proper citations, audience, and goal of the work.
Policies:

1. A university-excused absence is the only excuse acceptable for missing an assignment. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

2. Late work is unacceptable unless the student has a university-excused absence.

3. **Academic Integrity Statements** AGGIE HONOR CODE

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

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

   **Scholastic dishonesty will not be tolerated!** Any dishonesty will result in a zero for the paper (i.e. Dishonesty includes plagiarism.).

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

4. The American with Disabilities Act Policy Statement is as follows (from the Dean of Faculties website):

   **Americans with Disabilities Act (ADA) Policy Statement**

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

**The aforementioned policies are in compliance with and derived/copied from the TAMU Rules and Regulatory Compliance statements found in the policies and rules section of the TAMU website, as well as the website for the Aggie Honor System Office and the Dean of Faculties and Associate Provost Office.**
| Week 1 | a) Meet with advisor/mentor.  
b) Continue bench research/wet labs | Discuss scope and plans for the writing projects for the semester. |
|--------|-------------------------------------------------|---------------------------------------------------------------|
| Week 2 | a) Do research for literature review and start writing.  
b) Continue bench research/wet labs | Read/take notes on at least 5 or 6 papers for first writing assignment. |
| Week 3 | a) Continue writing literature review.  
b) Continue bench research/wet labs | Read additional papers (total 6 to 10 papers) for the first writing assignment. |
| Week 4 | a) Submit literature review with reference list  
b) Continue bench research/wet labs | First draft DUE by 5 p.m. Friday |
| Week 5 | a) Attend seminar in writing by end of this week.  
b) Pick up feedback on literature review.  
c) Bench research/wet labs | a) Provide proof of attendance at one writing seminar by 5 p.m. Friday.  
b) Final draft of literature review and reference list DUE 5 p.m. Friday. |
| Week 6 | a) Draft Materials and Methods/Summary of Results.  
b) Bench research/wet labs | By Friday, you should have your Materials and Methods written, with a summary started. |
| Week 7 | a) Pick up literature review and reference list. Continue writing on Materials and Methods/Summary of Results.  
b) Bench research/wet labs | First Draft DUE by 5 p.m. Friday |
| Week 8 | a) Begin drafting Research Conclusions/Discussion.  
b) Pick up feedback on Materials and Methods/Summary of Results.  
c) Bench research/wet labs | Final Draft Materials and Methods/Summary of Results DUE by 5 p.m. Friday |
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| Week 9     | a) Finish drafting Research Conclusions/Discussion  
             b) Pick up Final Draft of Materials and Methods/Summary of Results.  
             c) Bench research/wet labs | First Draft of Research Conclusions/Discussion DUE by 5 p.m. Friday |
| Week 10    | a) Pick up feedback on Research Conclusions/Discussion.  
             b) Begin drafting abstract.  
             c) Bench research/wet labs | Final Draft Research Conclusions/Discussion DUE by 5 p.m. Friday. |
| Week 11    | a) Finish drafting abstract.  
             b) Begin drafting Final Paper/Thesis  
             c) Pick up Final Draft Research Conclusions/Discussion  
             d) Bench research/wet labs | a) First Draft of Abstract DUE by 5 p.m. Friday. |
| Week 12    | a) Attend second seminar in writing by the end of this week.  
             b) Pick up First Draft comments on your Abstract  
             c) Continue writing Final Paper/Thesis  
             d) Bench research/wet labs | a) Provide proof of attendance at second writing seminar by 5 p.m. Friday.  
             b) Final Draft of Abstract DUE by 5 p.m. Friday  
             c) Allow mentor to view an outline of your Final Paper/Thesis by 5 p.m. Friday. |
| Week 13    | a) Continue working on final paper/thesis:  
             --Pick up feedback on outline of Final Paper/Thesis early in the week  
             --Produce polished First Draft of Final Paper/Thesis by Friday.  
             b) Finish up all final experiments | First draft of Final Paper/Thesis DUE by 5 p.m. Friday |
| Week 14    | a) Pick up feedback on First Draft of Final Paper/Thesis  
             c) Finalize all experiments | DUE by 5 p.m. on last day of final examinations (If you are writing an undergraduate thesis, due dates must be adjusted to reflect the rules as set forth through the Honors Program or the Office of Undergraduate Research.) |
*Proof of attendance MUST state the name of the seminar, location of the seminar, and the date/time of the seminar. Also, you may turn in copies of any handouts that were given as further proof of attendance. A signature from the presenter should be obtained at the end of the seminar. At the bottom of the page, a short description of three items learned should be written.

_________________________ attended __________________________ on
Name of Participant     Name of Seminar

_________ at __________.
Date  Time

___________________________________ SIGNATURE OF PRESENTER
*Proof of attendance MUST state the name of the seminar, location of the seminar, and the date/time of the seminar. Also, you may turn in copies of any handouts that were given as further proof of attendance. A signature from the presenter should be obtained at the end of the seminar. At the bottom of the page, a short description of three items learned should be written.

_________________________ attended __________________________ on
Name of Participant     Name of Seminar
_________ at __________.
Date  Time

___________________________________ SIGNATURE OF PRESENTER
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Cara Wallis, Department of Communication  
Richard Street, Head, Department of Communication  
Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: October 19, 2010  
SUBJECT: REPORT ON PROPOSED W COURSE: COMM 452

We recommend that COMM 452 Cultural Studies of Communication Technology 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3750
4. Instructor to student ratio for one section: 1:25

COMM 452 requires that students write fourteen short discussion responses and a long term paper. Students receive instructor comments on the term paper prospectus and term paper draft. Comments cover engagement of class materials, capacity to explain ideas and analyze in articulate and well-organized forms, and correct usage of grammar and vocabulary. Instruction includes a library workshop, an in-class writing workshop on writing a thesis statement, and class discussion of the term paper prospectus and of each of the staged drafts of the term paper.
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):

COMM 452 Cultural Studies of Communication Technology

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: Nancy J. Street
Printed name and signature
9-30-10

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

(Approvals:

Michael T. Stephenson

College Dean: Printed name and signature
(Date)

Department Head: RIchard L. Street, Jr.
Printed name and signature
9-30-10

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13 of 149 M
COMM 452- Cultural Studies of Communication Technology
SPRING 2012

Instructor: Dr. Cara Wallis
Email: cwallis@tamu.edu
(allow 24 hours for a reply on school days; 48 hours on weekends)
Office: Bolton 015
Office Hours: Tues., Thurs. 2:00-3:00pm and by appointment
Office phone: 862-6956

CATALOG DESCRIPTION AND PREREQUISITES
Exploration of theories concerning technology with emphasis on notion of “technological culture”; examination of emergence of, and societal reactions to, technologies during modern era; consideration of utopian/dystopian discourses of technology infused in popular media narratives; contemplation of technology as constitutive of power and knowledge. Junior/Senior classification.

COURSE DESCRIPTION
This is a writing-intensive, inquiry-based course that examines the cultural implications and popular representations of media technology within a historical framework. This is an advanced-level course open to students with junior or senior classification, and it is expected that you have a firm grounding in media and communication theory. In this class, we will first explore various theories of technology with an emphasis on the notion of “technological culture.” We will then examine how a range of technologies that emerged during the modern era, including the printing press, the telegraph, the telephone, radio, film, and television have provoked ambivalent and complex attitudes and reactions as they have been integrated into everyday life. In the process, we will consider the utopian and dystopian discourses of technology that have infused popular media narratives and see how technology is constitutive of forms of power and knowledge. Understanding “old media” will enable us to properly situate and critically examine the implications of “new media,” such as the Internet and cell phones.

COURSE OBJECTIVES
• To understand different views of the social shaping of technology and the mutually constitutive nature of technology and culture
• To critically examine how technologies are used to negotiate power, representation, knowledge, and multiple axes of identity including gender, race, ethnicity, and class
• To historically situate the rise of technology in modern society in order to better understand our relationship to, and thinking about, contemporary new media technologies
• To further develop your ability to articulate your analyses and arguments in well-written forms
• To further develop your critical reading, analytical, and media literacy skills

It is not possible to pass this course without passing the writing assignments.

COURSE MATERIALS
• Course Reader available at the TEES Copy Center, Rm. 221 Wisenbaker Engineering
• A science fiction text of your choosing
• Occasional handouts; PDFs emailed or posted on the Ning site
• Research Guide: http://library.tamu.edu/class-guides/communication/comm-460-communication-technology-and-culture/page1/

COURSE REQUIREMENTS
Students are required to read all assigned texts before class, attend class regularly, complete all assignments, and participate fully in class as well as online (through posting content on the Ning site: http://commtechculturesp10.ning.com/). There will be significant material covered in class that is not in the readings, including several screenings.
The final course grade will be based on the following distribution:

- Class participation: 10%
- Online written participation: 10%
- Term Paper Prospectus: 5%
- Term Paper Section Drafts: 5%
- Final Term Paper: 30%
- Final Presentation: 5%
- Midterm: 15%
- Final Exam: 20%

For all assignments, you will be evaluated on the following:
1) the level of your engagement with the class materials
2) your capacity to explain your ideas and analysis in articulate and well-organized forms
3) your ability to creatively explore theories and methodologies covered in the course
4) for written exams and the paper, correct usage of grammar and vocabulary are expected

**GRADING SCALE**

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 59% and below

**COURSE POLICIES**

**Attendance:** Attendance is mandatory. You are allowed **two** absences, no questions asked. After that, each absence will result in a one-point deduction from your final class participation grade unless you have a university approved excused absence (see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). If you are absent from class, you are responsible for the material covered.

**Deadlines/Exams:** All assignments are to be turned in at the beginning of class on the due date. Emailed assignments will **not** be accepted. 10% will be deducted from your final grade on an assignment for each day that it is late (including Saturdays and Sundays). After seven days you will no longer be eligible to turn in the assignment and will receive a zero. If you have a true emergency that prevents you from turning in an assignment on time, please get in touch with me as soon as possible **before** the assignment is due. Makeup exams will only be given in the event of a documented family or medical emergency on the day of the exam.

**Grades:** If you have concerns regarding a grade on a given assignment, you must first wait 24 hours (a cooling off period) before appealing it **in writing**, stating the reasons why you feel the grade is inaccurate. All concerns should be addressed within one week of receiving the grade. After that no appeals will be accepted for review and the grade will be considered final.

**Laptops:** Personal computers and wireless Internet are a key part of today’s technological culture, but they can also distract you from the class discussion and dampen participation. You may bring your laptops to class for notetaking, but please refrain from browsing the Internet, updating your Facebook profile, instant messaging, playing games, etc. Although you may think you are being discreet, usually students engaging in such behavior in class give themselves away (through inappropriate facial expressions, lack of eye contact, out-of-sync typing, etc.). If this kind of activity gets to be a problem, laptop computers will not be allowed in the classroom and that would be a bummer. On a related note, please turn your cell phone **off** before entering the classroom.

**Classroom Environment:** Learning takes place when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussion. My pedagogical policy is based on mutual respect: all students are encouraged to use the classroom as a space in which to speak and to voice their opinions. I welcome lively discussions and disagreements as part of critical intellectual exchange. At the same time, my expectation is that you will respect not only the professor but also your fellow
classmates when they are participating in discussion, whether you agree with them or not. Derogatory
comments based on race, ethnicity, gender, class, sexual orientation, religion, disability, or nationality
will not be tolerated in the physical or virtual classroom space.

**Academic Integrity Statement**
Cheating, plagiarism, turning in work that is not your own, and other forms of academic dishonesty will
not be tolerated in this course. Please only submit your own ideas and words. If you have any
confusion about any of these practices, please see me. The university assumes you are familiar with
academic integrity policies. Should you be found to have committed a violation, ignorance of these
standards and policies will not be accepted as an excuse. For further clarification, see
http://www.tamu.edu/aggiehonor. Remember: “An Aggie does not lie, cheat or steal, or tolerate those
who do.” Any violation of this policy will be dealt with strictly and swiftly.

**ADA Compliance Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this legislation
requires that all students with disabilities be guaranteed a learning environment that provides for
reasonable accommodation of their disabilities. If you believe you have a disability requiring an
accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For
additional information visit http://disability.tamu.edu. If you require special accommodation for an
assignment or exam you **must notify me at least 3 weeks in advance** of the assignment
deadline/exam date.

**Writing Assistance**
The University Writing Center (UWC) offers undergraduate students one-on-one help at any stage of
the writing process. Located on the second floor of the Sterling C. Evans Library, the UWC also offers
online assistance and computer-based lessons. See their Web page <http://uwc.tamu.edu/> for
details and hours of operation.

**COURSE PREVIEW**

**In-Class Participation:** During class you are expected to engage with the course materials, your
instructor, and your classmates. The “A” participant contributes regularly and demonstrates a
willingness to question his or her instructor and fellow students in a respectful manner. The “B”
participant contributes less regularly, and/or tends to disrupt or dominate the discussion. The “C”
participant rarely contributes and/or misses many classes. **Attendance does not equal participation.**

**Online Participation:** This class has a Ning site and each student will need to create their own
profile and contribute content. You are encouraged to post photos, videos, links, announcements,
etc. **Mandatory** structured online participation consists of the following:

1) **Written Response:** You are responsible for answering **at least one** of the discussion
questions or responding to one of the media examples posted **each week** in the
Discussion/Forum section of the course Ning site. Responses should be one to two
paragraphs, clearly written, and demonstrate thoughtful engagement with the reading
or media as well as your own reflection. **Responses must be posted by 9:00pm the
evening before class.**

2) **Discussion Questions/Media Examples:** At least twice during the semester you will be
responsible for contributing two discussion questions **or** one discussion question and one
media example (a film clip, a YouTube video, a song, a news article, etc.) on a given
reading. The discussion questions should be posted **no later than 9:00pm two evenings
before the class to which they correspond.** In other words, for a Tuesday class, you need
to post by 9:00pm on Sunday evening, so please plan accordingly. Early posts are
encouraged. Good discussion questions reflect a thorough understanding of the reading and
seek answers that require both textual evidence and critical thinking. Avoid questions that merely prompt regurgitation (e.g. “What did Author X say about Phenomenon Z?”). For the media example, you should give a brief summary of how it relates to the given reading topic and ask for comments. A sign-up sheet will be distributed during the first week of class.

**Midterm:** The midterm will cover all material assigned during the first eight weeks of the course. It will be given in class and consist of short answer questions and/or an essay question.

**Term Paper:** You will write one 8-to-10 page term paper in this class. This will be a multi-media project that uses science fiction as an entry point into important social debates and recurring cultural anxieties about the influence of technology on human society. Using a science fiction text of your choice, you will research the historical context, analyze the relationship between technology and culture established by the narrative, and apply the lessons learned from this analysis to a current debate or anxiety over technology. You can choose either a novel or short story (minimum 20 pages) for this project; the only requirement is that it is a science fiction text. You will receive detailed instructions on this assignment during the fourth week of the semester. A prospectus that details your text selection, rationale for this text, five or six outside sources, and a rough outline is due during week seven. Due dates for drafts of each section are listed in the schedule. Your final project will contain text, images, and audio or video clips. Each student will upload their project to their blog space on the Ning site in addition to turning in a hard copy.

**Final Presentation:** Each student will give a presentation on the content of their term paper. You should prepare visual aids with minimal text. More details will be given in advance of the assignment.

**Final:** The final exam is cumulative and will be similar in format to the midterm. It will be given during the time designated in the university final exam schedule.
# Weekly Schedule of Topics and Readings

## Part One: Ways of Thinking About Technology

### Week One

**Introduction and Key Terms**

**T (1/19)**  
Introduction to the course  
HW: In addition to reading for next time, set up your Ning profile

**Th (1/21)**  
Raymond Williams, “Culture is Ordinary”  
J. D. Slack & J. M. Wise, “Introduction” and chapter 8

### Week Two

**Approaches to Technology**

**T (1/26)**  
Langdon Winner, “Technologies as Forms of Life”  
David Nye, “Does Technology Control Us?”

**Th (1/28)**  
Langdon Winner, “Do Artifacts Have Politics?”

### Week Three

**Technology as Cultural Mythology**

**T (2/2)**  
Murphie and Potts, “Science Fictions”  
Excerpts from Mary Shelley’s [*Frankenstein*]

**Th (2/4)**  
Edward Tenner, “Ever Since Frankenstein”

## Part Two: Technology and Modernity

### Week Four

**Rethinking Time and Space**

**T (2/9)**  
Stephen Kern, “The Nature of Time”

**Th (2/11)**  
Carroll Pursell, “Step Right Up”  
*Term Paper Assignment Distributed*

### Week Five

**Technology, Power, and Resistance**

**T (2/16)**  
Kirkpatrick Sale, from *Rebels Against the Future*  
Marita Sturken & Lisa Cartwright, “Power/knowledge and Panopticism”

**Th (2/18)**  
Term Paper Prep – Library Workshop, *Meet in Evans 204B*
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| Week Six  | The Outer Limits: Technology and Imagined Communities | Benedict Anderson, from *Imagined Communities* (22-36)  
Walter Ong, “Print, Space and Closure”  
Writing workshop – Writing a thesis statement |
| T (2/23)  |                                            | Excerpt from *Neuromancer*  
Scott Bukatman, “Gibson’s Typewriter” |
| Th (2/25) |                                            | Ron Westrum “Marx’s Theory of Technology”  
Carroll Pursell, “Makes no Sense”  
**Term Paper Prospectus Due** |
| Th (3/4)  |                                            | Georg Simmel, “The Metropolis and Mental Life” |
| Week Seven| Technology and Alienation                  | Ron Westrum “Marx’s Theory of Technology”  
Carroll Pursell, “Makes no Sense”  
**Term Paper Prospectus Due** |
| Th (3/11) | IN-CLASS MIDTERM                           |                                                                     |
| March 15-19| ***SPRING BREAK***                        |                                                                     |
| Part Three: Becoming Mass-Mediated Individuals |
| Week Nine | Seeing is Believing?                      | Susan Sontag, “In Plato’s Cave”  
**Draft of Part 1 of Term Paper due** |
| Th (3/25) |                                            | Tom Standage, excerpts from *The Victorian Internet: The Remarkable Story of the Telegraph and the Nineteenth Century’s On-Line Pioneer*  
Katherine Stubbs, “Telegraphy’s Corporeal Fictions” |
| Week Ten  | Narratives of Technology: The Telegraph and the Telephone | Roland Marchand, “AT&T: The Vision of a Loved Monopoly”  
Diane Zimmerman Umble, “Sinful Networks or Divine Service: Competing Meanings of the Telephone in Amish Country |
Week Eleven  Cinema as Mass Medium

T (4/6)  Daniel Czitsrom, "American Motion Pictures and the New Popular Culture, 1893-1918"
Draft of Part 2 of Term Paper due
In-class Peer Review

Th (4/8)  Adorno and Horkheimer, “The Culture Industry”
Marita Sturken & Lisa Cartwright, “Viewers Make Meaning” pp. 50-58

Week Twelve  Listening In: Radio


Draft of Part 3 of Term Paper due

Week Thirteen  Television as Home Companion

T (4/20)  Lynn Spigel, “Television in the Family Circle”

Th (4/22)  Jeffrey Sconce, “Static and Stasis”

Week Fourteen  Presentations

T (4/27)  Student Presentations

Th (4/29)  Student Presentations/Course wrap up
***TERM PAPER DUE***

Wed. May 12th  IN-CLASS FINAL EXAMINATION – 8:00 - 10:00am
*Please note the day/date and early start time
TO: Faculty Senate Executive Committee

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

CC: Patrick Burkart, Department of Communication
    Richard Street, Head, Department of Communication
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 19, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: COMM 453

We recommend that COMM 453 Communication and Video Games 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: 50%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:25

Writing assignments in COMM 453 include two short game lab reports and a longer case study. Instructor feedback is provided on drafts of the case study paper. A rubric also provides guidance and feedback. For instruction, students participate in three in-class writing workshops. Use of the University Writing Center is encouraged.
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):

   COMM 453 Communication and Video Games

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: Nancy J Street
Printed name and signature

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

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature

Department Head: Richard L. Street
Printed name and signature

Received:
OCT 01 2010
By 22 of 149 M
COMM 453
Communication and Video Games
Fall 2011

Dr. Patrick Burkart, Bolton 205b, Office Hours M/W 12 - 1
Department of Communication, Texas A&M University
Tuesdays and Thursdays, 2:20 – 3:35 p.m., ENPH 215
Email pburkart@tamu.edu
Office hours Tuesdays, 10 – 11, and by appointment.

This course is a Writing-designated course (W-course.) It is not possible to pass this course without passing the writing portion of the class.

Course description
Surveys business and industry aspects of video games, and cultural and social aspects of gaming

Details: This course surveys business and industry aspects of video games, and cultural and social aspects of gaming, as presented in contemporary scholarship in media studies. It also explores the contours of the emergent field of game studies. The video games industry provides contemporary examples of technological innovation and convergence, and codevelopment with other popular media. Video games are also providing cultural studies with rich new texts that can illuminate features of contemporary social life, including cybercultures. As part of the coursework, students will make use of the COMM video game lab, and complete a case study analyzing cultural, technological, genre, and marketplace aspects of one video game.

Learning objectives
- Survey contemporary and authoritative texts on game studies
- Identify features of game studies that can also be addressed by media studies
- Explore relationships between game technology, narratives, genres, and aesthetics, and
- Explicate orally and in writing the notion of “game play” with reference to technology, narrative, genre, and aesthetics

Required textbooks

Course requirements
1. The final exam will be conducted by the Aggie Honor Code, as an open-book, open-note exam. Students pledge not to cheat by sharing information about the exam during the exam period. Make-up exams should be scheduled in advance of excused absences. Schedule your make-up exam with the COMM front desk. Make-ups will not be granted without documentation of a University approved absence. All writing assignments should be formatted in the latest APA format—see the library resources for details.

2. Class Activities: Participation in in-class discussions about the readings is a significant portion of
your final score. In-class discussions includes asking questions, jump-starting conversations, and providing informed comments about the course materials. Class activity grade will be calculated according to the following formula: 10 percent from in-class discussion, 12 percent from game lab reports, and 11 percent from in-class reports on readings.

The individually written game labs will be good opportunities to practice your expository writing style, APA formatting, and argumentation. These labs will be scored and returned with comments during the semester.

3. The 2,000 word Case Study is 34% of your final score. It is an individual project, conducted during the course of the entire semester, for which you will provide updated reports in class. The paper will be evaluated for originality, theoretical rigor, and appropriate uses of examples (70 percent) and good academic writing style (30 percent). In-class writing instruction and feedback on drafts will be provided.

All written assignments should be submitted in a stapled, hard copy print-out.

Academic honesty and adherence to the Aggie Honor Code is expected from all students in areas of examination, written and oral assignments, class participation, and attendance.

**Prerequisites**

Junior or senior classification.

**Grading**

The final grade will be calculated according to the following formula.

<table>
<thead>
<tr>
<th>Class Activities</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Game Lab reports</td>
<td>12%</td>
</tr>
<tr>
<td>In-class reports on reading</td>
<td>11%</td>
</tr>
<tr>
<td>Case study</td>
<td>34%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>33%</td>
</tr>
</tbody>
</table>

A = 90 to 100  
B = 80 to 89  
C = 70 to 79  
D = 60 to 69  
F = below 60

**Attendance**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
**Course schedule**

**Week One**
**Tuesday September 1 and Thursday September 3: Games as an aspect of cyberstudies**

What does “cyberstudies” study? What is the “post-digital” condition?


**Week Two**
**Tuesday September 8 and Thursday September 10: Cyberstudies, continued.**

How, if at all, does video game studies differ from the study of literature?

Kerr, Chapters 1 and 2 ("Digital Games as Text")
Nielsen, Smith & Tosca, Introduction & Chapter 1 ("Studying Video Games")

*Note: Lab Report One due in class Thursday.*

**Week Three**
**Tuesday September 15 and Thursday September 17: Gaming as a culture industry**

What are some central considerations of video games, from the perspective of business and industry?

Writing Workshop 1

Kerr, Chapter 3 ("Digital Games as Cultural Industry")
Nielsen, Smith & Tosca, Chapter 2 ("The Game Industry")

**Week Four**
**Tuesday September 22 and Thursday September 24: Culture industry, continued.**

How can video games demonstrate an aspect of global media?

Kerr, Chapter 4 ("Global Networks and Cultures of Production")
Nielsen, Smith & Tosca, Chapter 3 ("What is a Game?")

**Week Five**
**Tuesday September 29 and Thursday October 1: Games and cultural history**

In which ways can video game players be said to have their own culture? How is it similar or different to fan culture?

Kerr, Chapter 5 ("Video Game Culture")
Nielsen, Smith & Tosca, Chapter 4 ("History")
Note: Lab Report Two due in class Thursday.

Assignment: Report about video game discourse found on one of the following blogs: Official Shrub.com, Token Minorities, Portal, Mirror's Edge, Cerise Magazine, GameSetWatch, Racewire, Color of Change.

Week Six
Tuesday October 6 and Thursday October 8: Aesthetics

How does the study of aesthetics differ from that of business, ludology, or narrative?

Nielsen, Smith & Tosca, Chapter 5 (“Video Game Aesthetics”)

Week Seven
Tuesday October 13 and Thursday October 15: Games and cyberculture

Which of the contemporary debates about video game culture are most likely to persist in game studies, and why?

Kerr, Chapter 7 (Conclusion)
Nielsen, Smith & Tosca, Chapter 6 (“Video Game Culture”)

Week Eight
Tuesday October 20 and Thursday October 22: Cybercultures, continued.

How are video game rules different from other kinds of rules for social interaction? How does video game culture differ from player culture?

Writing workshop 2

Mortensen, Introduction and Chapter 1 (“The Nature of the Game”)
Nielsen, Smith & Tosca, Chapter 7 (“Player Culture”)

Week Nine
Tuesday October 27 and Thursday October 29: Games and genres

How does a video game genre differ from a movie genre or a literature genre? What are some differences between game studies that takes the perspective of narrative and game studies that promotes ludology?

Mortensen, Chapter 2 (“Computer Game Genres”)
Nielsen, Smith & Tosca, Chapter 8 (“Narrative”)

Week Ten
Tuesday November 3 and Thursday November 5: Genres, continued.
Why is it worth the effort to criticize video games?

Mortensen, Chapter 3 (“Game Criticism”)
Nielsen, Smith & Tosca, Chapter 9 (“Serious Games – When Entertainment is not Enough”)

Week Eleven
Tuesday November 10 and Thursday November 12: Social risks

What are some risks of harm that could come from playing video games?

Nielsen, Smith & Tosca, Chapter 10 (“Video Games and Risks”)

Week Twelve
Tuesday November 17 and Thursday November 19: International and intercultural differences

Do people from different cultures use and enjoy video games for different reasons?

Writing workshop 3

Mortensen, Chapter 4 (“Game Aesthetics”)
Mortensen, Chapter 5 (“The Use of Games”)

Week Thirteen
Tuesday November 24 and Thursday November 26: NO CLASS; Thanksgiving Break

Week Fourteen
Tuesday December 1 and Thursday December 3 (last day of class)

Mortensen, Chapter 6 (“You Lost, High Score 1135”)


Nakamura, “Don't hate the player, hate the game,” 2009, on e-reserves.

Final Exam: TBD. Submit via turnitin.com
Case Study due in class. Submit via turnitin.com

Establishing a Safe Classroom Environment

Learning takes place best when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. We hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that
disagreements will arise. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, or nationality will not be tolerated.

**Americans with Disabilities Act (ADA) Policy Statement**

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

**About Academic Dishonesty**

Academic dishonesty includes actions that may surprise you. Make sure that you know the student rules on this topic area. Visit [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm) for more information.

You should consider all of your activities related to this and other classes in light of the Aggie Honor Code. Make sure that you know the Code. Visit [http://student-rules.tamu.edu/aggicode.htm](http://student-rules.tamu.edu/aggicode.htm) for more information.

**About the Writing Center**

The Writing Center will help you with paper conceptualization and style. Writing, proofreading and polishing your paper are, however, ultimately your own responsibility. See [http://uwc.tamu.edu/](http://uwc.tamu.edu/) for information about the Writing Center resources.

**About Scholastic Dishonesty**

Scholastic dishonesty, including plagiarism and cheating, carries severe consequences. Make sure that you understand what constitutes scholastic dishonesty at TAMU. See [http://student-rules.tamu.eduRULES20.htm](http://student-rules.tamu.edu/RULES20.htm) and [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/) for more information.

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


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Charles Lafon, Department of Geography
     Vatche P. Tchakerian, Head, Department of Geography
     Sarah Bednarz, AOC Dean, College of Geosciences
DATE: October 19, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: GEOG 435

We recommend that GEOG 435 Principles of Plant Geography 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: 40%
2. Course content appropriate to the major
3. Total number of words: 4350
4. Instructor to student ratio for one section: 1:20

The major writing for GEOG 435 is a term paper that requires research and three in-class writing assignments. The term paper is written in sections throughout the semester so that students get formative feedback as they write, which can then be incorporated into the final version. The in-class writing is given immediate feedback through class discussion, providing a low-risk opportunity for practice. Writing instruction includes lecture and discussion. Students are also given grading rubrics to guide the composing process.
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):

   GE06-435, Principles of Plant Geography

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: Charles W. Laforo (Signed) 09/28/2010
   Printed name and signature

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

Approvals:

College Dean: S.W. Redman 9/28/10 S.W. Redman
   Printed name and signature
   (Date)

Department Head: Jonathan Smith 9/28/10
   Printed name and signature
   (Date)

RECEIVED
   OCT 03 2010
   By
Principles of Plant Geography (Geography 435 W)
Spring 2011

Meeting Time and Location: MWF 12:40–1:30 pm in CSA 302

Course Description and Prerequisites: This course emphasizes a fundamental concern of biogeography: the distribution of plant species and vegetation over the surface of the earth. What are the patterns, and how did they arise? Addressing such questions requires a consideration of environmental history at multiple time scales, from the slow changes in plant distributions associated with plate tectonics/continental drift, to the dramatic vegetation alterations wrought by Quaternary glacial-interglacial cycles, to the more recent influences of humans via plant domestication and land use. These physical and anthropogenic changes interact with — and contribute to — biotic processes such as speciation, extinction, and dispersal to generate the patterns of plant distribution that we observe today. Prerequisites: Biology 101 or 107 or 301 or consent of instructor. Several other courses, such as Geography 203/335/442 and Geology 106/305, would provide a useful background for students who have not completed one of the Biology courses. Students who have completed Geography 335, which takes an ecological approach to understanding biogeographic distributions, will find that the historical approach of Geography 435 complements the previous course.

Learning Objectives: My purpose is to help you learn to (1) describe plant geographic patterns; (2) explain biotic processes (e.g., speciation), physical changes (e.g., climate change), and anthropogenic impacts (e.g., use of fire) that contribute to biogeographic patterns; (3) demonstrate how these processes have acted over time to generate observed vegetation patterns; (4) gather and analyze evidence and use it to interpret how specific biogeographic patterns have emerged; and (5) hone the ability to communicate about these topics through concise, interesting, and well organized writing.

Instructor: Dr. Charles Lafon
Office: O&M 706B
Office Hours: MWF 2:00-3:00 pm, or by appointment
Phone: 862-3677
E-mail: clafon@geog.tamu.edu

Reading Materials:

(1) Required textbook

(2) Required journal articles
Scholarly journal article PDFs are available on the class elearning site.

(3) Reference materials on reserve in the TAMU Library

Grading: The course grades will be calculated as follows:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Mid-term exam 1</td>
<td>27.5%</td>
</tr>
<tr>
<td>Mid-term exam 2</td>
<td>27.5%</td>
</tr>
</tbody>
</table>

Each mid-term exam is based on lectures and reading assignments and takes the form of short-answer questions.

In-class writing practice 5%

These consist of three writing assignments throughout the semester. The assignments will not be graded, but they are required, and by completing them you will receive 5% of your course grade. Class attendance is mandatory for you to receive credit for these assignments.

Term paper 35%

The term paper of 15 pages (double-spaced with 12 point font and one-inch margins, and written in the style of the *Journal of Biogeography*) is due on the day the final exam is scheduled. To permit you to focus on completing the term paper, no final exam is scheduled for this course. You will make several ungraded contributions to the term paper throughout the semester: (1) a one-page summary of the term paper, (2) an outline and bibliography, and (3) a rough draft (approximately eight pages, double-spaced, 12 point font, one-inch margins). Completing these components of the paper will permit me to provide advice that you can incorporate into the final paper. These assignments are required for you to receive full credit for your final paper. If they are not completed on time, the grade of your final paper will be reduced by 5% for each day that the component assignment is late.

Your term paper will permit you to explore a topic that interests you in greater detail than is possible in class. Your paper could take the form of a literature review that reports on a question in plant geography (e.g., dispersal of crop species by the Polynesians). Alternatively, you could seek to use both existing literature and published data on environmental history and geographic distributions to interpret how a particular distributional pattern (e.g., the distribution of the five-needle pines in North America) might have arisen.

Oral presentation of term paper 5%

I use the standard ten-point grading scale (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, ≤ 59 = F), but may adjust the grades if class performance necessitates it.

Students seeking an excused absence on the day of an exam or in-class writing assignment must notify the professor or the Department of Geography by the end of the next working day following the absence, as described in Texas A&M University Student Rules (http://student-rules.tamu.edu/search/rule7.htm). Please see the instructor in advance if you know you will absent on a date when an assignment is scheduled.

Course Outline and Daily Schedule (Tentative). Class topics devoted to writing are shown in bold. Lectures/discussions about writing consume approximately one-half of a class period, less in some cases. In-class writing activities require one-half to a full class period. Exams, also shown in bold, include short-answer questions that require writing.

### I. INTRODUCTION

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, ranges, history and nature of biogeography as a science; <strong>In-class writing: describe a biogeographic distribution</strong></td>
<td>Ch 1, 4</td>
</tr>
</tbody>
</table>
II. PROCESSES IN PLANT GEOGRAPHY

2 Dispersal and colonization; Assign term paper and discuss writing concepts and writing structure in physical geography Ch 6
3 Speciation and extinction Ch 7

III. BIOGEOGRAPHIC HISTORY AND THE RESULTANT MODERN PLANT DISTRIBUTIONS

A) PLATE TECTONICS AND BIOGEOGRAPHIC REALMS

4 Plate tectonics: the process; In-class writing: infer from evidence and make an argument Ch 5
5 History of plant geography on moving continents; Discuss refining term paper topic Ch 10
6 The resulting patterns: modern biogeographic realms; EXAM 1; Discuss using databases to find sources Ch 11

B) QUATERNARY CLIMATE CHANGE AND VEGETATION RESPONSE

7 Climate change: the process; One-page topic summary of term paper due; In-class writing: paraphrasing Ch 12
8 Vegetation history of the Quaternary; Discuss the types of literature encountered in scholarly writing (scholarly literature, gray literature, the internet) See E-learning
9 The resulting patterns of vegetation distribution today; Term paper outline due, with summary of the data sources and a list of references See E-learning

C) ANTHROPOGENIC INFLUENCES DURING THE HOLOCENE

10 Spread of human populations and technologies; In-class writing: editing and condensing a passage See E-learning
11 Plant domestication and agriculture Ch 13
12 Imprints of human land use on vegetation patterns; Rough draft of paper due See E-learning

IV. APPLICATIONS OF PLANT GEOGRAPHY

13 Resources (e.g., crops, coal beds) and conservation (e.g., vegetation structure, productivity, and biodiversity); EXAM 2 Ch 14 & see E-learning

V. STUDENT RESEARCH PRESENTATIONS

14 Presentation of term papers
15 Presentation of term papers; Final paper due on the day the final exam is scheduled. No final exam for the course.

ADA Statement: For additional information see 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 Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall. The phone number is 845-1637.”
The Copyright Policy Statement. “All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.”

Academic Integrity Statement and Policy. See http://www.tamu.edu/aggiehonor. “An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee

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

CC: Richard Curry and Eduardo Urbina, Department of Hispanic Studies
Alberto Moreíñas, Head, Department of Hispanic Studies
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 19, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: SPAN 445

We recommend that SPAN 445 Cervantes 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: 33%
2. Course content appropriate to the major
3. Total number of words: 8000
4. Instructor to student ratio for one section: 1:24

Students write a daily diary summarizing their readings of Don Quijote, an 8-12 page paper, and short exercises to check comprehension. Every 3-4 weeks they receive feedback on their diary entries and short exercises. For their longer paper, they write a short proposal and an outline and receive feedback and guidance to help them with the final version. Feedback is also provided on a rough draft of this paper. Instruction includes discussion of their research papers after it is completed as well as class activities devoted to modeling, lecture, and discussion of writing issues. As students read Cervantes, they also learn about rhetorical tropes and structures that they can apply to their own writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

SPAN 445: CERVANTES

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.

Richard K. Curry 9/17/10
Instructor / Coordinator: Eduardo Urbina 9/17/10
Printed name and signature (Date)

Received: Valerie Balester 9/27/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:

Michael Stephenson

College Dean: Printed name and signature (Date)

Department Head: Alberto Moreiras 9/17, 2010
Printed name and signature (Date)
ESPAÑOL 445 / Primavera 2010
CERVANTES
Prof. E. Urbina

TEXTOS

1) *Don Quijote de la Mancha* (DQ): Ed. de Tom Lathrop (Juan de la Cuesta, latest);
--otras ediciones aceptables: Luis Murillo (Madrid: Castalia); F. Sevilla Arroyo (Madrid: Castalia didáctica); y RAE, (Madrid: Alfaguara, 2005).

2) Entremeses: *El retablo de las maravillas* y *El viejo celoso*. Cervantes Project:
http://cervantes.tamu.edu/V2/textos/AHCT/retablomara.htm
http://cervantes.tamu.edu/V2/textos/AHCT/viejo.htm

3) *Novelas ejemplares* (NE): J. B. Avalle-Arce, ed. (Madrid: Castalia), vol 2.: a) *La fuerza de la sangre*, y b) *El celoso extremeño*; & a† Cervantes Project:
http://cervantes.tamu.edu/V2/textos/fsevilla/novej_fuerzasangre.htm
http://cervantes.tamu.edu/V2/textos/fsevilla/novej_celosoestre.htm


PROGRAMA DE CLASES

1) 19 de enero  Presentación e introducción al curso: Cervantes: el hombre y su obra
21 de enero  Panorama histórico-social y cultural de la España de Cervantes (1547-1616):
(Imperio; Iglesia; Renacimiento)

2) 26 enero  La comedia y Cervantes dramaturgo; *El retablo de las maravillas* (realidad, ficción y metadrama)
28 de enero  Cervantes y la narrativa de su época; (picaresca, pastoril, ejemplaridad)

3) 2 febrero  *NE: La fuerza de la sangre* (poética y temática cervantinas)
4 de febrero  *NE: El celoso extremeño* (poética y temática cervantinas)

4) 9 febrero  La creación del *Quijote*; parodia e invención (lo verosímil y lo verdadero)
11 de febrero  Estructura, unidad y temas del *Quijote* (Fuentes, imitación, intertextualidad)
Lectura 1

5) 16 febrero  *DQ I*: Prólogo y caps. 1-5 (Caracterización: ingenio y locura)
18 de febrero  
**DQ I** caps. 7-9 (Narratividad: el juego ficcional y la escritura de la historia)  
**Lectura 2**

6) 23 febrero  
**DQ I** caps. 11-14 (Ironización y parodia: el humor y la burla)

25 de febrero  
**DQ I** caps. 20-23 (Niveles de ficción; lo grotesco)  
**Lectura 3**

7) 2 de marzo  
**DQ I** caps. 25-31 (Personajes; Dulcinea y Sancho Panza)

4 de marzo  
**DQ I** caps. 46-47 y 52 (Trayectoria narrativa y final de la narración)  
**Lectura 4**

8) 9 marzo  
Repaso I y **Lectura 5**

11 de marzo  
**EXAMEN Parcial**

**VACACIONES DE PRIMAVERA**

9) 23 de marzo  
**DQ II**; Prólogo y caps. 1-3 (La historia verdadera y la verdad de la historia)

25 marzo  
**DQ II** caps. 8-10 (Dulcinea y la aventura guardada)  
**Lectura 6**  
Instrucciones para la escritura del ensayo

10) 30 de marzo  
**DQ II** caps. 12-15 (Reflejos y reflexión: el caballero de los espejos)  
Propuesta ensayo

1 de abril  
**DQ II** caps. 16-18 (Dobles: el caballero del verde gabán)  
**Lectura 7**  
Discusión normas de escritura y técnicas de investigación

11) 6 de abril  
**FILM:** **Don Quijote de la Mancha** I (España, 1991)

8 de abril  
**DQ II** caps. 21-23 y 29 (Interiorización: la cueva de Montesinos)  
**Lectura 8**  
Esquema del ensayo

12) 13 de abril  
**FILM:** **Don Quijote de la Mancha** (Rusia, 1957)

15 de abril  
**DQ II** caps. 30-35 (Distanciamiento y marginalización)  
**Lectura 9**  
Borrador del ensayo
13) 20 de abril  
   DQ II caps. 41-45 (El ‘burlador burlado’ y la magia del *Quijote*)

22 de abril  
   DQ II caps. 46-53 y 59-60 (El amor: señoras y doncellas)

**Lectura 10**

14) 27 de abril  
   DQ II caps. 64-74 (Fin y principio: “vencedor de si mismo”)

29 de abril  
   Don Quijote como mito y la mitopoetización del *Quijote*

15) 4 de mayo  
   Entrega y discusión del ensayo final en clase

**EXAMEN FINAL: 7 de mayo 3:30-5:30pm**

<table>
<thead>
<tr>
<th>Base de evaluación y de notas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examencitos (8)</td>
</tr>
<tr>
<td>Examen parcial</td>
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<tr>
<td>Diario de lectura</td>
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<tr>
<td>y discusión de textos</td>
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<tr>
<td>Ensayo</td>
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<tr>
<td>Examen final</td>
</tr>
</tbody>
</table>

**Escala de calificación**

- A = 400 - 360
- B = 359 - 320
- C = 319 – 280* 
- D = 279 - 240
- F = menos de 240

* Estos elementos se califican según su contenido y su corrección formal. Ya que la escritura es tan importante, si el estudiante no pasa estas partes de la base de evaluación, no puede pasar la clase.

---

**Dr. Eduardo Urbina**
Academic 301A
845-0464; e-urbina@tamu.edu
Horas de oficina: martes y jueves 10am-11am, y según cita previa

---

**Advertencias:**

- Los prerequisitos de esta clase son SPAN 303 y 320, o permiso del profesor.
- Cada ausencia no autorizada contará 3% contra la nota de discusión y 1% contra la nota final del curso.
- No se admiten trabajos tarde ni se dan "make-ups" sino por excusas autorizadas; ver Univ. Regulations # 15.
Disabilities:
The American with Disabilities Act (ADA) is a federal antidiscrimination statue providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, 126 Koldus Building (845-1637).

AGGIE HONOR CODE

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

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

ESPÁÑOL 445

Además de los materiales textuales, bibliográficos y visuales asociados con el Proyecto Cervantes (http://cervantes.tamu.edu), durante el transcurso del semestre tendrán acceso en grupo o individualmente a los siguientes recursos para su estudio y aplicación en tareas y ensayos:

1) Documentales sobre Cervantes y el Quijote:

   -- *Great Books: Don Quixote* (The Learning Channel, 1997)
   -- *La Mancha de Don Quixote* (San Antonio: Babbit, 1995)
   -- *Don Quixote rides again; 400th anniversary* (Canadian Broadcasting Corporation, 2003)
   -- *Lost in La Mancha*, Docudrama, Terry Gilliam (2003)

2) Versiones y adaptaciones del Quijote:

   -- *Man of La Mancha*, Film basado en el drama musical de M. Leigh y D. Wasserman (1964)
   -- *Don Quijote de la Mancha*, dibujos animados (Madrid: TVE, 1997)
3) **Historia de España:**

--Episodios correspondientes al Siglo de Oro y al tiempo de Cervantes de la serie “La Noche de los Tiempos” de TVE: Siglo de Oro I y II; *La España de Cervantes.*

4) **Ediciones e Iconografía del Quijote**, primeras ediciones y traducciones, ilustraciones del Quijote en [http://dqi.tamu.edu](http://dqi.tamu.edu); y en la colección *Urbina Cervantes Project* de la Cushing Memorial Library de Texas A&M University.

**Lecturas**


10. “‘Vencedor de sí mismo’: Providencia y Fortuna en Don Quijote (1615).” *Brave New Words:*
TO: Faculty Senate Executive Committee

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

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

DATE: October 19, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 420

We recommend that SOCI 420 Advanced Research Methods 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: 100%
2. Course content appropriate to the major
3. Total number of words: 9000
4. Instructor to student ratio for one section: 1:30

SOCI 420 teaches essential communication skills for the sociology major. A graduate assistant helps with SOCI 420, and undergraduates also help with software used to produce charts, graphs, and tables. Because the course is required of all majors, it is team taught to establish the writing component. Four assignments teach students how to manage and document data and to interpret and report data; they include both graphic representation of data and extended portions of text. The final report of about 20 pages builds on the data and writing from the first three reports, but requires extensive revision and editing. Feedback consists of instructor feedback on the first three assignments in draft form and significant opportunities to revise and resubmit; instruction includes lecture and discussion on common mistakes, review and discussion of examples of good and bad work, and conferences with the instructor or graduate assistant.
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 420 Advanced Research Methods

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.

   Mark Fossett
   
   Instructor / Coordinator:  
   
   Mark Fossett  8/3/2010
   
   Printed name and signature  
   
   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

   RECEIVED
   
   AUG 09 2010
   
   By 46 of 149 M
· SOCI 420 (W)
Advanced Methods of Social Research

Spring, 2010
HECC 201
Mon, Wed 04:10-05:25 p.m.

Instructor

Charles Zhang (and also with Mark Fossett)
Department of Sociology
424 Academic Building
Office hours: Mon, Wed 5:30-6:00 or by appointment
Phone: (979) 862-3514
E-mail: c-zhang@tamu.edu

Teaching Assistant: Calixto Melero
Writing Lab Assistant: Matt Hughes

Disclaimer

This syllabus is offered in good faith. However, please note that it does not include all the relevant information about the course. For example, it does not include reading schedules, and the exam dates are tentative. Information on these and other matters will be provided in materials posted at the course web site (E-learning). Students are responsible for obtaining these materials and keeping up-to-date with any changes announced on E-learning and during lecture periods.

Course Description

This course provides an introduction to quantitative analysis of sociological data: methods of summarizing and describing univariate distributions; methods of examining relationships between two or more measures; statistical inference and hypothesis testing.

This course also is developed as a writing intensive course with focused lectures on techniques of effectively presenting data and results of statistical analyses, interpreting the results of analyses, and integrating the analysis and interpretation into reports that are technically rigorous but also can be understood by broader audiences with limited technical training in statistics and data analysis.
Course Goals

By the end of the course, students should be able to:

1) Gain conceptual understanding of the statistical analysis;
2) Compute and interpret basic statistics;
3) Apply the logic of hypothesis testing; and
4) Compose reports of data analysis and presentations and interpretation of statistical findings according to the guidelines for the discipline and profession.

Course Materials

The following books have been ordered through the Bookstore:

Required textbooks:


American Sociological Association Quick Style Guide (available at no cost free at http://www.asanet.org/students/Quick%20Style%20guide.pdf also posted on class web site)

Recommended readings made available on reserve:


Evaluation

Grades will be determined by the student’s performance in the following areas:

- Homework assignments (5%),
- In class quizzes (5%),
- Exam 1 (25%),
- Exam 2 (25%),
- Writing Assignments (40%).

Your grade will reflect the extent to which you demonstrate that you have learned the material taught in this class. You are not competing with others in this class for a grade. Please help one another to learn the material. Course Grade will be assigned as follows:

A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: Below 60%

Comments on Exams

Exam Format. Each exam may include multiple choice, short answer questions and computations. Exam contents will be drawn from lectures. A hand-held calculator is needed.

Missed Exams. A makeup exam will be arranged when the student has an excused absence. Absence is excused for documented serious illness, death in the immediate family, or other valid reasons outlined in University guidelines. An Explanatory Statement for Absence from Class form needs to be submitted along with relevant documentations. It is the student’s responsibility to contact the instructor about a missed exam and the arrangement of a makeup at the earliest possible time. A grade of 0 is assigned for missed exams that are not excused.

Exam Dates. Tentative exam dates are listed below. They are subject to change. Any changes to exam dates (or other significant dates) will be announced in class, they supersede any dates provided in this syllabus. It is the student’s responsibility to attend lectures or otherwise keep up-to-date on information presented in the lectures.

Exam 1 – March 8th (in class).
Exam 2 – April 12th (in class).
Extra Credit. No extra credit option is available.

Comments on Writing Project

Expectations and detailed instructions on the writing assignments will be provided over the course of the semester. In brief, students will work on a several writing assignments over the course of the semester. The assignments will involve preparing short reports that draws on sociologically-informed data analyses to answer questions concerning a
social policy issue. Different assignments will involve presentation, discussion, and interpretation of different kinds of statistical analyses and presentation of graphs and other devices to aid in communicating the nature of the results. The lectures, handouts, and readings will address the many issues involved in preparing effective reports.

Students will have the opportunity to submit and then later revise writing assignments over the semester. Submitted assignments will be reviewed and graded. Students will receive detailed feedback on the writing elements of the draft sections and be provided the opportunity to revise them based on the critical feedback received and resubmit them up to twice for additional credit and additional feedback.

Grading for the Writing Project (40% of course grade)

Writing Assignment 1 (25 of 100 points; 10% of course grade)
Writing Assignment 2 (25 of 100 points; 10% of course grade)
Writing Assignment 3 (25 of 100 points; 10% of course grade)
Writing Assignment 4 (25 of 100 points; 10% of course grade)

The individual writing assignments will average 3-4 pages of text each and in addition will average 2-3 pages of tables, figures, references, and appendix materials as specified for each assignment. In all, the combined writing assignments will involve approximately 12 pages of text and an additional 10-12 pages of tables and figures.

Handouts and detailed in-class instructions will be provided for each writing assignment. A brief review of the tasks involved in the assignments is included at the end of this syllabus.

Class Attendance, quizzes, and homework assignments

Class attendance is essential as course materials will be taught in detail, and exam expectations will be spelled out along the way. The lecture periods also provide a forum for questions, discussion, and commentary on related issues. Each unexcused absence will cause a deduction of 2 points from the final grade. (For the list of University Excused Absences, consult http://student-rules.tamu.edu/rule7.htm.) In case of an excused absence to a class, it is the student’s responsibility to seek help from colleagues to make up for the session.

There will be several in-class quizzes at random dates throughout the semester in addition to periodical roll call. The questions on the in-class quizzes could be about materials covered in previous classes or the assigned preview of new materials. There are no makeup quizzes since they are also used to evaluate class participation. Students are required to bring with them the textbook, a hand-held calculator, and a Bluebook for every class.

There will be a series of homework assignments with specified due date. Homework assignments submitted after the due date will be considered late and will receive a 5 point
penalty for every day late, up to a maximum of 30 points. All homework assignments must be completed to receive a passing grade in the class.

Course Prerequisites

Students should have taken SOCI 220 Methods of Social Research, a listed prerequisite for this course.

Students are strongly advised not to take SOCI 220 and SOCI 420 in the same term.

The Americans with Disabilities Act

The Americans with Disabilities Act 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 Office of Support Services for Students with Disabilities in Cain Hall, Room B118. The telephone number is 845-1637.

Scholastic Honesty

The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website: http://student-rules.tamu.edu/rule20.htm

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at: http://student-rules.tamu.edu. Look under the section “Scholastic Dishonesty.”
Grade Disclosure

All personal information concerning your performance in this course is governed by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). No grades or status questions are allowed to be provided to students by telephone or email.

Good Luck in the Class

Good luck and work hard. I hope you will embrace the challenges and learn a lot in this class. Please come and talk to me during office hours or by appointment, especially when you have questions or face difficulties in your learning.
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics &amp; Writing Discussion Points (W-tips)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Introduction (W-tips: overview of the writing project and its value and benefits)</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Data and measurement (W-tips: documenting data sets and variable coding)</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Frequency distribution (W-tips: interpreting &amp; presenting frequency distributions)</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Central tendency and dispersion (W-tips: interpreting &amp; presenting central tendency and dispersion)</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Writing Session – <strong>Distribute-W-Assignment 1</strong>: lecture on documenting data sets; describing samples, formatting references; preparing summary tables of frequencies and descriptive statistics.</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Basics of Probability Theory (W-tips: using terms relating to probability)</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Normal distribution and Standardization (W-tips: interpreting z-scores and areas in the normal curve)</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Sampling distribution and CLT (<strong>W-Assignment 1 DUE</strong>).</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Point estimates and confidence interval I (W-tips: interpreting CI’s for different audiences)</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Student t-distribution and confidence interval II (W-tips: interpreting t and degrees of freedom; <strong>W-Assignment 1 returned and reviewed</strong>)</td>
</tr>
<tr>
<td>Feb 24</td>
<td>Basics of Hypothesis testing (W-tips: presenting significance tests in text, notes, and tables for different audiences)</td>
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<tr>
<td>Mar 1</td>
<td>Review for section 1 (W-tips: N/A)</td>
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<tr>
<td>Mar 3</td>
<td>--- Exam 1</td>
</tr>
<tr>
<td>Mar 8</td>
<td>Review exam 1 (W-Tips: N/A)</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Writing session – <strong>Distribute W-Assignment 2</strong>: lecture on preparing graphs and charts; reporting significance tests; interpreting hypothesis tests.</td>
</tr>
<tr>
<td>Mar 15-17</td>
<td>--- Spring break</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Test of a single mean (<strong>W-Assignment 2 DUE</strong>)</td>
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<tr>
<td>Mar 24</td>
<td>Independent group t-test (W-tips: tables and graphs for group comparisons)</td>
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<tr>
<td>Mar 29</td>
<td>Independent group t-test (<strong>W-Assignment 2 returned and reviewed</strong>)</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Analysis of Variance (W-tips: reporting ANOVA results)</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Chi-Square test (W-tips: presenting and discussing two-way tables; interpreting and reporting ( \chi^2 ) tests)</td>
</tr>
<tr>
<td>Apr 7</td>
<td>Review for section 2 (W-tips: N/A)</td>
</tr>
<tr>
<td>Apr 12</td>
<td>--- Exam 2</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Review exam 2 (W-Tips: N/A)</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Writing Session – <strong>Distribute W-Assignment 3</strong>: lecture on introducing and presenting ANOVA and cross-classification analyses; interpreting F and ( \chi^2 ); distinguishing between substantive and statistical significance</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Bivariate regression and correlation (W-tips: graphing &amp; discussing scatterplots)</td>
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<tr>
<td>Apr 26</td>
<td>Bivariate regression and correlation (W-tips: interpreting b and r)</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Bivariate regression and correlation (W-tips: interpreting t and F; <strong>W-Assignment 3 returned and reviewed</strong>)</td>
</tr>
<tr>
<td>May 3</td>
<td>Writing Session – <strong>Distribute W-Assignment 4</strong>: lecture on presenting and discussing regression analysis; final in-class discussion of the full writing project)</td>
</tr>
<tr>
<td>May 10</td>
<td>Daily office hours and daily evening lab sessions to discuss writing project and provide assistance with tasks for completing the full paper.</td>
</tr>
</tbody>
</table>
Further Description and Breakdown of Writing Tasks

Writing Assignment 1. Data Source, Population & Sample References, One-Way Frequency Distributions, & Descriptive Statistics

Tasks: Describing and documenting the data source(s) and the population and sample, preparing example references using professional formats; preparing report-quality tables of one-way frequency distributions; preparing report-quality summary tables of descriptive statistics; and discussing the frequency distributions and descriptive statistics for the key variables in the analysis.

(25% of the total writing grade; 10% of the course grade)

The assignment will run about 4 pages of text and 2 pages of tables. It will involve documenting data sources and describing the data set and sample (1); identifying relevant references and presenting them in an accepted professional format (1); preparing tables of frequency distributions (1); preparing a table of descriptive statistics (1); discussing the key variables in the analysis based on the tables of frequency distributions and descriptive statistics (2).

6*250 = 1,500 words

Writing Assignment 2. Bivariate Tabulations Graphs and Charts for Summary Distributions

Tasks: Preparing graphs and charts to present quantitative data; interpreting and discussing hypothesis tests.

(25% of the total writing grade; 10% of the course grade)

The assignment will run about 5 pages. It will involve presenting three kinds of graphs and figures to illustrate patterns in the data (3); and interpreting the data patterns and reporting and discussing the results of hypothesis tests (2)

5*250 = 1,250 words

This is approximate because considerable effort goes into preparing effective figures and charts according to the guidelines in the writing text, but most figures and charts do not contain many words

Writing Assignment 3. Analysis of Variance and Cross Tabulation

Presenting results of analysis of variance and cross-tabulation analysis.

(25% of the total writing grade; 10% of the course grade)

The assignment will run about 5 pages. It will involve preparing a table and figure relevant for comparing means across groups (1); discussing the substantive patterns revealed in the figure and table and statistical significance of the relationship based on the F test for the ANOVA analysis (1); preparing a table presenting cross-tabulation analysis (1); preparing a figure presenting comparison of group frequency distributions (1); discussing the substantive patterns in the tabulation and the statistical significance of the relationship based on the chi-square test (1)

5*250 = 1,250 words

Writing Assignment 4. Correlation and Regression Analysis

Presenting results of correlation and regression tabulation analysis.

(25% of the total writing grade; 10% of the course grade)

The assignment will run about 4-5 pages. It will involve preparing a figure relevant for illustrating the linear association of two interval variables (1); discussing the substantive patterns revealed in the figure and in the reported regression analysis (1); discussing the strength of the association as revealed in the figure and based on relevant coefficients from the regression analysis (1) and discussing the statistical significance of the relationship based on the F test for the regression analysis (1);
Appendix Materials
Sociology 420
Writing Assignment 1
Describing Data Sources, Population and Sample, and Descriptions of Key Measures

Due Date: At the beginning of Class Wednesday February 17

Turn in your printed assignment in class. Be sure to retain a copy for “insurance”.

Draft the Following Report Sections

1. Describe the source of your data for the analysis you are conducting. Provide an assessment of the quality of the data and its relevance for the report you will prepare.

2. Describe the sample you are working with and the population (sample universe) from which it is drawn. Discuss how results based on these data may be generalized and what important limitations (if any) should be recognized when using these data.

3. Prepare one or more tables reporting one-way frequency distributions for the variables listed below. Indicate the table in the Chicago Guide (give the table number and page number) that you followed as the example for your table.

4. Prepare one or more tables reporting summary statistics (e.g., measures of central tendency and dispersion) for the variables listed below. Indicate the table in the Chicago Guide (give the table number and page number) that you followed as the example for your table.

5. Describe the distributions of the key variables in the analysis listed below. Draw on the data presented in the tables prepared for tasks 3 & 4. As appropriate, note the central tendency (e.g., mean, median, and mode) and the dispersion (e.g., standard deviation, range, minimum, maximum) and/or the relative frequency (i.e., percentage) distribution for each variable. Be sure to explain what these data and statistics mean.

List of key measures:

- sex – respondent’s reported sex/gender
- class – social class position as perceived by respondent
- finrank3 – financial position relative to others as perceived by respondent
- satfin – respondent’s reported satisfaction with financial circumstances
- happy – respondent’s reported happiness
- equal3i – respondent’s view on whether income differences should be reduced.

Note: Do not use “codebook” variable names in the tables or in the discussions. List and discuss variables using labels and terms that can be understood by the reader.

6. Prepare a reference page listing 4 relevant scholarly references and the reference for the data set. Scholarly references include peer-reviewed journal articles, books, and similar reference sources. The following are not scholarly references: web sites, Wikipedia, blogs, non-reviewed reports, etc.

Prepare references according to professional style and standards (e.g., ASA style).
Value of the Assignment

Up to 25 points (toward 100 total points) for the Writing Grade and 10% of the course grade.

Each task is worth 4 points. A bonus of 1 point

Relevant Sections of Miller’s *The Chicago Guide to Writing About Numbers*

Chapter 4: Technical But Important – Five More Basic Principles
Chapter 6: Creating Effective Tables
Chapter 9: Writing About Distributions and Associations
Chapter 10: Writing About Data and Methods
ASA Student Style Guide [http://www.asanet.org/students/Quick%20Style%20guide.pdf](http://www.asanet.org/students/Quick%20Style%20guide.pdf)
Overview of Original Source Data

The data set prepared for this project is an extract of cases taken from the National Opinion Research Center's General Social Survey. This survey is funded by the National Science Foundation and is widely used in public opinion research. The broader survey contains a representative sample of the non-institutional, adult population of the United States. It has been conducted at least once every two years since 1972.

http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/25962?archive=ICPSR&q=general+social+survey

General Social Surveys, 1972-2008 [Cumulative File]

Principal Investigator(s): Davis, James A.; Smith, Tom W.; Marsden, Peter V.

Summary: The General Social Surveys (GSS) were designed as part of a data diffusion project in 1972. The GSS replicated questionnaire items and wording in order to facilitate time-trend studies. The latest survey, GSS 2008, includes a cumulative file that merges all 27 General Social Surveys into a single file containing data from 1972 to 2008. The items appearing in the surveys are one of three types: Permanent questions that occur on each survey, rotating questions that appear on two out of every three surveys (1973, 1974, and 1976, or 1973, 1975, and 1976), and a few occasional questions such as split ballot experiments that occur in a single survey. The 2008 surveys included nine topical modules: knowledge about and attitude towards science, self-employment, Jewish identity, social inequality, terrorism preparedness, global economics, CDC high risk behaviors, sexual orientation, and clergy sex. The International Social Survey Program (ISSP) module included in the 2008 survey was religion. Specific topics included social-welfare and economic regulation, civil liberties, spending priorities, and political efficacy. The data also contain several variables describing the demographic characteristics of the respondents.

Persistent URL: http://dx.doi.org/10.3886/ICPSR25962

URL with study details: http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/25962/detail

Analysis Sample (GSS ISI Data Set)

The sample extract obtained by the CHRONICLE is a simple random sample (without replacement) of respondents drawn from the surveys conducted from 1972 to 2008.

Individuals are selected for the project data set must be (a) either white or black and (b) between the ages of 20-64 (inclusive). Other GSS sampling restrictions also apply.
**Variables included in the GSS ISI Data Set**


**year5** – GSS Survey Year coded in 5 year groups

**age** – Respondent’s age in single year

**age3** – Respondent’s age group coded into 3 categories
1 – 20-34
2 – 35-49
3 – 50-65

**race** – Respondent’s race
1 White
2 Black

**sex** – Respondent’s sex
1 Male
2 Female

**racesex** – Respondent’s Race/Gender Group based on four categories:
1 White male
2 White female
3 Black male
4 Black female

**reg4** – Respondent’s region of residence measured by four categories:
1 North
2 Midwest
3 South
4 West

**south** – Respondent resides in the South
0 No
1 Yes

**degree** – Respondent’s education measured by categories of highest degrees completed
0 No degree
1 High school degree (only)
2 College degree (BA or beyond)

**inc99** – Family income (coded as percentile scores 1-99)

**inc5** – Family income recoded to quintiles (1-5)
1 Lowest Quintile (1-19%)
2 Second Quintile (20-39%)
3 Third Quintile (40-59%)
4 Fourth Quintile (60-79%)
5 Fifth Quintile (80-99%)

**class** – Respondent’s reported social class
1 Lower class
2 Working class
3 Middle class
4 Upper class

**finrank3** – Respondent’s reported financial ranking in relation to others
1 Low
2 Average
3 High

**finrank5** – Respondent’s reported financial ranking in relation to others; version with more detail
1 Very Low
2 Low
3 Average
4 High
5 Very High

**satfin** – Respondent’s report on their level of satisfaction with their financial circumstances
1 No (not very satisfied)
2 Some (somewhat satisfied)
3 Very (very satisfied)

**helpful** – Respondent’s answer to the question of whether, in general, most people try to be helpful (compared against not being helpful)
1 No
2 Depends/Sometimes
3 Yes

**fair** – Respondent’s answer to the question of whether, in general, most people try to be fair (compared with just looking out for themselves)
1 No
2 Depends/Sometimes
3 Yes

**happy** – Respondent’s answer to the question of whether he/she is generally “happy” (recoded)
1 No (not very happy)
2 Yes (somewhat happy)
3 Very (very happy)

**equal3i** – Respondent’s answer to question of whether the government should make it a priority to try and reduce inequality in income and wealth
1 No (government should not)
2 Neutral
3 Yes (government should make it a priority)

**equal7i** – Respondent’s answer to question of whether the government should make it a priority to try and reduce inequality in income and wealth; same as above but more detailed codes
1-7 with 1 No ... 3 Neutral ... 7 Yes

**con15i** – Respondent’s summed answers on questions regarding confidence in seven social institutions (e.g., financial institutions, corporations, organized labor, education, federal executive branch, federal legislative branch, and supreme court). Items are scored 0-2. The sum can range from 1 to 15.

**con3i** – Respondent’s confidence in seven social institutions (coded from the detailed variable con15i).
1 Low
2 Medium
3 High
Univariate Statistical Analyses for Variables in the GSS-ISI Data Set
(performed using the Stata Statistical Program)

************************************************************************
sum year race sex age age3 inc5 inc99 finrank3 class satfin helpful fair happy equal3i , format sep(0)

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sumd year race sex age age3 inc5 inc99 finrank3 class satfin helpful fair happy equal3i

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Univariate Frequency Distributions for Variables in the GSS-ISI Data Set (performed using the Stata Statistical Program)

Note: Distributions are not shown for year, age, and inc99 because the number of values is too large.

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

*tab year5*

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<th>Year</th>
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Total | 40,567 | 100.00 |

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

*tab age3*

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<td>2=35-49</td>
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<td>3=50-64</td>
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Total | 40,567 | 100.00 |

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*tab race*

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Total | 40,567 | 100.00 |

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*tab sex*

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Total | 40,567 | 100.00 |
### Race-Sex

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<td>2=21-40%</td>
<td>6,699</td>
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<tr>
<td>3=41-60%</td>
<td>6,540</td>
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<tr>
<td>4=61-80%</td>
<td>7,278</td>
<td>22.20</td>
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<td>5=81-99%</td>
<td>7,289</td>
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### Financial Standing

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<td>Low 1-3</td>
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<td>1=Low</td>
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<td>2=Average</td>
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### Social Class

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### Satisfied w/Financial Standing

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<td>2=Some</td>
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### Most People are helpful

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### Most People are Fair

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### Are you happy

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tab equal3i

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<tr>
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<td>Cum.</td>
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<td>20.91</td>
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</table>
Worksheet for Scoring Rubrics for Writing Assignment 1

General

___ appropriate margins, pagination, line-spacing, general appearance
___ satisfactory organization with informative section headings
___ satisfactory spelling, grammar, and punctuation

Discussion of Data and Sample (approximately 2 points)

___ satisfactory description of data source information
___ satisfactory description of sample universe
___ satisfactory assessment of data quality and sample relevance

Discussion of Distributions of Variables (approximately 5 points)

___ satisfactory statements regarding central tendency and dispersion
___ satisfactory comments on frequency distributions
___ appropriate substantive interpretations
___ satisfactory writing quality

Table Preparation (approximately 5 points)

___ satisfactory table titles, column headings
___ proper source information and sample notes.
___ standard justification patterns: numbers right justified; labels left justified; column labels centered; table notes left justified
___ means, standard deviations, percentiles presented properly
___ frequencies presented properly
___ decimals choices appropriate; decimals align properly
___ cumulative proportions are used appropriately (ranked variables only)

___ appropriate use of lines – few horizontal lines; very few or no vertical lines
___ appropriate line spacing; near single spacing for lists; more between sections/variables
___ table formatted to fit pages

References (approximately 2 points)

___ number of references is satisfactory
___ references are appropriately authoritative; mostly books and professional, peer-reviewed journals (excludes Wikipedia; reports by advocacy groups, blogs, magazine articles, newspaper stories, etc.)
___ references are relevant to subject
___ full citation information per ASA format
___ italicize book & journal titles
___ follows accepted reference style (ASA preferred)
___ provides web retrieval information for web-based materials;
   (NOTE – web retrieval information is NOT needed for conventional journals & books)

SIMPLE ADVICE ON TABLES –
If the table does NOT look like an example from the text in format and appearance, it is likely to get marked down.

Extra-Special No-No's to Avoid

___ tables based on minimally edited computer output
___ using computer variable names, descriptions, & value labels in text, tables, or figures
___ equating methods and results with programs (e.g., SPSS, SAS); the methods (calculating the mean) and the results (the mean) are the same regardless of which program is used.
Sociology 420
Writing Assignment 2
Bivariate Tabulations and Figures for Univariate and Bivariate Distributions

Due Date: At the beginning of Class Wednesday March 31
Turn in your printed assignment in class. Be sure to retain a copy for “insurance”.

Complete the Following Tasks

Graphical Presentation of Univariate Distributions
1. Prepare a figure to summarize the distribution of respondent’s reported “class”. Indicate the figure in the Chicago Guide (give the figure number and page number) that you followed as the example for your figure.
2. Prepare a figure to summarize the distribution of respondent’s reported satisfaction with their financial circumstances. Indicate the table in the Chicago Guide (give the table number and page number) that you followed as the example for your figure.

Graphical Presentation of a Bivariate Tabulation
3. Prepare a figure to show how respondent’s reported satisfaction with their financial circumstances varies by race. Indicate the figure in the Chicago Guide (give the figure number and page number) that you followed as the example for your figure.

Present and Discuss a Bivariate Tabulation
4. Prepare a table to show how respondent’s reported satisfaction with their financial circumstances varies by race. Indicate the table in the Chicago Guide (give the table number and page number) that you followed as the example for your table.
5. Discuss the results of the bivariate tabulation based on the table from task 4 and the figure from task 3. (No tests of statistical significance are needed)

Preparing Figures
Figures can be prepared using Excel, Powerpoint, or any other software that is capable of producing appropriate graphs.
Anyone who wishes to do so can prepare a figure by hand. But it must be on graph paper (with gridlines)

Value of the Assignment
Up to 25 points (toward 100 total points) for the Writing Grade and 10% of the course grade.
Each of the 5 tasks is worth 5 points.

Relevant Sections of Miller’s The Chicago Guide to Writing About Numbers
Chapter 6: Creating Effective Tables
Chapter 7: Creating Effective Charts
Chapter 9: Writing About Distributions and Associations
UNIVARIATE TABULATIONS

.************************************************************************
.
. tab race
.

<table>
<thead>
<tr>
<th>race</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=White</td>
<td>34,446</td>
<td>84.91</td>
<td>84.91</td>
</tr>
<tr>
<td>2=Black</td>
<td>6,121</td>
<td>15.09</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Total | 40,567 | 100.00 |

.************************************************************************
.

. tab sex
.

<table>
<thead>
<tr>
<th>sex</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Male</td>
<td>18,218</td>
<td>44.91</td>
<td>44.91</td>
</tr>
<tr>
<td>2=Female</td>
<td>22,349</td>
<td>55.09</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Total | 40,567 | 100.00 |

.************************************************************************
.

. tab class
.

<table>
<thead>
<tr>
<th>class</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Lower</td>
<td>2,011</td>
<td>5.28</td>
<td>5.28</td>
</tr>
<tr>
<td>2=Working</td>
<td>18,361</td>
<td>48.23</td>
<td>53.51</td>
</tr>
<tr>
<td>3=Middle</td>
<td>16,536</td>
<td>43.44</td>
<td>96.95</td>
</tr>
<tr>
<td>4=Upper</td>
<td>1,160</td>
<td>3.05</td>
<td>100.00</td>
</tr>
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Total | 38,068 | 100.00 |

.************************************************************************
.

. tab satfin
.

<table>
<thead>
<tr>
<th>satfin</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=No</td>
<td>10,661</td>
<td>28.66</td>
<td>28.66</td>
</tr>
<tr>
<td>2=Some</td>
<td>16,590</td>
<td>44.61</td>
<td>73.27</td>
</tr>
<tr>
<td>3=Very</td>
<td>9,941</td>
<td>26.73</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Total | 37,192 | 100.00 |

************************************************************************
BIVARIATE TABULATIONS – FINANCIAL SATISFACTION AND RACE

******************************************************************************
.
. tab satfin race, nokey col

<table>
<thead>
<tr>
<th>race</th>
<th>1=White</th>
<th>2=Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=No</td>
<td>8,310</td>
<td>2,351</td>
<td>10,661</td>
</tr>
<tr>
<td>2=Some</td>
<td>14,341</td>
<td>2,249</td>
<td>16,590</td>
</tr>
<tr>
<td>3=Very</td>
<td>9,007</td>
<td>934</td>
<td>9,941</td>
</tr>
<tr>
<td>Total</td>
<td>31,658</td>
<td>5,534</td>
<td>37,192</td>
</tr>
</tbody>
</table>

. tab satfin race, nokey

<table>
<thead>
<tr>
<th>race</th>
<th>1=White</th>
<th>2=Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=No</td>
<td>8,310</td>
<td>2,351</td>
<td>10,661</td>
</tr>
<tr>
<td>2=Some</td>
<td>14,341</td>
<td>2,249</td>
<td>16,590</td>
</tr>
<tr>
<td>3=Very</td>
<td>9,007</td>
<td>934</td>
<td>9,941</td>
</tr>
<tr>
<td>Total</td>
<td>31,658</td>
<td>5,534</td>
<td>37,192</td>
</tr>
</tbody>
</table>

. tab satfin race, nokey col nofreq

<table>
<thead>
<tr>
<th>race</th>
<th>1=White</th>
<th>2=Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=No</td>
<td>26.25</td>
<td>42.48</td>
<td>28.66</td>
</tr>
<tr>
<td>2=Some</td>
<td>45.30</td>
<td>40.64</td>
<td>44.61</td>
</tr>
<tr>
<td>3=Very</td>
<td>28.45</td>
<td>16.88</td>
<td>26.73</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

******************************************************************************
**BIVARIATE TABULATIONS – FINANCIAL SATISFACTION AND SEX**

*----------------------------------------------------------------------*

```
. tab satfin sex, nokey

<table>
<thead>
<tr>
<th>satfin</th>
<th>1=Male</th>
<th>2=Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=No</td>
<td>4,545</td>
<td>6,116</td>
<td>10,661</td>
</tr>
<tr>
<td></td>
<td>27.19</td>
<td>29.87</td>
<td>28.66</td>
</tr>
<tr>
<td>2=Some</td>
<td>7,554</td>
<td>9,036</td>
<td>16,590</td>
</tr>
<tr>
<td></td>
<td>45.20</td>
<td>44.13</td>
<td>44.61</td>
</tr>
<tr>
<td>3=Very</td>
<td>4,615</td>
<td>5,326</td>
<td>9,941</td>
</tr>
<tr>
<td></td>
<td>27.61</td>
<td>26.01</td>
<td>26.73</td>
</tr>
<tr>
<td>Total</td>
<td>16,714</td>
<td>20,478</td>
<td>37,192</td>
</tr>
<tr>
<td></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*----------------------------------------------------------------------*

```

```
. tab satfin sex, nokey

<table>
<thead>
<tr>
<th>satfin</th>
<th>1=Male</th>
<th>2=Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=No</td>
<td>4,545</td>
<td>6,116</td>
<td>10,661</td>
</tr>
<tr>
<td></td>
<td>27.19</td>
<td>29.87</td>
<td>28.66</td>
</tr>
<tr>
<td>2=Some</td>
<td>7,554</td>
<td>9,036</td>
<td>16,590</td>
</tr>
<tr>
<td></td>
<td>45.20</td>
<td>44.13</td>
<td>44.61</td>
</tr>
<tr>
<td>3=Very</td>
<td>4,615</td>
<td>5,326</td>
<td>9,941</td>
</tr>
<tr>
<td></td>
<td>27.61</td>
<td>26.01</td>
<td>26.73</td>
</tr>
<tr>
<td>Total</td>
<td>16,714</td>
<td>20,478</td>
<td>37,192</td>
</tr>
<tr>
<td></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*----------------------------------------------------------------------*

```

```
. tab satfin sex, nokey col nofreq

<table>
<thead>
<tr>
<th>satfin</th>
<th>1=Male</th>
<th>2=Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=No</td>
<td>27.19</td>
<td>29.87</td>
<td>28.66</td>
</tr>
<tr>
<td>2=Some</td>
<td>45.20</td>
<td>44.13</td>
<td>44.61</td>
</tr>
<tr>
<td>3=Very</td>
<td>27.61</td>
<td>26.01</td>
<td>26.73</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*----------------------------------------------------------------------*

```
### BIVARIATE TABULATIONS - FINANCIAL SATISFACTION AND CLASS

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

```
. tab satfin class, nokey
class
<table>
<thead>
<tr>
<th>satfin</th>
<th>1=Lower</th>
<th>2=Working</th>
<th>3=Middle</th>
<th>4=Upper</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1,291</td>
<td>6,059</td>
<td>2,754</td>
<td>163</td>
<td>10,267</td>
</tr>
<tr>
<td></td>
<td>68.82</td>
<td>34.87</td>
<td>17.79</td>
<td>15.12</td>
<td>28.67</td>
</tr>
<tr>
<td>Some</td>
<td>446</td>
<td>8,142</td>
<td>7,122</td>
<td>272</td>
<td>15,982</td>
</tr>
<tr>
<td></td>
<td>23.77</td>
<td>46.85</td>
<td>46.00</td>
<td>25.23</td>
<td>44.63</td>
</tr>
<tr>
<td>Very</td>
<td>139</td>
<td>3,177</td>
<td>5,605</td>
<td>643</td>
<td>9,564</td>
</tr>
<tr>
<td></td>
<td>7.41</td>
<td>18.28</td>
<td>36.21</td>
<td>59.65</td>
<td>26.71</td>
</tr>
<tr>
<td>Total</td>
<td>1,876</td>
<td>17,378</td>
<td>15,481</td>
<td>1,078</td>
<td>35,813</td>
</tr>
<tr>
<td></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>
```

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

```
. tab satfin class, nokey
class
<table>
<thead>
<tr>
<th>satfin</th>
<th>1=Lower</th>
<th>2=Working</th>
<th>3=Middle</th>
<th>4=Upper</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1,291</td>
<td>6,059</td>
<td>2,754</td>
<td>163</td>
<td>10,267</td>
</tr>
<tr>
<td></td>
<td>68.82</td>
<td>34.87</td>
<td>17.79</td>
<td>15.12</td>
<td>28.67</td>
</tr>
<tr>
<td>Some</td>
<td>446</td>
<td>8,142</td>
<td>7,122</td>
<td>272</td>
<td>15,982</td>
</tr>
<tr>
<td></td>
<td>23.77</td>
<td>46.85</td>
<td>46.00</td>
<td>25.23</td>
<td>44.63</td>
</tr>
<tr>
<td>Very</td>
<td>139</td>
<td>3,177</td>
<td>5,605</td>
<td>643</td>
<td>9,564</td>
</tr>
<tr>
<td></td>
<td>7.41</td>
<td>18.28</td>
<td>36.21</td>
<td>59.65</td>
<td>26.71</td>
</tr>
<tr>
<td>Total</td>
<td>1,876</td>
<td>17,378</td>
<td>15,481</td>
<td>1,078</td>
<td>35,813</td>
</tr>
<tr>
<td></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>
```

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

```
. tab satfin class, nokey col

class
<table>
<thead>
<tr>
<th>satfin</th>
<th>1=Lower</th>
<th>2=Working</th>
<th>3=Middle</th>
<th>4=Upper</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1,291</td>
<td>6,059</td>
<td>2,754</td>
<td>163</td>
<td>10,267</td>
</tr>
<tr>
<td></td>
<td>68.82</td>
<td>34.87</td>
<td>17.79</td>
<td>15.12</td>
<td>28.67</td>
</tr>
<tr>
<td>Some</td>
<td>446</td>
<td>8,142</td>
<td>7,122</td>
<td>272</td>
<td>15,982</td>
</tr>
<tr>
<td></td>
<td>23.77</td>
<td>46.85</td>
<td>46.00</td>
<td>25.23</td>
<td>44.63</td>
</tr>
<tr>
<td>Very</td>
<td>139</td>
<td>3,177</td>
<td>5,605</td>
<td>643</td>
<td>9,564</td>
</tr>
<tr>
<td></td>
<td>7.41</td>
<td>18.28</td>
<td>36.21</td>
<td>59.65</td>
<td>26.71</td>
</tr>
<tr>
<td>Total</td>
<td>1,876</td>
<td>17,378</td>
<td>15,481</td>
<td>1,078</td>
<td>35,813</td>
</tr>
<tr>
<td></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>
```

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


Scoring Rubrics for Writing Assignment 2

General (approximately 1 pt)
___ appropriate margins, pagination, line-spacing, general appearance
___ satisfactory spelling, grammar, and punctuation

Preparation of Figure 1 (approximately 3 pts)
___ basic structure and layout of univariate figure
___ figure title and axis titles
___ legend
___ y-axis range, scale, axis values
___ font choices
___ figure formatted appropriately for page
___ figure note with data source and sample

Preparation of Figure 2 (approximately 3 pts)
___ basic structure and layout of univariate figure
___ figure title and axis titles
___ legend
___ y-axis range, scale, axis values
___ font choices
___ figure formatted appropriately for page
___ figure note with data source and sample

Preparation of Figure 3 (approximately 3 pts)
___ basic structure and layout of bivariate figure
___ figure title and axis titles
___ legend
___ y-axis range, scale, axis values
___ font choices
___ color choices (if relevant)
___ figure formatted appropriately for page
___ figure note with data source and sample

Bivariate Table (approximately 3 pts)
___ satisfactory table titles column headings, etc.
___ satisfactory source and sample information, etc.
___ standard justification patterns: numbers right justified; labels left justified; column labels centered; table notes left justified
___ bivariate information presented effectively
___ presentation of percentages, frequencies, & sums
___ decimal choices appropriate; decimals align properly
___ use of horizontal lines (few) and vertical lines (few or none)
___ appropriate line spacing; near single spacing for lists; more between sections/variables
___ table formatted to fit pages

Discussion of Bivariate Relationship (approximately 3 pts)
___ satisfactory statements regarding central tendency and dispersion
___ satisfactory comments on frequency distributions
___ appropriate substantive interpretations
___ satisfactory writing quality
Due Date: At the beginning of Class Wednesday April 28 or Friday April 30 at Noon
(Mark Fossett’s mail box in Academic 311)

Turn in your printed assignment. Be sure to retain a copy for “insurance”.

Complete the Following Tasks

Graphical Presentation of Variation in Means by Group

1. Prepare a figure to show how respondent’s reported satisfaction with their financial circumstances varies by class.

Prepare a Table Presenting Means by Group with Statistical Information

2. Prepare a table to show how the means for respondent’s reported satisfaction with their financial circumstances varies by class.

Discuss the Results of the Analysis Including Statistical and Substantive Significance

3. Discuss the statistical significance of the relationship. That is, discuss the results of the test of the null hypothesis regarding whether respondent’s reported satisfaction with their financial circumstances varies by class. (Assume value of alpha is 0.05)

4. Discuss the substantive significance of the relationship. That is, discuss how the means vary by class and make a judgment as to whether the differences are “important” in some sense. Also discuss whether the association involved (as indexed by eta squared) is strong or weak. (For this question you can treat the relationship as being statistically significant regardless of your answer on the previous question.)

Preparing Figures

Figures can be prepared using Excel, PowerPoint, or any other software that is capable of producing appropriate graphs. Anyone who wishes to do so can prepare a figure by hand. But it must be carefully drawn on graph paper (with gridlines)

Value of the Assignment

Up to 15 points (toward 100 total points) for the Writing Project can be earned on first submission. Up to 15 points can be earned on a corrected/revised submission.

Each of the 4 tasks is worth 4 points. (Perfect scores on all four tasks gets you a bonus point for 16 total points.)

Relevant Sections of Miller’s The Chicago Guide to Writing About Numbers

Chapter 6: Creating Effective Tables
Chapter 7: Creating Effective Tables
Chapter 9: Writing About Distributions
NOTES ON VARIABLES FOR THE ANALYSIS

The GSS data has a variable measuring respondent’s satisfaction with their financial condition measured as an interval variable ranging from a low of 1 (not very satisfied) to a high of 9 (very satisfied). The following is the distribution on this variable (rounded to 9 integer values) reported by the Stata statistical program.

```
. tab satfin10
Financial Satisfaction (Low 1-9 High) Freq. Percent Cum.  
----------- ----------- -------- --------  
1.00        3,619     9.73     9.73  
2.00        3,536     9.51    19.24  
3.00        3,506     9.43    28.66  
4.00        5,537    14.89    43.55  
5.00        5,558    14.94    58.50  
6.00        5,495    14.77    73.27  
7.00        3,342     8.99    82.26  
8.00        3,311     8.90    91.16  
9.00        3,288     8.84   100.00  
----------- ----------- -------- --------  
Total       37,192    100.00
```

Other variable used in the analysis below is respondent’s reported class. This is was described in the Codebook for the GSS dataset distributed earlier in the semester which is posted at the website for the class.

ANALYSIS OF VARIANCE RESULTS FOR THE ASSIGNMENT QUESTIONS

```
. tab class , sum(satfin10)
<table>
<thead>
<tr>
<th>Summary of Financial Satisfaction (Low 1-9 High)</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Lower</td>
<td>3.17</td>
<td>2.03</td>
<td>1876</td>
</tr>
<tr>
<td>2=Working</td>
<td>4.49</td>
<td>2.29</td>
<td>17378</td>
</tr>
<tr>
<td>3=Middle</td>
<td>5.55</td>
<td>2.29</td>
<td>15481</td>
</tr>
<tr>
<td>4=Upper</td>
<td>6.30</td>
<td>2.35</td>
<td>1078</td>
</tr>
<tr>
<td>Total</td>
<td>4.93</td>
<td>2.38</td>
<td>35813</td>
</tr>
</tbody>
</table>
```

```
. anova satfin10 class
Number of obs = 35813   R-squared = 0.0840
Root MSE = 2.27717   Adj R-squared = 0.0839
Source | Partial SS | df | MS | F | Prob > F
Between Model | 17027.9532 | 3 | 5675.98442 | 1094.59 | 0.0000
Within Residual | 185687.881 | 35809 | 5.18550869 |
Total | 202715.834 | 35812 | 5.66055607 |
```
GSS ISI Figure 1. Example Relevant for Assignment 3, Question 1

Graphing means by group to present data relevant for difference of means comparisons and ANOVA analysis.

<table>
<thead>
<tr>
<th>No Degree</th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.39</td>
<td>51.82</td>
<td>68.72</td>
</tr>
</tbody>
</table>

Excel Instructions

1. Enter the data points and labels as shown above
2. Select (highlight) the labels and data points.
3. Create the chart based on the sequence
   Insert | Column (Charts) | First 2-D Column Selection
4. Right click on the legend (labeled "series") and delete it.
5. Right click on chart; choose move option; move to sheet". This will give your more control over size and printing options.
6. Use chart tools (design/layout/format) to format the chart
7. Use margins of 1.0-1.25 inches all around (set in Page Layout)
   (suggested size width=6 height=5; set using Chart Tools | Format | Size)
   (suggested orientation is Portrait; set in Page Layout)
8. Font Choices - Title 16 point; Labels 14 point; Axes 14 point.
   Calibri - Title 16 point; Labels 14 point; Axes 14 point.
   Arial Bold - Title 14 point; Labels 12 point; Axes 12 point.
   MT Rounded Bold - Title 14 point; Labels 12 point; Axes 12 point.
NOTES ON VARIABLES FOR THE ANALYSIS

The GSS data has a variable measuring respondent’s satisfaction with their financial condition measured as an interval variable ranging from a low of 1 (not very satisfied) to a high of 9 (very satisfied). The following table provides the distribution on this variable as reported by the Stata statistical program.

```
.tab satfin10
```

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Low 1-9 High)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00</td>
<td>3,619</td>
<td>9.73</td>
<td>9.73</td>
</tr>
<tr>
<td>2.00</td>
<td>3,536</td>
<td>9.51</td>
<td>19.24</td>
</tr>
<tr>
<td>3.00</td>
<td>3,506</td>
<td>9.43</td>
<td>28.66</td>
</tr>
<tr>
<td>4.00</td>
<td>5,537</td>
<td>14.89</td>
<td>43.55</td>
</tr>
<tr>
<td>5.00</td>
<td>5,558</td>
<td>14.94</td>
<td>58.50</td>
</tr>
<tr>
<td>6.00</td>
<td>5,495</td>
<td>14.77</td>
<td>73.27</td>
</tr>
<tr>
<td>7.00</td>
<td>3,342</td>
<td>8.99</td>
<td>82.26</td>
</tr>
<tr>
<td>8.00</td>
<td>3,311</td>
<td>8.90</td>
<td>91.16</td>
</tr>
<tr>
<td>9.00</td>
<td>3,288</td>
<td>8.84</td>
<td>100.00</td>
</tr>
<tr>
<td>Total</td>
<td>37,192</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

Other variables used in the analyses reported in the following pages – namely, class, racesex, age3, degree, and inc99 – are previously described in the Codebook for the GSS dataset distributed earlier. It is posted at the website for the class.

ANALYSIS OF VARIANCE RESULTS RELEVANT FOR THE ASSIGNMENT QUESTIONS

```
.tab class , sum(satfin10)
```

```
 Summary of Financial Satisfaction (Low 1-9 High) |
 class | Mean  | Std. Dev. | Freq.
-------|-------|-----------|-------|
 1=Lower | 3.17  | 2.03      | 1876  |
 2=Working | 4.49  | 2.29      | 17378 |
 3=Middle | 5.55  | 2.29      | 15481 |
 4=Upper | 6.30  | 2.35      | 1078  |
 Total   | 4.93  | 2.38      | 35813 |
```

```
anova satfin10 class
```

```
 Partial SS    df    MS     F     Prob > F
 Between       | 17027.9532  3  5675.98442 1094.59  0.0000
 Within        | 185687.881  35809 5.18550869
 Total         | 202715.834  35812 5.66055607
```

R-squared = 0.0840

Adj R-squared = 0.0839
ANALYSIS OF VARIANCE RESULTS – ADDITIONAL EXAMPLES FOR CLASS DISCUSSION

. tab racesex , sum(satfin10)

<table>
<thead>
<tr>
<th>Race-Sex</th>
<th>Summary of Financial Satisfaction</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Low 1-9 High)</td>
<td>Mean</td>
<td>Std. Dev.</td>
<td>Freq.</td>
</tr>
<tr>
<td>1=WM</td>
<td></td>
<td>5.11</td>
<td>2.36</td>
<td>14595</td>
</tr>
<tr>
<td>2=WF</td>
<td></td>
<td>5.02</td>
<td>2.37</td>
<td>17063</td>
</tr>
<tr>
<td>3=BM</td>
<td></td>
<td>4.28</td>
<td>2.32</td>
<td>2119</td>
</tr>
<tr>
<td>4=BF</td>
<td></td>
<td>4.19</td>
<td>2.30</td>
<td>3415</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4.94</td>
<td>2.38</td>
<td>37192</td>
</tr>
</tbody>
</table>

. anova satfin10 racesex

Number of obs = 37192  R-squared = 0.0160
Root MSE = 2.35957  Adj R-squared = 0.0159

<table>
<thead>
<tr>
<th>Source</th>
<th>Partial SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Prob &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Model</td>
<td>3361.70586</td>
<td>3</td>
<td>1120.56862</td>
<td>201.27</td>
<td>0.0000</td>
</tr>
<tr>
<td>Within Residual</td>
<td>207046.397</td>
<td>37188</td>
<td>5.56755935</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Total</td>
<td>210408.103</td>
<td>37191</td>
<td>5.65750055</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

. tab age3 , sum(satfin10)

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Summary of Financial Satisfaction</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Low 1-9 High)</td>
<td>Mean</td>
<td>Std. Dev.</td>
<td>Freq.</td>
</tr>
<tr>
<td>1=20-34</td>
<td></td>
<td>4.71</td>
<td>2.33</td>
<td>14312</td>
</tr>
<tr>
<td>2=35-49</td>
<td></td>
<td>4.89</td>
<td>2.38</td>
<td>13219</td>
</tr>
<tr>
<td>3=50-64</td>
<td></td>
<td>5.34</td>
<td>2.39</td>
<td>9661</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4.94</td>
<td>2.38</td>
<td>37192</td>
</tr>
</tbody>
</table>

. anova satfin10 age3

Number of obs = 37192  R-squared = 0.0111
Root MSE = 2.36539  Adj R-squared = 0.0110

<table>
<thead>
<tr>
<th>Source</th>
<th>Partial SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Prob &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Model</td>
<td>2332.53251</td>
<td>2</td>
<td>1166.26625</td>
<td>208.44</td>
<td>0.0000</td>
</tr>
<tr>
<td>Within Residual</td>
<td>200875.571</td>
<td>37189</td>
<td>5.59508377</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Total</td>
<td>210408.103</td>
<td>37191</td>
<td>5.65750055</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS OF VARIANCE RESULTS – ADDITIONAL EXAMPLES FOR CLASS DISCUSSION

`. tab degree , sum(satfin10)`

<table>
<thead>
<tr>
<th>Degree</th>
<th>Summary of Financial Satisfaction (Low 1-9 High)</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0=None</td>
<td>Mean 4.62 Std. Dev. 2.41</td>
<td>6630</td>
</tr>
<tr>
<td>1=High Sc</td>
<td>Mean 4.82 Std. Dev. 2.35</td>
<td>22473</td>
</tr>
<tr>
<td>2=College</td>
<td>Mean 5.54 Std. Dev. 2.32</td>
<td>8000</td>
</tr>
<tr>
<td>Total</td>
<td>Mean 4.94 Std. Dev. 2.38</td>
<td>37103</td>
</tr>
</tbody>
</table>

`. anova satfin10 degree`

Number of obs = 37103
R-squared = 0.0187
Root MSE = 2.35565
Adj R-squared = 0.0187

<table>
<thead>
<tr>
<th>Source</th>
<th>Partial SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Prob &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Model</td>
<td>3931.21242</td>
<td>2</td>
<td>1965.60621</td>
<td>354.22</td>
<td>0.0000</td>
</tr>
<tr>
<td>Within Residual</td>
<td>205870.598</td>
<td>37100</td>
<td>5.54907273</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Total</td>
<td>209801.811</td>
<td>37102</td>
<td>5.65473049</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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`. tab class , sum(inc99)`

<table>
<thead>
<tr>
<th>class</th>
<th>Summary of Income Rank - 1-99</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Lower</td>
<td>Mean 20.78 Std. Dev. 19.17</td>
<td>1652</td>
</tr>
<tr>
<td>2=Working</td>
<td>Mean 46.53 Std. Dev. 24.52</td>
<td>15082</td>
</tr>
<tr>
<td>3=Middle</td>
<td>Mean 63.39 Std. Dev. 27.08</td>
<td>13443</td>
</tr>
<tr>
<td>4=Upper</td>
<td>Mean 73.24 Std. Dev. 32.23</td>
<td>967</td>
</tr>
<tr>
<td>Total</td>
<td>Mean 53.27 Std. Dev. 28.18</td>
<td>31144</td>
</tr>
</tbody>
</table>

`. anova inc99 class`

Number of obs = 31144
R-squared = 0.1695
Root MSE = 25.6802
Adj R-squared = 0.1694

<table>
<thead>
<tr>
<th>Source</th>
<th>Partial SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Prob &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Model</td>
<td>4190832.64</td>
<td>3</td>
<td>1396944.21</td>
<td>2118.28</td>
<td>0.0000</td>
</tr>
<tr>
<td>Within Residual</td>
<td>20535922.9</td>
<td>31140</td>
<td>659.470871</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Total</td>
<td>24726755.6</td>
<td>31143</td>
<td>793.974747</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS OF VARIANCE RESULTS – ADDITIONAL EXAMPLES FOR CLASS DISCUSSION

. tab age3, sum(inc99)

Age Groups | Summary of Income Rank - 1-99
            | Mean   | Std. Dev. | Freq.
1=20-34    | 46.77  | 27.09     | 12434
2=35-49    | 58.81  | 27.31     | 12055
3=50-64    | 54.88  | 29.08     | 8300
Total      | 53.25  | 28.19     | 32789

. anova inc99 age3

Number of obs = 32789  R-squared = 0.0352
R-squared (adj) = 0.0352

Source | Partial SS | df | MS   | F     | Prob > F
Between | Model      | 917948.409 | 2 | 458974.204 | 598.74 | 0.0000
Within  | Residual   | 25132606.9 | 32786 | 766.565208
Total   | Total      | 26050555.3 | 32788 | 794.514924

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

. tab racesex, sum(inc99)

Race-Sex | Summary of Income Rank - 1-99
Categories | Mean   | Std. Dev. | Freq.
1=WM      | 58.44  | 26.86     | 12984
2=WF      | 53.57  | 27.89     | 14832
3=BM      | 44.97  | 27.41     | 1905
4=BF      | 34.90  | 26.77     | 3068
Total     | 53.25  | 28.19     | 32789

. anova inc99 racesex

Number of obs = 32789  R-squared = 0.0582
R-squared (adj) = 0.0581

Source | Partial SS | df | MS   | F     | Prob > F
Between | Model      | 1515310.54 | 3 | 505103.514 | 674.94 | 0.0000
Within  | Residual   | 24535244.8 | 32785 | 748.367997
Total   | Total      | 26050555.3 | 32788 | 794.514924
ANALYSIS OF VARIANCE RESULTS - ADDITIONAL EXAMPLES FOR CLASS DISCUSSION

. tab degree, sum(inc99)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Summary of Income Rank - 1-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>0=None</td>
<td></td>
</tr>
<tr>
<td>1=HS</td>
<td></td>
</tr>
<tr>
<td>2=College</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0=None</td>
<td>35.39</td>
<td>26.04</td>
<td>4993</td>
</tr>
<tr>
<td>1=High Sc</td>
<td>51.82</td>
<td>26.89</td>
<td>20088</td>
</tr>
<tr>
<td>2=College</td>
<td>68.72</td>
<td>24.60</td>
<td>7654</td>
</tr>
<tr>
<td>Total</td>
<td>53.26</td>
<td>28.18</td>
<td>32735</td>
</tr>
</tbody>
</table>

. anova inc99 degree

Number of obs = 32735     R-squared = 0.1333
Root MSE = 26.2396       Adj R-squared = 0.1332

<table>
<thead>
<tr>
<th>Source</th>
<th>Partial SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Prob &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>Model</td>
<td>3465904.19</td>
<td>2</td>
<td>1732952.09</td>
<td>2516.93</td>
</tr>
<tr>
<td>Within</td>
<td>Residual</td>
<td>22536588.2</td>
<td>32732</td>
<td>688.518521</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>26002492.4</td>
<td>32734</td>
<td>794.357317</td>
<td></td>
</tr>
</tbody>
</table>
Name: ______________________________

Scoring Rubrics for Writing Assignment 3

General
___ appropriate margins, pagination, line-spacing, general appearance
___ satisfactory spelling, grammar, and punctuation

Preparation of Figure 1 (approximately 4 pts)
___ basic structure and layout of bivariate figure
___ figure title and axis titles
___ legend
___ y-axis range, scale, axis values
___ font choices
___ figure formatted appropriately for page
___ figure note with data source and sample

Table Documenting Group Means (approximately 4 pts)
___ satisfactory table titles column headings, etc.
___ satisfactory source and sample information, etc.
___ standard justification patterns: numbers right justified; labels left justified & indented; column labels centered; table notes left justified
___ bivariate information presented effectively
___ presentation of means, standard deviations, & frequencies
___ decimal & comma choices appropriate; decimals align properly
___ use of horizontal lines (few) and vertical lines (few or none)
___ appropriate line spacing; near single spacing for lists; more between sections/variables
___ table formatted to fit pages

Discussion of Statistical Significance of Relationship (approximately 4 pts)
___ satisfactory statements describing H1, H0, & conclusion
___ satisfactory comments description of test procedures (F)
___ appropriate substantive interpretation of alpha
___ satisfactory writing quality

Discussion of Substantive Significance of Relationship (approximately 4 pts)
___ satisfactory statements regarding effects/differences in means
___ satisfactory statements regarding eta2/association
___ appropriate substantive interpretations
___ satisfactory writing quality
Due Date: See attachment; Turn in assignments to Mark Fossett’s mail box in Academic 311.

Turn in your printed assignment. Be sure to retain a copy for “insurance”.

Complete the Following Tasks

Prepare Data Values for Plotting the Relationship

1. Draw a random sample of 15 data points from the attached data table. (Note that it is extremely unlikely for anyone to draw 15 identical data points.) Explain how you drew the random sample.

Enter the values of “satfin9” in the first (XVAL) column. Enter the values of “happy9” in the second (YVAL) column.

Use the results of the regression equation to compute predicted values of “happy9” based on values of “satfin9”. Enter these values in the third (PVAL) column.

Enter the data points in an Excel spreadsheet per the example discussed in class and the Excel spreadsheet example posted to the class webpage.

Graphical Presentation of the Bivariate Regression Relationship

2. Follow the instructions in the instruction page of the spreadsheet (or the handout) to prepare a with a scatter plot graph depicting the relationship between respondent’s reported “Happiness” and respondent’s reported “Satisfaction with Financial Circumstance.

The finished graph will plot observed values of “happy9” by observed values of “satfin9”. The finished graph will plot predicted values of “happy9” by observed values of “satfin9”.

Discuss the Results of the Regression Analysis

3. Discuss the regression intercept and the regression coefficient from the regression equation.

4. Discuss the effect or “impact” that “Satisfaction with Financial Conditions” has on “Happiness”.

Anchor your discussion in the regression results including the regression equation. Also draw on your graph to help discuss the effect.

5. Discuss the strength of the association between “Satisfaction with Financial Conditions” and “Happiness”. (That is, explain how closely the two variables are connected.)
Anchor your discussion in the R Square statistic for the regression or the beta coefficient for the effect of “satisfaction” in regression equation. Also draw on your graph to help discuss the effect.

6. Explicitly discuss the “expected” difference in “Happiness” between two hypothetical people; one who has a low value on “satisfaction with financial conditions” of 2 and one with a high value of 8. (Hint: the expected difference is the difference between the predicted values of “happiness” for these two hypothetical individuals.)

Value of the Assignment

Up to 18 points (toward 100 total points) for the Writing Project can be earned on first submission. Up to 18 points can be earned on a corrected/revised submission.

Each of the 5 tasks is worth 3 points.

Relevant Sections of Miller’s *The Chicago Guide to Writing About Numbers*
Due Date: See below; Turn in assignments to Mark Fossett’s mail box in Academic 311.

Turn in your printed assignment. Be sure to retain a copy for “insurance”.

Final submissions of individual assignments 1-4 must include previous “draft” submissions.

Marked Assignments

Marked assignments will be available Academic 311 during regular hours.

Marked assignments also will be available in Academic 326 from 4:30pm-7:30pm Tuesday May 4th through Tuesday May 11th.

Office Hours and “Workroom Lab”

Mark Fossett will be available in Academic 326 from 4:00pm-5:00pm Tuesday May 4th through Tuesday May 11th.

Exceptions: I will not be there Monday May 10th

Drop Dead Deadline for Assignment 4

4:00 p.m. Monday May 10th
4:00 p.m. Tuesday May 11th

Drop Dead Deadline for Last Submission of Assignments 1-4

12:00 noon Wednesday May 12th
----- No feedback
NOTES ON VARIABLES FOR THE ASSIGNMENT 4 ANALYSIS

happy9 – A variable from the GSS data set measuring respondent’s “happiness” as an interval variable ranging from a low of 1 (not too happy) to a high of 9 (very happy).

satfin9 – A variable from the GSS data set measuring respondent’s “satisfaction with their financial condition” measured as an interval variable ranging from a low of 1 (not very satisfied) to a high of 9 (very satisfied).

The following are regression results from the regression of happiness on satisfaction with financial condition. The analysis was performed using the Stata statistical program.

```
. reg happy9 satfin9, beta
```

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Number of obs = 36965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>10615.1127</td>
<td>1</td>
<td>10615.1127</td>
<td>F(1, 36963) = 2638.92</td>
</tr>
<tr>
<td>Residual</td>
<td>148684.746</td>
<td>36963</td>
<td>4.02252918</td>
<td>Prob &gt; F = 0.0000</td>
</tr>
<tr>
<td>Total</td>
<td>159299.859</td>
<td>36964</td>
<td>4.3095947</td>
<td>Adj R-squared = 0.0666</td>
</tr>
</tbody>
</table>

|                                | Coef. | Std. Err. | t     | P>|t|       | Beta   |
|--------------------------------|-------|-----------|-------|----------|--------|
| happy9                         | .223695 | .0043546  | 51.37 | 0.000    | .2581396 |
| _cons                          | 4.46922 | .0239267  | 186.79| 0.000    | .        |

Notes on regression output from Stata:

The regression intercept or “constant” is reported in the column labeled “Coef.” on the row for “_cons”. It is 4.46922.

The regression coefficient is reported in the column labeled “Coef.” on the row for “satfin9”. It is 0.223695.

The standardized regression coefficient is reported on the column labeled “Beta” on the row for “satfin9”. It is 0.2581396.
Data Table of 30 Cases for Drawing a Sample

<table>
<thead>
<tr>
<th></th>
<th>Happy9</th>
<th>satfin9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8.92</td>
<td>5.88</td>
</tr>
<tr>
<td>2.</td>
<td>9.36</td>
<td>5.41</td>
</tr>
<tr>
<td>3.</td>
<td>5.70</td>
<td>6.75</td>
</tr>
<tr>
<td>4.</td>
<td>8.60</td>
<td>5.97</td>
</tr>
<tr>
<td>5.</td>
<td>4.75</td>
<td>7.88</td>
</tr>
<tr>
<td>6.</td>
<td>1.69</td>
<td>4.48</td>
</tr>
<tr>
<td>7.</td>
<td>0.93</td>
<td>3.45</td>
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<tr>
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<td>6.66</td>
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<td>9.</td>
<td>3.69</td>
<td>0.60</td>
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<tr>
<td>10.</td>
<td>2.38</td>
<td>4.75</td>
</tr>
<tr>
<td>11.</td>
<td>6.23</td>
<td>9.29</td>
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<td>13.</td>
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<td>15.</td>
<td>4.16</td>
<td>9.04</td>
</tr>
<tr>
<td>16.</td>
<td>6.46</td>
<td>5.95</td>
</tr>
<tr>
<td>17.</td>
<td>3.96</td>
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<td>18.</td>
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<td>19.</td>
<td>4.69</td>
<td>2.45</td>
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<td>20.</td>
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<td>4.52</td>
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<td>22.</td>
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<td>8.43</td>
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<td>24.</td>
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<td>25.</td>
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<td>26.</td>
<td>7.70</td>
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<tr>
<td>27.</td>
<td>6.93</td>
<td>3.72</td>
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<tr>
<td>28.</td>
<td>1.86</td>
<td>4.38</td>
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<td>29.</td>
<td>7.10</td>
<td>4.06</td>
</tr>
<tr>
<td>30.</td>
<td>8.91</td>
<td>8.96</td>
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</tbody>
</table>
GSS ISI Figure 1. Example Relevant for Assignment 4, Question 1

Excel Instructions

1. Enter the data points and labels as shown on the "Example" sheet
   - Note that the order of the columns is very important (X variable first, Y variable second, and Predicted values third)
   - Note that the example obtains predicted values by implementing the regression equation as a formula in the cells for the 3rd column. This can be convenient if you are familiar with using Excel formulas. If not, just enter the predicted values from your own calculations.

2. Implement the scatterplot.
   a. highlight the data points in the worksheet.
   b. create the initial scatterplot as by clicking
      Insert | Scatter | First Scatter Icon (scatter with no markers)
   c. an unformatted scatter plot will appear in the worksheet

3. Implement figure title
   a. highlight the chart
   b. under "Chart Tools", click Layout | Chart Title | Above Chart
   c. edit title

4. Implement axis titles
   a. highlight the chart
   b. under "Chart Tools", click Layout | Axis Titles | Horizontal | Below
   c. under "Chart Tools", click Layout | Axis Titles | Vertical | Rotated
   d. edit axis titles

5. Set Legend (in this case none needed)
   a. highlight the chart
   b. under "Chart Tools", click Layout | Legend | None

6. Set chart size
   a. highlight the chart
   b. under "Chart Tools", click Format | Size
      set height to 5" and width to 7"
7. Right click on chart; choose "Move Chart" option; then select "New Sheet"
   This will give your more control over size and printing options.

8. Use margins of 1.0 or 1.25 inches all around (set in Page Layout)
   (suggested orientation is Portrait; set in Page Layout)

   a. highlight a chart item (e.g., a title, axis numbers, etc.)
   b. right click and choose "Font" to set fonts.
   c. suggest font choices
      Calibri - Title 16 point; Labels 14 point; Axes 14 point.
      Arial Bold - Title 14 point; Labels 12 point; Axes 12 point.
      MT Rounded Bold - Title 14 point; Labels 12 point; Axes 12 point.
Scoring Rubrics for Writing Assignment 4

General
____ appropriate margins, pagination, line-spacing, general appearance
____ satisfactory spelling, grammar, and punctuation

Drawing Sample and Preparing Data (approximately 3 pts)
____ the sample drawn is appropriately random
____ the entries for XVAL, YVAL, and PVAL are correct

Preparation of Figure 1 (approximately 3 pts)
____ basic structure and layout of bivariate scatter plot
____ appropriate figure title and axis titles
____ legend (deleted in this case)
____ y & x axis ranges, scales, and axis values
____ font choices
____ figure formatted appropriately for page
____ figure note with data source and sample

Discussion of the basic “effect” terms of the regression equation; namely, the regression intercept (a) and regression coefficient (b) (approximately 3 pts)
____ satisfactory statements regarding “a” and “b”
____ appropriate substantive interpretations
____ satisfactory writing quality

Discussion of the “effect” of “impact satfin9 has on happy9 (approximately 3 pts)
____ appropriate substantive interpretations based on the regression equation (e.g., direction and magnitude of effect)
____ satisfactory writing quality

Discussion of the strength of the “association” of the relationship between satfin9 and happy9 (approximately 3 pts)
____ satisfactory statements regarding the basic interpretation of the “standardized regression coefficient” (also known as “beta” and “r” in the bivariate case)
____ appropriate substantive interpretations (e.g., direction and strength of association)
____ satisfactory writing quality

Discussion of the “expected” difference between two hypothetical cases (approximately 3 pts)
____ satisfactory statements regarding the expected values for the two hypothetical cases
____ appropriate substantive interpretations of the difference and what it implies about the effect of satfin9 on happy9
____ satisfactory writing quality
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Zulema Valdez, Department of Sociology
    Mark Fossett, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 19, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 337

We recommend that SOCI 337 International Migration 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: 45%
2. Course content appropriate to the major
3. Total number of words: 2700
4. Instructor to student ratio for one section: 1:25

SOCI 337 requires a book review and a research paper on topics related to international migration. Students get extensive instructor feedback, and an opportunity to revise the book review for a higher grade if it receives a C or less. For the research paper, students will conduct a peer review. Every week at least 20 minutes of class time is devoted to writing instruction, and students will be encouraged to read portions of "A Guide to Writing Sociology Papers," as well as some relevant writing websites. The University Writing Center will also be a recommended resource.
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):

SOC 337: INTERNATIONAL MIGRATION

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: ZULEMA VALDEZ
Printed name and signature
(Date)

Received: 8/24/10
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean:
Printed name and signature
(Date)

Department Head: Mark Rossett
Printed name and signature
(Date)
FALL 2010

SOCL 337W: International Migration – Writing Intensive

Bldg./Time: CHEN 102  Tues/Thurs, 3:55-5:10

Dr. Zulema Valdez (Ph.D. UCLA)
Office: 433 Academic Building
Phone: 847-9494 Email: zvaldez@libarts.tamu.edu
Office Hours: Tues and Thurs, 11-12 and by appointment.

COURSE DESCRIPTION

This class offers a comprehensive overview of the most central theoretical debates and empirical work in the study of international migration. Because the field of international migration is interdisciplinary, our readings include work from anthropologists, economists, political scientists, and sociologists, and consider different methodological approaches (e.g. comparative/historical, demography, ethnography). The goal of the course is to provide a thoughtful and critical study of global migration with an emphasis in the U.S.

The course is divided into three parts. In the first part we consider trends, theories, and histories of migration. What is migration? How do we classify different types of migration? Why do people migrate? The second part of the course explores the political and policy implications of migration. Should immigrants have the same rights as citizens? Who decides? Does immigration need to be controlled? How and by whom? In the third and final part of the course we examine immigrant incorporation and settlement, paying particular attention to assimilation, race relations, gender and migration, and transnationalism. Throughout, an emphasis is placed on the U.S. and the U.S.-Mexico border region, with a brief introduction to cross-national perspectives for a more global and comparative approach to migration.

Writing Intensive Component

This class is being offered as a writing intensive course. The course material and content will include a discussion of writing practices, writing, readings that are geared towards improving your writing ability, and peer editing. Each week, a portion of the class will be dedicated to a discussion about writing techniques and style in the social sciences, in addition to the substantive topic of international migration. Each student will also be responsible for participating in scheduled, in-class, peer-editing. During this process, students will be assigned the role of “primary discussant.” This will entail one student being assigned to discuss/comment in detail another student’s paper. Each student will serve as a “primary discussant” several times during the semester. The goal of the writing intensive component is to improve your writing skills and generate a well-written 8-10 page term paper that may be developed further; for example, it may provide the framework for a senior thesis or a writing sample for graduate school admission. In addition to the 8-10 page term paper, you are required to write a 3 page book review of the required book, *Enrique’s Journey*, leading up to our “book club” meeting. Written copies of assignments with detailed instructions will be provided in class.
REQUIREMENTS

Attendance

Your attendance is required. Unexcused absences (if it is not a medical emergency, consider it unexcused) will result in a lower grade. I cannot emphasize enough that your attendance is absolutely necessary. Moreover, your presence in the classroom indicates that you have read the assigned material and are ready to contribute to the discussion at every meeting and to participate in peer-editing. The class is organized as a structured discussion and will often complement (not repeat) the material covered in the readings.

Reading

The following required books are available for purchase at the campus bookstore. Supplementary required and recommended readings are available at ereserves.

Books

3. Reader: Located at ereserves: http://ereserves.tamu.edu

Recommended


Assignments

There are four assignments: an 8 to 10 page research paper, a 3 page book review, and two, in-class, short answer essay exams (midterm, final). The research paper will require you to explore a topic on international immigration that has been approved by the instructor. You will prepare the term paper throughout the course, with “benchmark” due dates for each section of the term paper (i.e., the thesis statement, the abstract, the bibliography, and the like). Further details will be discussed in class. Additionally, each student is required to present a ten minute summary of the paper at the end of the term. The book review is based on the required reading, Enrique’s Journey. The midterm and final exams will consist of 15 short answer questions. A review sheet will be passed out one week before the midterm and final exams to help you to prepare.

Grading & Evaluation

200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (attendance, discussion)</td>
<td>15% (30 points)</td>
</tr>
<tr>
<td>Book Review</td>
<td>10% (20 points)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20% (40 points)</td>
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<tr>
<td>Term Paper*</td>
<td>35% (70 points)</td>
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<tr>
<td>Final Exam</td>
<td>20% (40 points)</td>
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</table>

*The term paper will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument;
and 30% for the grammar and style/format and proofreading rules. Since you will receive feedback throughout the course and as you complete sections and drafts of the term paper, making the same guideline errors will result in more points off in later drafts.

**Format for Term Paper and Book Review**

All papers MUST conform to the following guidelines; points will be deducted in each area that does not meet these standards:

**Cover page:** This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

**Margins:** All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

**Spacing:** Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs or indented quotations and the body of the text.

**Font:** You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

**Length:** Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing. THE COVER PAGE AND WORKS CITED PAGE DO NOT COUNT AS PART OF THE PAGE-LENGTH REQUIREMENTS.

**Grammar and Proofreading:** Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

**Sources/Works cited/Bibliography:** Please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with

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1 I borrow here from Sarah Gatson’s writing guidelines.
which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats:

http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation within the text – (Valdez, 1997: 56) or (Valdez, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.

All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

**American with Disabilities Act Statement**

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

**Aggie Honor Code**

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.

**Academic Integrity**

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. Academic dishonesty includes the commission of any of the following acts: 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. See http://www.tamu.edu/aggiehonor/acadmisconduct.htm for more details.
Complete assigned reading prior to meeting.

Week 1: Introduction
Tues, Aug 31
Introduction.
Thurs, Sept 2

Week 2: Theories of Migration
Tues, Sept 7
Thurs, Sept 9
Guide, Essentials of Writing

Week 3: Migration Trends
Tues, Sept 14
Thurs, Sept 16
*DUE: PAPER TOPIC PARAGRAPH*
Guide, Organizing Your Writing Time

Week 4: U.S.-Mexico
Tues, Sept 21
Beyond Smoke and Mirrors
Thurs, Sept 23
Beyond Smoke and Mirrors
FILM, “Echado Raices: Taking Root”
Discussion

Week 5: Citizenship
Tues, Sept 28
*DUE: PAPER OUTLINE*

Thurs, Sept 30
Guide, Acknowledging Sources

Week 6: Immigration Policy
Tues, Oct 5
Controlling Immigration, Chapters 1 & 2. E-reserves.
Thurs, Oct 7
Handbook, pg. 71-93; 275-293.

Week 7: Assimilation and Segmented Assimilation:
Tues, Oct 12: Assimilation

Thurs, Oct 14: Segmented Assimilation
Handbook, pg. 196-211; 223-238. E-reserves.

Week 8: Transnationalism
Tues, Oct 19
**DUE: BOOK REVIEW**

Thurs, Oct 21
Book Club discussion on Enrique’s Journey.

Week 9: Book Review Feedback, Instructions for Revision, and Midterm
Tues, Oct 26
Book Review Feedback and instructions for rewrite.

Thurs, Oct 26
In class MIDTERM

Week 10: Gender and Immigration
Tues, Nov 2
Thurs, Nov 4


Week 11: Prostitution and the Sex Trade, Mail Order Brides

Tues, Nov 9

*DUE: ROUGH DRAFT OF TERM PAPER*


Thurs, Nov 11


Week 12: Refugees

Tues, Nov 16

In-Class Peer Editing of Rough Draft

Thurs, Nov 18


Week 13: Refugees (cont’d)

Tues, Nov 23

FILM: “Lost Boys of Sudan

Thurs, Nov 25 THANKSGIVING BREAK (Nov. 25-26)

Week: 14: Presentations.

Dec. 30 & Nov. 2

Week 15: Presentations.

Last Day, Dec. 7
Final Paper due in class. Must include all parts (thesis statement, topic paragraph, outline, rough drafts, etc.) for full credit.

***
FINAL EXAM: TUESDAY, DEC 14, 1-3PM
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee Chair
CC: Richard Curry, Dept. of Hispanic Studies
Alberto Moreiras, Head, Dept. of Hispanic Studies
Donald J. Curtis, AOC Dean, Liberal Arts
DATE: October 19, 2010
SUBJECT: REPORT ON PROPOSED C COURSE: SPAN 310

We recommend that SPAN 310 Oral Expression 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: 42%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Total minutes of oral presentation: 50
5. Instructor to student ratio for one section: 1:18

Students in SPAN 310 work on their oral fluency with frequent public speaking, including five two-minute debates, two long formal oral presentations, and weekly summaries of articles they have read, both in writing and orally. For their formal presentations, students will prepare slides. Feedback is frequent; they receive written feedback on their performance in debates and on their weekly article summaries (both for the written and oral forms). They also have the opportunity to have their presentations video-taped for their own viewing as a form of self-assessment. Throughout the semester, the instructor gives formal presentations on topics related to formal oral presentations in Hispanic Studies-related venues and on Hispanic Studies-related topics. While the presentations are mostly lecture format, they are modeling as well in as much as their structure and conduct is a model for students to emulate. This is especially true for presentations regarding rehearsing and the use of technology.
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):

   **SPAN 310: ORAL EXPRESSION**

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: **RICHARD K. CURRY**
Printed name and signature
(Date) 9/17/10

Received: **Valerie Balester**
(W Course Coordinator, University Writing Center)
(Date) 9/17/10

Approvals:

College Dean: 
Printed name and signature
(Date)

Department Head: 
Printed name and signature
(Date)
A student enrolling for the first time in a Texas A & M foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language MUST have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides 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. The phone number is 845-1637. See http://disability.camu.edu.

Academic integrity is essential to the academic life of this or any university. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

**ORAL EXPRESSION.** Credit 3. Development of oral skills in Spanish through pronunciation practice, discussion of current events, skits, interviews, conversations, role play, impromptu debates and public speaking; conducted in Spanish. Prerequisite: SPAN 202, 203, or equivalent.


**Learning Objectives:** At the end of this course, the student will be able to: 1) speak Spanish with improved confidence and fluency in a variety of situations, 2) organize and deliver a professional-length, discipline-specific oral presentation, and 3) speak Spanish with greater grammatical precision and sophistication.

**Student responsibilities:** The student’s final course grade will be determined by the following factors and their corresponding weighted values:

- **Pre-evaluation (oral proficiency) (beginning of course) .................................................................................................................. xx points**
- **Post-evaluation (oral proficiency) (end of course) .................................................................................................................... 100 points**
- **Internet articles .......................................................................................................................................................... 50 points**
- **Presentation I ......................................................................................................................................................... 50 points**
- **Final presentation ..................................................................................................................................................... 50 points**
- **Daily evaluation/class participation¹ .................................................................................................................. 100 points**

¹ “Class participation” is the combination of subjective and objective evaluations. It is the balance of the quantity of a student’s involvement is class discussions and analyses and the quality of that involvement. For example, a student who is always present in class and who never speaks, though she demonstrates with non-verbal cues involvement and understanding, can only aspire to C-level class participation points. On the other hand, a student who attends class, frequently asks good questions, and frequently answers questions well,
Gading scale: Final course grades will be assigned according to the following scale:

A - 350 - 315  B - 314 - 280  C - 279 - 245  D - 244 - 210  F – less than 210

Other information:

Pre-evaluation and Post-evaluation (oral proficiency) – each student will undergo two proficiency evaluations, one at the beginning of the semester and the other at the end. These evaluations are face-to-face activities in the professor’s office.

Internet articles - Weekly, each student will find and read an article found on the Internet. Topics selected should be of interest for class discussions. Articles are to be prepared and copied for Mondays, and may be used during the week. In the article at least five (5) new vocabulary items should be highlighted, and their meanings given, so that those new may be used in class discussions and conversations. The written and oral summaries will be graded for their formal correctness.

Presentations – Each student will make two formal oral presentations of 5 to 8 minutes in length. The 5 to 8 minute presentation is the culmination of a process which includes planning, organization, writing, editing, and practice. It is expected, also, that the student will make use of rhetorical, presentational, and technical strategies discussed in class.

Attendance - This class is, by nature, active; for that reason student participation is completely necessary to success. Class attendance, then, is very important. An excess of absences (more than three) will have a negative impact on the determination of the final grade. Each absence beyond three will reduce the daily evaluation portion of grade determination by 5%. The student should also be aware that “make-ups” will not be permitted in cases of unexcused absence, and the instructor will require written documentation for those absences which the student wishes to be excused. See the University’s official policy in this regard at http://student-rules.tamu.edu/rule7.htm.

SPAN 310 Primavera 2011

Primera semana
  Introducción al curso
  Repaso de y práctica las vocales y las consonantes
  Pre-evaluación (en la oficina)
  Conversaciones en grupos – temas del semestre
  Repaso de entonación

Segunda semana
  La tecnología: Facebook y la ética - ¿Cómo ha avanzado y cómo afecta la sociedad?
  La mezquita en Nueva York - ¿Debe de construirse o no?
  El uso de la tecnología en las presentaciones (Use of technology in presentations)

Tercera semana
  Algo chistoso que te pasó cuando eras niño o niña
  Hablar de un objeto personal, de importancia o de valor
  Cómo organizar una presentación formal (How to organize a formal presentación)
Cuarta semana
Los inmigrantes y los ilegales - ¿cuáles son los efectos del traslado humano?
La pérdida de una cultura al integrarse y adaptarse a otra nueva / guerra de fronteras
**Debate:** La nueva ley de Arizona, ¿qué piensas tú?
El valor del ensayo y cómo ensayar una presentación oral

Quinta semana
Educación: la educación bilingüe / las escuelas privadas / la enseñanza casera / la matrícula
¿Deben ser gratis las universidades? / la religión en las escuelas
¿Estás de acuerdo con los exámenes estatales como el "TAKS"?

Sexta semana
Presentaciones
Feedback (en la oficina)

Séptima semana
Presentaciones
Feedback (en la oficina)

Octava semana
La influencia de la comida de las distintas culturas en Estados Unidos
El matrimonio homosexual y sus derechos
La ética en la medicina y en la justicia: al aborto / la eutanasia / la pena de muerte
Ver la película *Mar adentro*

Novena semana
**Debate:** Ramón Sampedro tenía el derecho de acabar con su propia vida
El terrorismo / grupos de odio nacionales e internacionales
Comparación entre el extremismo islámico y el extremismo cristiano

Décima semana
Medicina: la investigación con las células de vástago / la reforma del sistema de cuidados médicos
Sicología: ¿qué te causa temor? / ¿tienes alguna fobia? / sicología y reforma médica
La comunicación no verbal y su importancia en la conversación y en las presentaciones formales

Undécima semana
Texas A & M: cualquier tema (matrícula, tradiciones, construcción, prioridades…)
Protocolo: para viajar a otro país / qué decir, qué no decir, cómo actuar
Códigos de vestir: locales / nacionales / internacionales / sociales
¿Por qué existen estos códigos?
Algunos recursos retóricos eficaces

Duodécima semana
El problema de la inmigración en otros países (Francia, Alemania, Inglaterra, España…)
**Debate:** La controversia sobre la inmigración
El calentamiento global: ¿realidad o mentira? / datos y opiniones

Decimotercera semana
Registros lingüísticos: sociales / profesionales
Jerga: general / en el mundo hispano
La importancia del registro y la adecuación léxico-gramatical en una presentación formal
Última semana
La música de diferentes países
Cantantes o conjuntos conocidos del mundo hispano
Consultas y recomendaciones para la Presentación final

Semana de exámenes finales

Presentaciones finales durante el tiempo asignado por la universidad y según un horario conveniente
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Stephen Oberhelman, Department of European and Classical Languages and Cultures
    Richard Golsan, Head, Department of European and Classical Languages and Cultures
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: October 19, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CLAS 321

We recommend that CLAS 321 Advanced Latin Prose be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:10

The writing for CLAS 321 includes two papers: one an interpretative essay in response to a prompt and the other a long-form review of an assigned book. Formative feedback on both papers takes the form of a detailed critique of the paper attached to the end of the first draft and returned to the student and, when needed, a meeting between the student and the instructor. Instruction consists of discussion on assigned readings and lecture and guidance for each assignment on the day it is made. Models of the book reviews are provided as well.

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

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

   CLAS 321-900 (W) Advanced Latin Prose

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: Steven M. Oberhelman  October 4, 2010

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

Approvals:

College Dean: Michael T. Stephenson

Department Head:

Received  OCT 12 2010
By
Scope of the course and goals: The course will focus on one of the enduring monuments of Latin literature and Late Antique thought, the Confessions of Saint Augustine (354-430 AD). We will read significant excerpts of the Confessions in Latin, paying particular attention to the differences between Augustine’s style and the style of canonical classical Latin authors like Cicero and Livy, and we will read the entirety of the Confessions in English as a means to gain a window into the life and thought of one of the most important figures in Western thought and culture. Finally, we will read James J. O’Donnell’s Augustine: A New Biography.

Prerequisite: CLAS 222 or equivalent.

Note: This course will be taught as a “W” (Writing-intensive) course. You must achieve a passing grade on the writing part (2 assignments = 35%, see below) of the course in order to pass the course.

Required Texts


2. An English translation of the Confessions. There are several good options. One particularly well-regarded recent translation is:


3. An authoritative Latin grammar, i.e. one of the following:

   Gildersleeve’s Latin Grammar (Bolchazy-Carducci, 1997)


Grading: Your grade will be calculated according to the following scale:

| Class Participation and Preparation: | 15% |
| 2 Writing Assignments (15%+20%) | 35% |
| One hour mid-term exam: | 20% |
| Final exam: | 30% |

Grading Scale: A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = below 60
Participation and Preparation: It is imperative that you come to class each day having prepared the reading assignment carefully and ready to translate without the use of a written translation. Unfamiliar vocabulary should be looked up and committed to memory and the principal parts of unfamiliar verbs, as well as the nominative and genitive of unfamiliar nouns, should be noted. Be sure to pay careful attention to morphology (i.e. the forms of words: why is that noun genitive? Why is that verb subjunctive?) and syntax (the structure of the sentence). Be prepared to answer questions about grammar and come with specific questions of your own if you had difficulty translating certain passages. If you are unable for any reason to prepare the reading and/or exercises, please let me know in advance and come to class anyway! If this is a one-time occurrence it will not adversely affect your grade. **Note:** to receive an A in this category, the student must consistently demonstrate a thorough familiarity with the prepared reading; all vocabulary must be looked up, all notes thoroughly read, morphological forms noted; and I must see evidence of close analysis to the grammar and syntax of the material. I do not expect flawless translations in class, but rather evidence of careful preparation and attention to detail.

Absences: You will be permitted two (2) unexcused absences. For each additional unexcused absence, 2 points will be deducted from your final grade. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. In accordance with University Student Rule 7.1.6.1, 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. In the case of an absence you are responsible for completing any missed work and obtaining notes from your fellow students. In the case of an excused absence you are encouraged to come to office hours if you have questions about assigned work. Quizzes missed because of an excused absence must be made up in a timely fashion.

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).

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

Writing Assignments: 35% of your final grade in this course will be based on two written assignments. The first will be a 4-5 page commentary and analysis of a passage from the *Confessions* that we have read. The second will be an analysis and review of James J. O’Donnell’s *Augustine: A New Biography* based upon your close reading of the *Confessions*. You will receive feedback on your first draft for each assignment before you re-submit them for a grade. Please avail yourself of the suggestions for research, documentation, planning, drafting, revising, and editing found on the following websites:

Texas A&M Writing Center: [http://writingcenter.tamu.edu/resources](http://writingcenter.tamu.edu/resources)
American Philological Association: [http://www.apaclassics.org/Publications/publish.html](http://www.apaclassics.org/Publications/publish.html)

Useful Resources
1. Websites

- James J. O’Donnell’s Augustine site: http://www9.georgetown.edu/faculty/jod/augustine/
- O’Donnell’s site on the Confessions (contains a detailed commentary): http://www.stoa.org/hippo/
- Lewis & Short on-line: http://www.perseus.tufts.edu/cgi-bin/enggreek?lang=la

2. Biographies of Augustine [all three are available on reserve for this course at Evans Library]

- Peter Brown, Augustine of Hippo: A Biography
- James J. O’Donnell, Augustine: A New Biography
- Gary Wills, Saint Augustine: A Life

Schedule

Week 1. Aug. 31-Sept. 4: Course introduction: Confessions I

Week 2. Sept. 7-11: Confessions I

Book 1 should also be completed in English by Friday

Week 4. Sept. 21-25
Confessions II
First writing assignment handed out
Book 2 should be completed in English by Friday.

Week 5. Sept. 28-Oct. 2
Confessions III

Week 6. Oct. 5-9
Confessions III
First writing assignment preliminary draft due: Oct. 9
Book 3 should be completed in English by Friday.

Week 7. Oct. 12-16
Confessions IV
Feedback on first writing assignment
Mid-term examination on Friday, Oct. 16

Week 8. Oct. 19-23
Confessions IV/V
First writing assignment final draft due: Oct. 19
(Book 4 should be completed in English)

Confessions V

Week 10. Nov. 2-6
Confessions V
Book 5 should be completed in English

Week 11. Nov. 9-13
Confessions V/VI
Books 6-7 should be completed in English
Second Writing Assignment Handed Out
Week 12. Nov. 16-20  
*Confessions* VIII

Week 13. Nov. 23-25  
*Confessions* VIII  
Second writing assignment preliminary draft due: Nov. 23

Week 14. Nov. 30-Dec. 4  
*Confessions* VIII/IX  
Feedback on second writing assignment

Dec. 7 – Last day of class: The final draft of your second written assignment is due
TO: Faculty Senate Executive Committee

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

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

DATE: October 19, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CSCE 181

We recommend that CSCE 181 Introduction to Computing be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 7000
4. Instructor to student ratio for one section: 1:27

CSCE 181 is a one-credit course offered to lower-division majors. It requires six short writing assignments and a longer report (5-7 pages single-spaced). Feedback is provided in two ways. For the short reports, students receive a rubric with comments; because the assignment is repeated over the course of the semester, students get the opportunity to apply feedback from early efforts to later efforts. They also have peer response workshops for feedback. Instruction includes readings in a required technical writing textbook, lectures, and in-class editing workshops.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   CSOE 181 Introduction to Computing

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: Valerie E. Taylor
Printed name and signature
(Date)

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

Approvals:

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

Department Head: Jo Valerie Taylor
Printed name and signature
(Date)
Announcements

- 12/7: REMINDER: Please submit your course review for CSCE 181 by MIDNIGHT on TUESDAY, 8 DECEMBER 2009. To review the course, go to [this site], click on Student Login, login with your NetID and password, select CSCE 181 for review.

- 12/2: Lecture 14 (12/1) slides are here. REMINDERS: The report for this lecture is due by 2:00pm on 8 December 2009. Also, your final project report is also due by 2:00pm on 8 December 2009.

- 12/1: OFFICE HOURS: Dr. Taylor will have the following office hours over this next week to allow more time for students to stop by to review the project reports or as part of the participation requirement: Wednesday (12/2): 9am - 10am; Thursday (12/3): 9am - 10am; Monday (12/7): 2:30pm - 3:30pm.

- 12/1: UPDATE: You have two more opportunities to satisfy the requirement of 6 short reports with a grade of 7 or higher. The short report from the lecture on 12/1 is due by 2:00pm on Tuesday, 8 December 2009. The short report from the lecture on 12/8 will be due by 2:00pm on Friday, 11 December 2009.

- 11/27: UPDATE: As of today, I have not received the presentation slides from the Lockheed Lecture and the HP Lecture. The short reports from these lectures are due on Tuesday, 1 December 2009. Hence, you will need to rely on your memory for these two reports. We will take this into consideration when grading the report.

- 11/23: REMINDERS: The draft project report is due by 2:00pm on Tuesday, 24 November 2009. The slides for the lectures that took place on 11/17 and 11/19 will be posted as soon as I receive the materials from the speakers. The short reports from these two lectures will be due by 2:00pm next Tuesday, 1 December 2009.

- 11/15: Lecture 11 (11/10) slides are here. REMINDERS: The report for this lecture is due by 2:00pm on 17 November 2009. Also, you must have turned in at least five short reports by 11/17. Further, the first draft of your project report is due by 2:00pm on 24 November 2009. Lastly, this week we will have lectures on Tuesday, 11/16, AND Thursday, 11/19.

- 11/6: Lecture 10 (11/3) slides are here. The first movie and the second movie from the presentation can be found with the given links. REMINDER: The report for this lecture is due by 2:00pm on 10 November 2009. Also, the detailed outline for your project is also due by 2:00pm 10 November 2009.
- **11/2: Course Update:** As of today, I have not received any slides from the ExxonMobile representative. The report for this lecture will have to be based upon your memory.

- **10/26: TWO REMINDERS:** First, the detailed outline for your project is due 10 November 2009. [A sample outline can be found here](#). Second, be certain to print your name, in addition to the signature, on the attendance sheets.

- **10/26: Update:** I will not be in class on 10/27 due to a meeting at the National Science Foundation. Dr. Keyser will be the instructor; the presentation will be given by ExxonMobil.

- **10/24: **[Lecture 8 (10/20) slides are here](#). REMINDER: The report for this lecture is due by 2:00pm on 27 October 2009.

- **10/15:** [The list of books located in the CSE library in 301 HRBB is located here](#). REMINDER: The project topic and list of references are due by 2:00pm on 20 October 2009. The list of references must include at least 3 books, conference papers or journal papers. In addition to using the CSE library, [Google Scholar](#) is also a good source for conference papers. Be aware that the papers on Google Scholar are very advanced, so find papers that are appropriate for you.

- **10/15:** [Lecture 7 (10/13) slides are here](#). REMINDER: The report for this lecture is due by 2:00pm on 20 October 2009.

- **10/7:** [Lecture 6 (10/6) slides are here](#). REMINDER: The report for this lecture is due by 2:00pm on 13 October 2009.

- **10/4:** Answers to Lecture 5 Questions. This [link](#) is a good source for the timeline of operating systems. REMINDER: Check your grades on the elearning systems for accuracy. For lectures, a 1 indicates attendance and a 2 indicates that you asked a question. Send Ben Fine an email if find any discrepancies with respect to your grades.

- **9/30:** [Lecture 5 (9/29) slides are here](#). REMINDER: The revised short report 2 (if your grade was 6 or below) is due 2:00pm, 6 October 2009.

- **9/28:** **Change in office hours for Ben Fine:** The Monday office hours have changed to be 9-10am and 11-12noon. This change is reflected below.

- **9/27:** **TEXT BOOK:** The MSC has 5 books on the shelves. Loupouts at Northgate has 2 books. Loupouts at Wolf Pen Plaza has 5 books. Traditions on George Bush Avenue has 1 used book. Traditions on College Avenue has 5 books.

- **9/26:** [Lecture 4 (9/22) slides are here](#). REMINDER: The revised short report 1 (if your grade was 6 or below) is due 2:00pm, 29 September 2009.

- **9/15:** [Lecture 3 (9/15) slides are here](#). REMINDER: The second short report is due 2:00pm, 22 September 2009. The details about the second short report are given below. **Remember to include a cover page as noted below.**

- **9/8:** [Lecture 2 (9/8) slides are here](#). **REMINDErs:** The first short report is due 2:00pm, 15 September 2009. The details about the first short report are given below. **Also, you must arrive**
in class by 2:35pm for your class attendance to count.

- **9/1:** [Lecture 1 (9/1) slides are here](#). REMINDER: The first short report is due **15 September 2009**. The details about the first short report are given below.

- **9/1:** Welcome to **CSCE 181 Introduction to Computing**. This course is an approved writing course, for which the primary writing topic is the broad area of computing.

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**Syllabus**

**Instructor:** [Prof. Valerie Taylor](#)
Office: 305B H.R. Bright Bldg  
Office Hours: **Wednesdays** 9:30am - 10:30am; other times by appointment  
Email: taylor (at) cse.tamu.edu  
Office Phone: 845-5820

**Teaching Assistant:** Ben Fine  
Office: 229 Reed McDonald  
Office Hours: **Mondays** 9am-10am and 11am-12noon, **Fridays** 10am - 12noon, **Thursdays** 2:00pm-4:00pm; other times by appointment  
Email: fineb (at) tamu.edu

**Class Meeting Time:** Tuesdays (and Thursday, 11/19) 2:20 - 3:35 PM, room 124 H.R. Bright Building. There will be 15 class meetings total, typically one each week. Please check course web page for exact schedule, which is subject to change.

**Course Web Page:** [http://courses.cse.tamu.edu/taylor/csce181](http://courses.cse.tamu.edu/taylor/csce181). You are responsible for checking it regularly.

**Required Text:** *Writing for Computer Science*, 2nd Edition, by Justin Zobel, Springer, 2004. Readings will be assigned from the book. You are expected to read these sections, and use the information to aid your writing. The book should also be an excellent reference for the future.

**Recommended Texts:**

**Course Goals:** The major goals of this course are [1] to introduce freshman level students to the broad field of computing and [2] to introduce students to technical writing. The first goal is achieved through presentations by the industry and academia about fundamental computer science concepts are used in research and end products. The second goal is achieved through writing assignments consisting of one to two page write-ups about at least six of the class presentations and a five to seven page final report about a computer science concept of your choice.
**Grading:** Grading is on a pass/fail basis. To receive a satisfactory grade, you must complete all of the following satisfactorily. More detail about the written reports is available below.

- **Short Reports:** Complete six short written reports with a grade of 7 or higher (out of 10)
- **Final Report:** Complete this report with a grade of 70 or higher (out of 100)
- **Class Participation:** You are expected to ask questions of the speakers. State your name before asking the question so that the teaching assistant can record the information during class. **You must ask at least two questions, in two different classes. You must also visit either Dr. Taylor or Ben Fine at least once during the semester (the point is to encourage you to take advantage of their office hours).**
- **Attendance:** Attendance will be taken, and is mandatory for the class. At most two unexcused absences will be allowed. **Students with more than two unexcused absences will fail the course.** An absence is considered excused with proper university-approved documentation. More information is available at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm).

**Academic Integrity:** The Aggie Honor Code states "An Aggie does not lie, cheat or steal or tolerate those who do". More information on academic integrity, plagiarism, etc. is available at the Aggie Honor System Office web site [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor), including:

- **Definitions of academic misconduct**, which includes plagiarism
- **List of sanctions that can be applied** if academic misconduct is found.

It is important for you to review this material.

For the assignments in this class, discussion of concepts with others is encouraged, but **all assignments must be done on your own**, unless otherwise instructed. If you use any source other than the text, reference it/him/her, whether it be a person, a book, a solution set, a web page or whatever. You MUST write up the solutions **in your own words**. Copying is strictly forbidden.

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

[Back to beginning](#)

**Schedule**

Under assignments, Chapters refer to Zobel book.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Tuesday, 9/1</td>
<td>Introduction to the department, curriculum, and writing center; pre-test</td>
<td>Read Chapters 1 and 13</td>
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http://courses.cse.tamu.edu/taylor/csce181/  9/30/2010
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Tuesday, 9/8</td>
<td>Technical Writing Workshop: style, presentation, and editing</td>
<td>Read Chapters 2, 3, 4, 8 and 9</td>
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<tr>
<td>Tuesday, 9/15</td>
<td>Industry Talk: IAP Distinguished Lecturer, Jim Crompton (Chevron)</td>
<td>Short report 1 is due.</td>
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<tr>
<td>Tuesday, 9/22</td>
<td>Technical Writing Workshop</td>
<td>Short report 2 is due.</td>
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<tr>
<td>Tuesday, 9/29</td>
<td>Brief History of Computing</td>
<td>Revised short report 1 is due (if required).</td>
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<tr>
<td>Tuesday, 10/6</td>
<td>INDUSTRY: Allen Hurst, Improving Interprises</td>
<td>Revised short report 2 is due (if required); start turning in optional reports.</td>
</tr>
<tr>
<td>Tuesday, 10/13</td>
<td>INDUSTRY: Emmitt Wells, CompuCom</td>
<td></td>
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<tr>
<td>Tuesday, 10/20</td>
<td>FACULTY: Dr. Scott Schaefer, Graphics</td>
<td>Required to have turned in at least 3 short reports, including first two reports. Final project proposal (topic and references) is due.</td>
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<tr>
<td>Tuesday, 10/27</td>
<td>INDUSTRY: ExxonMobil</td>
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<tr>
<td>Tuesday, 11/3</td>
<td>INDUSTRY: Schlumberger</td>
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<tr>
<td>Tuesday, 11/10</td>
<td>FACULTY: Dr. Jaakko Jarvi, Software</td>
<td>Final project outline is due.</td>
</tr>
<tr>
<td>Tuesday, 11/17</td>
<td>INDUSTRY: Lockheed Martin</td>
<td>Required to have turned in at least 5 short reports, including first two reports.</td>
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<tr>
<td>Thursday, 11/19</td>
<td>INDUSTRY: Noah Smith, HP</td>
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<tr>
<td>Tuesday, 11/24</td>
<td>NO CLASS</td>
<td>Final project draft is due.</td>
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<tr>
<td>Tuesday, 12/1</td>
<td>Undergraduate Research Panel</td>
<td>Final project draft returned.</td>
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Written Reports

All reports are to be typed, *single-spaced*, using a 12-point font, on pages with 1-inch margins. Each report should include a cover sheet that lists your name, the report number (e.g., "Short Report 1"), and information identifying the topic of the report. The short reports should be one to two pages long (not including the cover sheet), and the final report should be five to seven pages long (not including the cover sheet). **ALL SHORT REPORTS ARE DUE BY 2:00pm ON TUESDAYS, THE LECTURE DAYS. ALL REPORTS MUST BE TURNED VIA elearning.tamu.edu. NO LATE REPORTS WILL BE ACCEPTED.**

**Short Report 1:** You are to choose six faculty members from our department, and write one long paragraph (6 to 8 sentences, taking about 1/4 to 1/3 of a page) about the research of each. You should choose two assistant professors, two associate professors, and two full professors. Each paragraph should give a brief summary of the research conducted by that faculty member. Do not just list buzzwords (e.g., "Prof. Smith studies underwater basket-weaving." is not sufficient), but try to learn a little more about the issues being studied.

**Short Report 2:** Brief review of the IAP Distinguished Lecture scheduled for 15 September 2009

**Short Reports 2 - 6:** For each of these reports, you are to give a brief review of a prior lecture from class that has occurred before the due date of the report. Each report should contain the following sections:

- **Topic:** In your own words, describe the topic discussed in class (1 paragraph)
- **Summary:** In your own words, provide the major points of what was covered in the class (at least 2 paragraphs)
- **Personal View:** summarize your personal view of the lecture (1 to 2 paragraphs)

Due dates are listed in the schedule and summarized here:
1. **Short Report 1:** due Tue, 9/15
2. **Short Report 2:** due Tue, 9/22
3. **Revised Short Report 1** (if required): due Tue, 9/29
4. **Revised Short Report 2** (if required): due Tue, 10/6

**Grading for Short Reports:** The following grading rubric will be used for all short reports. Note that a 7 is considered passing.

<table>
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<tr>
<th>Aspect</th>
<th>High (Exceeds Expectations)</th>
<th>Medium (Meets Expectations)</th>
<th>Low (Below Expectations)</th>
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</table>
Spelling:
- **High**: No spelling errors
- **Medium**: One or two spelling errors, but not the type to make meaning obscure, and not of basic or common words
- **Low**: Major misspelling of important or common words, or a number of minor errors that interfere with reading or comprehension.

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

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

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

If you do not get at least a 7 on a report, you will have other opportunities to write a short report about other presentations. **Use your time wisely when selecting the presentations for which you will write short reports.**

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**Final Report**: Your final report should be about a computer science topic of your choice. You should pick a particular subarea of computer science; your topic may be either somewhat general (e.g., "graphics") or much more specific (e.g., "real-time ray tracing methods"). Your report should give an overview of that area, including:
- A summary of the types of challenges and problems that this area addresses
- the current state-of-the-art
Major open challenges in this area

The report will be worked on throughout the semester, and feedback will be given throughout. The following schedule will be used:

- **Tuesday, 10/20**: Final Report proposal due: Turn in a one-page typed document giving (in addition to your name) the topic you have chosen, along with an initial list of at least three references you plan to use. Be sure to use appropriate bibliographic citation.

- **Tuesday, 11/10**: Final Report outline: Turn in a 1-2 page outline of your report, along with the full set of references you will be using.

- **Tuesday, 11/24**: Final Report draft: You are to turn in an initial draft of your paper. Feedback will be given. If this draft is satisfactory, then you do not need to do a revision.

- **Tuesday, 12/8**: Final Report due. This final draft should be revised to reflect the feedback you got on your earlier draft.

**Grading for Final Report:** The following grading rubric will be used for the final report.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>High (Exceeds Expectations)</th>
<th>Medium (Meets Expectations)</th>
<th>Low (Below Expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>20</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>25</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Style</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Completeness</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Content</td>
<td>30</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>65</td>
<td>0</td>
</tr>
</tbody>
</table>

The meaning of levels for Spelling, Grammar/Punctuation, and Style will be as in the short assignments. However, a finer gradation may be used for the final report. Note that 70% is considered passing.

- **Completeness:**
  - **High**: The report addresses all aspects (e.g., state of the art, challenges) of the topic at a reasonably complete level.
  - **Medium**: One aspect of the topic is missing or is only mentioned with no exposition.
  - **Low**: More than one aspect are not addressed or are addressed only superficially.

- **Content:**
  - **High**: The material presented shows a clear understanding of the topic and the major challenges within it. It effectively synthesizes material gained from multiple sources.
  - **Medium**: The subarea chosen is reviewed, but there is not much depth to the presentation. The topic is reviewed at a level similar to that which might be found in an overview chapter of a textbook. It does not give more information than would typically be found in a single reference source on the topic.
  - **Low**: Only a superficial overview of the subarea of choice is given. The depth does not go beyond that which might be found in the introductory page of a text in that area.

**Final Report Late Penalty:** For each of the deadlines that is not met (topic, outline, draft, final version), 10 percent will be deducted from your final report grade.
Source

Most of this material came from previous teachings of the course by Prof. John Keyser, Prof. Jennifer Welch, and me.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Susan Ward, Department of Health and Kinesiology
Richard Kreider, Head, Department of Health and Kinesiology
James B. Kracht, AOC Dean, College of Education and Human Development
DATE: October 19, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HLTH 482

We recommend that HLTH 482 Grant Writing in Health 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: 100%
2. Course content appropriate to the major
3. Total number of words: 3100
4. Instructor to student ratio for one section: 1:18

HLTH 482 requires that students complete a full grant proposal (in a mock situation) and an annotated bibliography. The course has undergone some significant changes. In the previous course, the sections of the grant application were completed in stages. In the current version, the entire draft is due in week 6, but students still receive feedback on all sections throughout the semester (Narrative, Goals and Objectives, Methods, Project, Personnel, Budget/Timeline, and Appendices). Besides getting feedback on these sections, students also get feedback on the final draft in week 14. At least one, and sometimes two, graduate assistants help with the grading. Instruction includes lecture, discussion, in-class writing practice, and the provision of models.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HUM 482 - Grant Writing in Health

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: Susan Ward
Printed name and signature 3/4/10
(Date)

Received: Susan Ward
(W Course Coordinator, University Writing Center) 3/25/10
(Date)

Valerie Balester

Approvals:

College Dean: James B. Kracht
Printed name and signature 3/31/10
(Date)

Department Head: Richard Kreider
Printed name and signature

RECEIVED
APR 05 2010
By
HLTH 482
FUNDING OPPORTUNITY ANNOUNCEMENT (FOA)
In Other Words – Project Specifications

You are invited to respond to the HLTH 482 health program funding opportunity. Successful applicants will receive a passing grade in HLTH 482. You are requested to prepare your application in the form of a proposal that will be submitted in five sections. The deadlines for the submission of each of the six sections are listed on the Tentative Course Schedule. The content required in each section is listed in the Proposal Outline and the scoring for each section is detailed on the Proposal Scoring Rubrics. All sections of the proposal must be written using the Publication Manual of the American Psychological Association (6th edition). All text will be double spaced and each section must contain at least the number of words noted.

Proposal Outline

I. Cover Page and Narrative (500 words – worth 20 points)
   A. Cover Page (1 page- included in Narrative points)
      1. Content
         a. Name of applicant
         b. Applicant organization
         c. Contact information for applicant
         d. Amount requested
      2. Signatures
         a. Applicant
         b. Executive officer
   B. Problem Statement
      1. Details the problem throughout the country or world, if appropriate
         a. statistics from government sources with citations
         b. results of related research published in professional journals with citations
      2. Describes the problem locally
         a. statistics from government sources with citations
         b. results of related research published in professional journals with citations
         c. characteristics of local community that influence the problem
   C. Applicant Agency
      1. Establishes who is applying for the funds
      2. Describes agency’s main purpose
      3. Provides evidence of agency accomplishments and expertise with problem
   D. References
      1. APA format
      2. Separate page (not included in page count)
II. Program Impact and Outcomes (300 words – worth 10 points)
   A. Introduction
      1. Program description in brief
      2. 1-2 paragraphs
   B. Goals
      1. Outcome
         a. at least one
         b. long-term
      2. Impact
         a. at least two
         b. short-term
   B. Objectives
      1. Outcome
         a. at least two per goal
         b. fulfill long-term or outcome goals
      2. Impact
         a. at least two per goal
         b. fulfill short-term or impact goals

III. Methods (500 words- worth 20 points)
   A. Target Population (1/2 page must use citations)
      1. Describes target population as a whole
         a. demographic characteristics with citations
         b. number in target population with citations
      2. Expected Participants
         a. number expected to participate in program
         b. recruitment procedures
      3. References
         a. APA format
         b. separate page (not included in page limitation)
   B. Action Plan (in table format – as long as necessary)
      1. Column Titles
         a. components/process objectives
         b. description of components
         c. person assigned to task
         d. expected results
      2. Rows
         a. one for each component
         b. don’t forget preparation and follow-up components

IV. Project Personnel (500 words-10 points)
   A. Staff Profiles
      1. Starts with an introduction to the section
      2. Continues with a new paragraph for each individual or category of individuals
      3. In bold
         a. job title
         b. in parentheses (.____FTE; _______ funded)
      4. In text
a. name of person if known
b. credentials of individual or expected credentials
d. past experience related to program
d. role of person in program
e. make reference to resume in Appendices

B. Management Plan (in figure format)
   1. Flow Chart
      a. must have two levels
      b. must include all personnel in staff profiles
   2. In Boxes
      a. job title
      b. _____ FTE
      c. to whom the individual reports
      d. how position is funded

V. Timeline, Budget, and Appendices (200 words; 6 pages-worth 20 points)
A. Timeline (in chart format)
   1. Introduction to section
   2. Specific timing for each component
   3. Use Gantt Chart
B. Budget (in table format)
   1. Zero-based
   2. Format provided
C. Budget Justification
D. Appendices
   1. Starts with a title page entitled ‘Appendices’
   1. Resumes
      a. provide title page entitled ‘Resumes’
      b. include only your current resume
   2. Letters of Support
      a. provide title page entitled ‘Letters of Support’
      b. do not include actual letters

VI. Final Submission (worth 10 points)
1. Includes the entire revised grant proposal and past graded sections
2. Sections must be revised using suggestions made by instructor
3. All references will be pulled from sections and merged into one page, placed directly behind the Budget and before the Appendices.
GRANT WRITING
HLTH 482(Writing Sections 901, 903, 905)
Fall 2010

GENERAL INFORMATION

Instructor:  Dr. Susan E. Ward
Health Education

Office:   Read 158-FFC

Phone Numbers:  Office 979 862-1248; Departmental 979 845-3109

Office Hours: Wednesday 10:30 a.m. -12:00 p.m. and 1:30 - 3:00 p.m.

Other times by appointment.

E-mail:  sward@hlkn.tamu.edu
For a timely reply, please place “HLTH 482” in the Subject heading of all emails.

Department Web:  http://hlknweb.tamu.edu

TEXTBOOK


COURSE DESCRIPTION

A writing intensive course focused on grant writing in the field of health education and health promotion; grant application written by student on a health-related topic using a recursive writing process. May be taken two times for credit. (Source: http://www.tamu.edu/admissions/catalog/08-09_UGCatalog;course descriptions/hlth.htm)

PREREQUISITES

Admission to professional phase of program.
COURSE OBJECTIVES

By the end of this course, the student will be able to:
1. Define terminology common to grant writing.
2. Identify sources of grant funding.
3. Differentiate mission, goal and objective statements.
4. Create measurable objectives.
5. Develop other sections of a grant proposal including the Background and Introduction, Narrative, Action Plan, Staffing, Budget, Timeline, References and Resume.

A variety of teaching/learning strategies will be employed to meet the course objectives. Experiential activities, lectures, discussions, readings, & in-class practices will be utilized during the semester. Plan to be engaged in class activities & discussions and remember that respectful expression of your point of view and thoughtful acknowledgement of the perspectives of others are key to learning.

EVALUATION AND GRADING

The grade for this course will be based upon the cumulative point total of the following:

1. Annotated Bibliography 10 points
2. Grant Submission (6 sections) 90 points

Total Points: 100 points

Grading Scale:
- 90 - 100 points = A
- 80 - 89 points = B
- 70 - 79 points = C
- 60 - 69 points = D
- Less than 60 points = F

Assignments: All assignments are due at the beginning of the class period on the date assigned. Late assignments can only be made up by providing the instructor with a written, documented, University Excused absence and turned in no later than one week following the original due date.

Attachment A contains the tentative course schedule that details the course outline and assignment due dates.

Participation/Attendance Policy: Attendance and class participation are the first requirements for successful completion of this course and the means to receive optimal benefit for your time and money. Attendance will be taken at each class. For each unexcused absence, after one unexcused absence from
lecture/class discussion days, five (5) points will be deducted from your final point total. This can adversely affect your grade. It is important to be in class and BE ON TIME!

To avoid misunderstandings on both our parts, please refer to the Texas A&M University Rules, Part 1, Academic Rules, #7 Attendance:

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

1) Participation in an activity appearing on the University authorized list.
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedure that require a student's presence.
5) Religious holy day.

Civil Rights Protection: Please refer to Texas A&M University Student Rules.

NOTE: "The AMERICAN 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 Office of Support Service for Students with Disabilities in Room 126 of the Koldus Building Phone # 845-1637. Helpful information is located at http://disability.tamu.edu"

Copyright & Plagiarism: Please note that all materials used in this course are copyrighted. This includes, but is not limited to, handouts (i.e., syllabi, quizzes, exams, in-class materials, review sheets, & forms). Therefore, no student has the right to copy the handouts, unless permission is expressly granted. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc. which belong to another. In accordance with this definition you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If there are any questions regarding plagiarism, please consult the latest issue of the Texas A & M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Aggie Code Of Honor: “Aggies do not lie, cheat or steal, nor do they tolerate those who do.” “The Aggie Code of Honor is an effort to unify the aims of all Texas A & M men and women toward a high code of
ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.” All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.

**Note:** ALL cell phones MUST be turned off and placed in backpack or purse. Thank you for your cooperation!

### HLTH 482 B Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Syllabus Review, Interest Lists, Project Review</td>
<td>APA Manual, Purchase/Sticky Notes</td>
</tr>
<tr>
<td>2</td>
<td>Grant Sources; Literature Review</td>
<td>Funding Sources Review, Literature Review - PowerPoint (PP), Small Group Discussion</td>
<td>Decision regarding health problem, target population and program location.</td>
</tr>
<tr>
<td>3</td>
<td>Narrative</td>
<td>Writing the Narrative (PP), Agency Types Discussion, Cognitive Mapping</td>
<td>Annotated Bibliography (6 sources); Bring sticky note pad.</td>
</tr>
<tr>
<td>4</td>
<td>Narrative</td>
<td>Partner critique</td>
<td>Draft of portion of the narrative</td>
</tr>
<tr>
<td>5</td>
<td>Goals and Objectives</td>
<td>Writing Goals and Objectives (PP), Worksheet</td>
<td><strong>NARRATIVE – PART I</strong></td>
</tr>
<tr>
<td>6</td>
<td>Methods</td>
<td>Questions and Answers regarding Goals and Objectives, Creating the Action Plan (PP)</td>
<td>Draft of goals and objectives</td>
</tr>
<tr>
<td>7</td>
<td>Methods</td>
<td>Prepare a List of Tasks that must be Completed to Implement the Program.</td>
<td><strong>GOALS AND OBJECTIVES – PART II</strong></td>
</tr>
<tr>
<td>Page</td>
<td>Section</td>
<td>Details</td>
<td>Comments</td>
</tr>
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</tr>
<tr>
<td>8</td>
<td>Evaluation</td>
<td>Evaluating Health Education Programs (PP)</td>
<td>METHODS – PART III</td>
</tr>
<tr>
<td>9</td>
<td>Personnel and Management Plan</td>
<td>Project Personnel (PP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare a List of the People who will be Needed to Implement the Program and Describe the Roles of Each. Create Management Plan</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Budget and Timeline</td>
<td>Budgeting (PP) and Worksheet Gantt Chart Worksheet</td>
<td>PROJECT PERSONNEL-PART IV</td>
</tr>
<tr>
<td>11</td>
<td>Budget and Timeline</td>
<td>Partner Critique</td>
<td>Draft of budget.</td>
</tr>
<tr>
<td>12</td>
<td>Grant Reviewing</td>
<td>Detail Grant Review Process Prepare Verbal Presentation of Grant</td>
<td>BUDGET/TIMELINE AND APPENDICES – PART V</td>
</tr>
<tr>
<td>13</td>
<td>Grant Reviewing</td>
<td>Review Committees Meet and Hear Verbal Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Grant Reviewing</td>
<td>Finalists Presentations</td>
<td>FINAL SUBMISSION WITH CORRECTIONS PART VI</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>Grant Reviewing</td>
<td>Final Submission Returned</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Michael LeBuffe, Dept. of Philosophy
    Daniel Conway, Head, Dept. of Philosophy
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: October 19, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PHIL 480

We recommend that PHIL 480 Medical Ethics be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:23

PHIL 480 requires the writing of two papers ranging from 1000 to 1500 words each. Students are required to turn in a draft of each paper nine days before the assignment is due. Extensive comments are provided on the drafts, which are returned seven days before the assignment is due. Students learn how to argue in class discussions. They reconstruct the argument in the readings and then raise objections to it, under the guidance of the instructor’s questioning. They work on how the author might respond to the objections as well. This mirrors the format used in their own papers (reconstruct an argument, raise and objections, and respond to the objection).

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

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

   Phil 440-980: Medical Ethics

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

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

   Instructor / Coordinator: Colleen Murphy 
   Printed name and signature
   (Date) 9/15/10

   Received: 
   Valerie Balester
   (W Course Coordinator, University Writing Center)
   (Date) 9/27/10

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

   College Dean:
   (Date)

   Department Head: Daniel Connolly
   Printed name and signature
   (Date) 03/16/10

   Received
   SEP 27 2010
   By
Philosophy 480.900: MEDICAL ETHICS
TR 11:10am-12:25pm
CHEN 111

Instructor: Dr. Colleen Murphy
Office: 302E Bolton Hall
Office phone: 979-862-4856
Mailbox: 314 Bolton Hall
Email: cmmurphy@philosophy.tamu.edu
Webpage: http://philosophy.tamu.edu/~cmmurphy/
Office Hours: Tuesdays 3:30-5:30pm and by appointment

Course Description:
This course aims to introduce students to some of the ethical issues that arise in medicine. Among the questions we will address in this course are: How should we think about the inequalities in the opportunity for health care and the quality of health care available? Is health care a right or a privilege? If a right, to what kind of care are individuals entitled? How should the allocation of medical resources be decided? How should health care priorities be set? What moral constraints should apply to medical research, in particular research that relies upon human-subjects? When, if ever, is physician-assisted death permissible? When, if ever, is abortion permissible?

Course Prerequisites and Graduation Requirements:
There are no prerequisites for this course. This course fulfills a writing requirement for graduation.

Required Text:

Course Requirements and Expectations:
Attendance and Participation 15%
First Paper* 25%
Second Paper* 25%
Peer Review of First and Second Papers** 5%
Final Exam 30%

* Note about First and Second Papers:
Drafts of the Paper #1 and the Final Paper must be turned in 9 days prior to the due date for the paper. Comments on your draft will be provided within 7 days of the due date, so that you have 7 days to incorporate the comments into the final version of your paper. *To pass this course a student must receive a passing grade on the first and second papers.*

**Note about Peer Review:
Each student will be asked to review in-class the paper draft of the first and second paper assignments of a fellow student.

Grading Scale:
In this course, course has a grading scale of 90% = A, 80% = B, 70% = C, 60% = D, 59% and below = F.
Course Readings and Schedule:

Allocation, Social Justice, and Health Policy

Week 1
Tuesday, August 26
  First day of class
  Introduction
Thursday, August 28
  “An Ethical Framework for Access to Health Care” (191-199)
  “Equal Opportunity and Health Care” Norman Daniels (200-202)

Week 2
Tuesday, September 2
  H. Tristram Engelhardt, Jr. (203-212)
Thursday, September 4
  “Why the United States is Not Number One in Health” Ichiro Kawachi (222-230)
  First Paper Assignment Handed Out
  Instructions on Writing Philosophy Papers

Week 3
Tuesday, September 9
  “Justice, Health, and Healthcare” Norman Daniels (231-234)
  “Opportunity is not the Key” Gopal Sreenivasan (235-236)
  Allocating Scarce Resources
Thursday, September 11
  “Justice and the High Cost of Health” Ronald Dworkin (244-251)

Week 4
Tuesday, September 16
  “Imposing Personal Responsibility for Health” Robert Steinbrook (251-254)
  “Responsibility in Health Care: A Liberal Egalitarian Approach” Alexander W. Cappelan and Ole Frithjof Norheim (255-261)
Thursday, September 18
  “Illegal Immigrants, Health Care, and Social Responsibility” James Dwyer (273-281)

Week 5
Tuesday, September 23
  Draft of First Paper Due
  In-class Peer Evaluation of First Paper
  The Definition of Death
Thursday, September 25
  “Defining Death” President’s Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research (339-347)

Week 6
Tuesday, September 30
  “The Whole-Brain Concept of Death Remains Optimum Public Policy” James L. Bernat (348-355)
  Revised and Final Version of First Paper Due
Thursday, October 2
  “An Alternative to Brain Death” Jeff McMahan (356-360)

Physician-Assisted Death
Week 7
Tuesday, October 7
  “Physician – Assisted Suicide: A Tragic View” John D. Arras (477-483)
Thursday, October 9
  “Assisted Suicide: The Philosophers’ Brief Introduction” Ronald Dworkin (484-487)
  “The Philosopher’s Brief” Ronald Dworkin et al. (488-495)
The Morality of Abortion

Week 8
Tuesday, October 14
“The Unspeakable Crime of Abortion” Pope John Paul II (545-546)
“Why Abortion is Immoral” Don Marquis (547-554)
Second Paper Assignment Handed Out

Thursday, October 16
“Why Most Abortions Are Not Wrong” Bonnie Steinbock (555-566)

Week 9
Tuesday, October 21
“A Defense of Abortion” Judith Jarvis Thompson (567-575)

Thursday, October 23
“The Presumptive Primacy of Procreative Liberty” John Robertson (599-609)

Week 10
Assisted Reproduction
Tuesday, October 28
“Instruction on Respect for Human Life in its Origin and on the Dignity of Procreation” Vatican (609-618)

Thursday, October 30
Draft of Second Paper Due
In-class Peer Evaluation of Second Paper

Week 11
Tuesday, November 4
“What are Families For? Getting to an Ethics of Reproductive Technology” (618-623)

Thursday, November 6
“Grade A: The Market for a Yale Woman’s Eggs” Jessica Cohen (623-626)
Revised Final version of Second Paper Due

Born in Scandal: The Origins of U.S. Research Ethics

Week 12
Tuesday, November 11
“The Nuremberg Code” (739-740)
“The Jewish Chronic Disease Hospital Case” Jay Katz (740-748)
“Racism and Research: The Case of the Tuskegee Syphilis Study” Allan M Brandt (753-763)

Ethical Issues in International Research

Thursday, November 13
“Unethical Trials of Interventions to Reduce Perinatal transmission of the Human Immunodeficiency Virus in Developing Countries” Peter Laurie et al. (783-787)
“AZT Trials and Tribulation” Robert A. Crouch et al. (788-792)

Week 13
Tuesday, November 18
“The Ambiguity and the Exigency: Clarifying ‘Standard of Care’ Arguments in International Research” Alex John London (793-802)

Thursday, November 20
“Research in Developing Countries: Taking ‘Benefit’ Seriously” Leonard H. Glatz et al. (803-807)

Emerging Technologies and Enhancement

Week 14
Tuesday, November 25
“Genetic Interventions and the Ethics of Enhancement of Human Beings” Julian Savulescu (879-899)

Thursday, November 27
No class
Week 15
Tuesday, December 2
“The Case Against Perfection: What’s Wrong with Designer Children, Bionic Athletes, and Genetic Engineering” Michael J. Sandel (890-899)
Last day of class

Final Essay Exam
Friday, December 5, 3-5pm

POLICIES

1. Please read Section 7 of the Texas A&M University Student Rules at http://studentrules.tamu.edu/rule7.htm for a list of excused absences. In this class we will follow rule 7.1.6.1 for illnesses greater than three days and 7.1.6.2.b for illnesses for no more than three days. Please contact me as soon as you know you will miss a class or an exam so that a reasonable alternative can be accommodated. Unexcused absences will result in a grade of zero for missed work or exams.

2. Grade complaints-
I will be more than happy to discuss your grade with you on a couple of conditions. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully read all the comments I have given you. Second, you must come with a written statement about why you think that there is a discrepancy between the quality of the work and the grade it received.

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

4. Academic Integrity Statement

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

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

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

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

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Robert Webb, Department of Physics
    Edward Fry, Head, Department of Physics
    Timothy Scott, AOC Dean, College of Science
DATE: October 19, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: PHYS 491

We recommend that PHYS 491 Research 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: 100%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:10

Students work one-on-one with a faculty mentor to write a journal-style research article. Students receive feedback on their written work at several points. Each section of the paper is reviewed separately, starting first with the overview and ending with the conclusion sections. Students are required to have a writing conference with their advisor a week after submitting each section for feedback. Writing instruction is offered through required participation in at least three research writing workshops being offered by the Office of Undergraduate Research in cooperation with the University Writing Center. Workshop topics include avoiding plagiarism; proper citing of sources; common stylistic, punctuation and grammatical errors; and components of a thesis.

No significant changes have been made in PHYS 491 except in the area of feedback; the peer review of the written assignments has been replaced by review by the student’s faculty mentor.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   PHYS 491 9xx  Undergraduate Research Writing in Physics

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: Robert C. Well  

Printed name and signature  

(Date)  

Received: Valerie Balester  

(W Course Coordinator, University Writing Center)  

(Date)

Approvals:

College Dean: Timothy P. Scott  

Printed name and signature  

(Date)  

Department Head: Albert L. Ford  

Printed name and signature  

(Date)  

RECEIVED OCT 05 2010
PHYS 491-9XX Undergraduate Research with Writing Credit (1 credit)

Course Coordinator: Robert C. Webb
Suggested Text: Style Guide of the American Physical Society

This course will be graded on a S/U basis. An “S” grade can only be earned by submitting a research paper of at least 2500 word in length and of acceptable quality as determined by the lecturer in the course. It is suggested that the format be similar to that used by one of our professional journals.

In order to register for the 900 section and earn W credit, the following requirements must be met:
1) You must be an undergraduate Physics major.
2) You must have a faculty advisor who agrees to read and respond to drafts of your written work.
3) You must attend 3 writing workshops offered by the Office of Undergraduate Research, the Honors Program, or the Writing Center. You must choose the most appropriate workshop/tutorial for your research area in each of the following topics:
   a. Plagiarism/proper citing of sources
   b. Common stylistic, punctuation, and grammatical errors
   c. Components of a thesis
4) You must submit the overview section of your research document to your research advisor by week 3 and another section by week 6 for feedback. You will revise these and incorporate them into your final research document. A draft of your completed document must be submitted to your advisor in Week 12. After each of these assignments have been submitted, you must have a writing conference with your research advisor.
5) For those students writing on original research, they must submit an abstract and present their results in Student Research Week.
6) You must submit the final version of your document by Week 14.

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<th>Week</th>
<th>Writing Assignment</th>
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<tr>
<td>1</td>
<td>Library Class</td>
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<td>2</td>
<td>Workshop 1 complete</td>
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<td>3</td>
<td>Introduction Due: Conference with Advisor</td>
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<td>5</td>
<td>Workshop 2 complete</td>
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<td>6</td>
<td>Experimental/Methods Due: Conference with Advisor</td>
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<td>7</td>
<td>Abstract for SRW Due</td>
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<td>8</td>
<td>Workshop 3 complete</td>
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<td>9</td>
<td>Student Research Week</td>
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<td>10</td>
<td>Peer Review of Document</td>
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<td>12</td>
<td>Draft to Research Advisor: Conference with Advisor</td>
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<td>14</td>
<td>Final Paper Due</td>
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**ADA statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room B118 of Cain Hall or call 845-1637.

**Academic integrity statement**
The Aggie Honor Code is “An Aggie does not lie, cheat, or steal or tolerate those who do.” For more information, refer to the Honor Council Rules and Procedures on the web at [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: David Caldwell, Department of Poultry Science  
    John Carey, Head, Department of Poultry Science  
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: October 19, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POSC 381

We recommend that POSC 381 Investigation of Professional Development in Poultry Science be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 2450
4. Instructor to student ratio for one section: 1:25

POSC 381 is a two-credit course in which the instructor works with a University Writing Center writing assistant (UWA). The UWA and the instructor both provide feedback on drafts, which are graded by the instructor. One peer review session is also conducted each semester. Students write seven reaction papers in which they respond to a guest speaker and complete a semester project that includes a paper on career explorations, a resume, and cover letter; these do not count for the W portion of the course. Instruction includes individual conferences (not required) and writing workshops or lectures.

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

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

**POSC 381 W – Section 900: Investigation of Professional Development in Poultry Science**

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

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

Instructor / Coordinator: David J. Caldwell  
Printed name and signature  
(Date)

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

Approvals:

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

Department Head: Dr. John B. Carey  
Printed name and signature  
(Date)

RECEIVED  
OCT 22 2010  
By
POSC 381 W – Section 900
Investigation of Professional Development in Poultry Science

Fall 2009

Course Description: Investigation of career opportunities poultry science.

Credit: 2 SCH

Objectives:
1. Gain an understanding of the different career options in poultry science including industry, graduate school, professional school and government.

2. Develop higher level writing skills in topics related to this course and discipline.

3. Develop an understanding of scientific research.

4. Become acquainted with former students working in industry as well as our faculty within the Poultry Science Department, the College of Veterinary Medicine and Biomedical Sciences, and USDA-ARS in College Station.

Grade: Reaction papers on guest presentations 70%
Semester project 30%

TOTAL 100%

Time and Location: Tuesdays & Thursdays
12:45-1:35 pm
127 Kleberg

Instructor: Dr. David J. Caldwell
Associate Professor
Department of Poultry Science
101 Kleberg Center
Email: caldwell@tamu.edu
Phone: 845-4288

Teaching Assistant: Katherine Bryant
Level 1 Writing Instructor
University Writing Center—TAMU
E-mail: katherine826@tamu.edu
Office: 103B Kleberg
Hours: to be determined
Class Policies

1. **Attendance** will be taken during each class period. It is the student’s responsibility to sign the roll sheet. University academic rules and regulations will not allow point deductions due to missed class meetings. However, if you do not attend enough meetings to write the required number of reaction papers and other assignments, you will be deducted points for missed assignments accordingly. See late policy on assignments below. Also, if you do not attend a class session, you will NOT be able to write a reaction paper on that speaker. It is not possible for you to form an opinion and write a reaction paper on a presentation that you do not see. If you attempt to turn in such papers, they will not be accepted for grading. Please see the Texas A&M Home Page (www.tamu.edu) Student Rules & Policies, Academics, and Excused Absences for list of University excused absence categories. Please see student rule seven.

2. **Plagiarism.** *The handouts used in this course are copyrighted.* By “handout” I mean all materials generated for this class, which include but are not limited to the syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism or cheating please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.

3. **Academic Misconduct.** For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. “**Aggies do not lie, cheat or steal; nor do they tolerate those who do.**” In addition, please read over the detailed description of Academic Misconduct as defined by Texas A&M University (http://www.tamu.edu/aggiehonor/). All members of the University community are bound by these and required to observe them; ignorance of the rules does not release you from complying with them. I strongly encourage you to read through the rules and definitions carefully.

4. The consumption of food and beverages is not allowed in classrooms in the Kleberg Center. The use of all tobacco products is prohibited in university facilities.

**The Americans with Disabilities Act (ADA)** is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 of Cain Hall or call (979) 845-1637 or visit website at: http://disability.tamu.edu.
**Tentative Course Schedule**

**Remember:** You must write and submit 7 reaction papers over the course of the semester. Reaction papers are due the week immediately following the guest speaker about whom they are written.

**Week 1**

9/1 **Speaker:** Dr. David Caldwell, POSC-TAMU: *Course introduction and overview, information pertaining graduate or professional school, overview of present state of poultry industry*

9/3 **Speaker:** Dr. David Caldwell: *Writing a reaction paper: content and form*

**Week 2**

9/8 **Speaker:** Ms. Jennifer Albert, Academic Advisor, POSC-TAMU: *Things you should be aware of related to undergraduate advising and undergraduate activities within the Poultry Science Department at TAMU*

9/10 **Speaker:** Dr. David Caldwell or UWA, Writing topic to be determined

**Week 3**

9/15 **Speaker:** Dr. Morgan Farnell, Texas AgriLife Extension, POSC-TAMU: *Poultry Extension Programming within the State of Texas*

9/17 **Speaker:** Dr. David Caldwell or UWA, Writing topic to be determined

**Week 4**

9/22 **Speaker:** Dr. J. Allen Byrd, USDA-ARS: *Careers with USDA*

9/24 **Speaker:** Dr. David Caldwell or UWA, Writing topic to be determined

**Week 5**

9/29 **Speaker:** Presentation by TAMU Poultry Science Student Interns: *The value of summer internships*

10/1 **Speaker:** Dr. David Caldwell or UWA, Writing topic to be determined

**Week 6**

10/6 **Speaker:** Cecil Jackson, Pilgrim’s Pride, Lufkin, Texas: *Possible careers with Pilgrim’s Pride*

10/8 **Speaker:** Mr. Ron Arispe, Human Resources Office, HEB, San Antonio, TX: *Possible careers with HEB*
Week 7

10/13 Speaker: Ms. Brook Dickison, Career Coordinator for COALS, the Career Center-TAMU, *Resume and cover letter preparation*

10/15 Speaker: Dr. David Caldwell or UWA, Writing topic to be determined

Week 8

10/20 Speaker: Live Production and Processing HR Officers, Sanderson Farms, Bryan, TX: *Possible careers with Sanderson Farms*

10/22 Speaker: Dr. David Caldwell or UWA, Writing topic to be determined

Week 9

10/27 Speaker: Shannon Kellner, Lohmann Animal Health International: *Careers in Poultry pharmaceutical and vaccine sales*

10/29 Speaker: Dr. David Caldwell or UWA, Writing topic to be determined

Week 10

11/3 Speaker: Ms. Bryana Clover and Dr. Blair Telg, Elanco Animal Health, *Careers in outside sales or technical service veterinary medicine*

11/5 Speaker: Dr. David Caldwell or UWA, Writing topic to be determined

Week 11

11/10 Speaker: Mr. Ruben Beltran, Biomin North America, *Careers in the feed additives industry*

11/12 Speaker: Dr. David Caldwell or UWA, Writing topic to be determined

Week 12

11/17 Speaker: Rosemary Walzem, POSC TAMU, *Careers in human nutrition or dietetics and current research in this field*

11/19 Speaker: to be announced

Week 13

11/24 Speaker: Walk—Happy Thanksgiving

11/26 No class—Happy Thanksgiving
Week 14

12/1 Speaker: Dr. David Caldwell—course wrap-up

12/3 Last day of class---SEMESTER PROJECTS DUE!

Final Examination: NO FINAL IS GIVEN IN THIS CLASS.

Assignments

Reaction Papers (7 total; 70% of the grade)

You are required to write seven (7) “reaction papers” over the course of the semester. Each reaction paper will be based on a guest speaker. The purpose of these short papers is to give you a guided forum in which to express your opinions, reactions and thoughts about the topics, speakers and career options presented to you. This requires you to put your thoughts into words to communicate them to another person, giving you the opportunity to improve your writing skills.

You are required to give a brief summary of the speaker’s presentation and message, following which you will elaborate on your reaction to the speaker and her/his message as it relates to and shapes your professional/career goals. Your response to the speaker could be positive or negative or mixed. What you need to focus on is what you learn from the speaker and how this is changing or perhaps reinforcing your perspective. Each reaction paper should be 350 to 500 words in length with 1-inch margins in 12-point Times New Roman or Calibri font. Reaction papers are due the week immediately following the speaker about whom they are written. More specific instructions (guidelines) will be given separately.

Be careful to plan in advance so that you can get all 7 reaction papers done; we will not necessarily have a speaker each week.

Semester Project (30% of the grade)

You are required to complete a semester project related to your prospective career plans and goals. The purpose of this assignment is for you to begin to prepare for your career by learning how to prepare an appropriate resume, a cover letter, and a two page career exploration paper. The final product of this project will be a collection of these three documents that collectively represent a minimum of 1500 words. Guidelines and instructions for this assignment will be given separately and discussed in depth in class. This project will be due on the last day of regular class in the semester.

Late Assignments

Assignments turned in later than the assigned due date will receive an automatic deduction of points equivalent to one letter grade (10% of total points per assignment) for each day that assignment is late.
The University Writing Center

I encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as tips for starting, planning, revising and copy editing your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.