Memorandum

TO: Faculty Senate Executive Committee

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

DATE: December 16, 2011

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

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

Courses submitted for W certification:

- ENGL 481         Senior Seminar: The Cultural Jane Austen
- INST 462         Language Acquisition and Development
- CLAS 491         Research
- ENGL 481         Senior Seminar: History of the Book

Courses submitted for W recertification:

- ANSC 414         Sheep and Goat Production
- ANSC 491         Undergraduate Research with Writing Credit
- COMM/WGST 407    Women, Minorities, and Mass Media
- COMM 410         Radio, Records and Popular Music
- COMM 415         New Media and Civil Society
- COMM/AFST 425    Rhetoric of Social Movements
- COMM 447         Communication, Group Processes and Collaboration
- GEOL 311         Principles of Geological Writing
- MATH 220         Foundations of Mathematics
- MATH 491         Research
- ocen 410         Ocean Engineering Laboratory
- PHIL 381         Ethical Theory
- POLS 323         Political Systems of Latin America
- RDNG 371         Multicultural and Interdisciplinary Literature of Middle Schools
- RLEM 430         Advanced Restoration Ecology
Nancy Warren

TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Cecelia Hawkins and Mary Ann O'Farrell, Department of English
    Nancy Warren, Head, Department of English
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 16, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 481

We recommend that ENGL 481, Senior Seminar: The Cultural Jane Austen, be certified as a writing-intensive (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: 65%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:18

In ENGL 481 students write responses to readings done during the course, and these are posted online for discussion; they also write a prospectus and bibliography in preparation for a longer research paper, a shorter criticism paper, and a 900-word essay on an "Austen manifestation." Students receive feedback on the prospectus and bibliography in preparation to write the final paper. Each student meets with the instructor to receive feedback on the first draft of the final paper. Instruction includes workshops on how to choose a topic and on finding sources as well as two class discussions, one on how to write a prospectus and develop a bibliography and the other on how to do a close reading and write about it.
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):

   Engl 481: Senior Seminar (Cultural Jane Austen)

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: Cecelia Hawkins
   Printed name and signature
   Date: 11-16-11

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   Date: 11/23/11

Approvals:

   College Dean: Michael T. Stephenson
   Printed name and signature
   Date: 11/17/11

   Department Head: Nancy B. Warren
   Printed name and signature
   Date: 11/17/11

Received by UWC on NOV 23 2011

Received by UWC on 11/17/11

Attachment QQ
Dr. Mary Ann O'Farrell  
Spring xxxx  
Office hours:  
Office: 217B Blocker  
Office phone: 845-8313  
E-mail: maof@tamu.edu  

English 481: The Cultural Jane Austen  
Class meeting time and place  

Course description:  

This course is designed to afford students the manifest pleasures of reading Jane Austen and to help them develop the critical skills with which they might begin to examine those pleasures as they take them. In our readings and discussions, we will also emphasize our investigation of the formation of Jane Austen as a cultural icon, which will mean considering Jane Austen websites, the Jane Austen objects for sale there and elsewhere, adaptations of the novels as films and television programs, and the use of Jane Austen (that is, of "Jane Austen") as a name in popular rhetoric. And we will think about what it means for contemporary American culture to want so often to invoke a nineteenth-century English writer.  

Readings will include Austen's novels and unfinished works, along with required readings that will introduce students to recurrent concerns in Austen criticism. We will also read a biography of Austen, some of her letters, and some of her youthful writings (juvenilia).  

This course has also been designated a Writing Intensive (W) course, which means we will do significant work on writing essential for an English major.  

Course objectives. The course is designed to help students to do the following:  

1. To develop and demonstrate an in-depth knowledge of the distinct qualities that characterize the work of a particular author, Jane Austen;  

2. To develop an understanding of Austen’s works as expressions of an individual sensibility and as reflections of the social and cultural conditions under which she wrote;  

3. To understand Austen’s contributions to the history of the novel as a genre and to recognize her contributions to our cultural understanding of various social structures and institutions;
4. To demonstrate an awareness of Austen’s place and meaning in contemporary popular culture;

5. To develop their skills as readers and interpreters of narrative fiction;

6. To develop their knowledge of the goals and strategies of critical/analytical reading and writing, and to be able to articulate personal and critical responses to literary works in speech and in writing.

Required texts:

_____  *Mansfield Park.*  Oxford.
_____  *Northanger Abbey.*  Oxford.
_____  *Persuasion.*  Oxford.
_____  *Pride and Prejudice.*  Oxford.
_____  *Selected Letters.*  Oxford.
_____  *Sense and Sensibility.*  Oxford.

Our course will also use the course management system Moodle.  Additional critical and other readings will be found there.  We will also each read a biography of Austen, and we will watch three adaptations of *Pride and Prejudice.*  A list of other readings will be distributed separately.

Schedule of readings

Editor's introductions may be useful, and I recommend that you read them.  Pay attention to helpful notes toward the back of required editions of the novels.

Week 1

W 1/20  Introductions and objects (JA toys, board games, jewelry, dolls, etc.)

Week 2

M 1/25  *Sense and Sensibility* Vol I., ch. I-XI
W 1/27    Sense and Sensibility  Vol. I; Vol. II., ch. I-VII
Online writing assignment
Week 3

M 2/1  Sense and Sensibility Vol. III  
Discussion of close reading and what it means to write a reading

W 2/3  Sense and Sensibility Vol. III  
Copeland, “Money”  
Discussion of paper 1

Week 4

M 2/8  Pride and Prejudice Vol. I  
McMaster, “Class”

W 2/10  Pride and Prejudice Vol. II  
Online writing assignment

Week 5

M 2/15  Pride and Prejudice Vol. II-end

W 2/17  Pride and Prejudice Vol. III  
Pride and Prejudice (the graphic novel)

F 2/19  Short paper due

Week 6

M 2/22  Selections from Austen’s letters (Numbers 15, 28, 40, 58, 69, 76, 77, 78,  
and 89, plus five others of your choosing)  
Online writing assignment  
Flynn, “The Letters”

W 2/24  Discussion of biography  
Biography assignment due  
Workshop on choosing topics

Week 7
M 3/1  
*Emma* Vol. I, ch. 1-14
Austen portraits and illustrations
Auerbach on portraits

W 3/3  
Online writing assignment
Discussion of manifestation papers assignment

Spring break

Week 8

M 3/8  
*Emma* Vol. II, ch. 11-18; Vol. III, ch. 1-7
Austen on the web

W 3/10  
*Emma* Vol. III 8-end
Johnson on English manhood

Week 9

M 3/22  
*Northanger Abbey* (in its entirety)
Armstrong, “The Gothic Austen”
Online writing assignment

W 3/24  
*Northanger Abbey* plus zombies and sea monsters and vampires
Grahame-Smith, *Pride and Prejudice and Zombies*

F 3/26  
Manifestation papers due

Week 10

M 3/29  
Workshop on students’ manifestation papers
O'Farrell, “Jane Austen’s Friendship”
Discussion of final research paper assignment

W 3/31  
*Mansfield Park* Ch. 1-12
**Discussion of prospectus and bibliography assignment**
Week 11

M 4/5  Mansfield Park  Ch. 13-24
Workshop on finding sources

W 4/7  Mansfield Park  Ch. 25-36
Said and Fraiman on Austen and empire

Week 12

M 4/12  Mansfield Park  Ch. 37-48
Perry on family

W 4/14  Persuasion  Vol. I
Prospectus and bibliography due

Week 13

M 4/19  Persuasion  Vol. II

W 4/21  Three versions of Pride and Prejudice

Week 14

M 4/26  Three versions of Pride and Prejudice

W 4/28  Individual conferences on first drafts of final papers

Week 15

M 5/3  Individual conferences on first drafts of final papers

W 5/5  Final draft of final papers due

Requirements:
Because this is a seminar, your assuming independent responsibility for reading and thinking about texts discussed and issues raised in the course is absolutely necessary. The content of a seminar is meant to be determined by the thinking of all the participants.

responses to reading questions to be posted online (on Moodle), 100-200 words each
1 5-6 page paper (1500-1800 words)
1 12-15-page final paper (3600-4500 words); work towards the final paper will include a
1-page prospectus and a preliminary bibliography
1 brief paper (900-1200 words) on an Austen manifestation (to be posted on Moodle)
quizzes, in-class assignments
constant attendance and fidelity to assignments
participation

Grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>group biography assignment</td>
<td>10%</td>
</tr>
<tr>
<td>short paper</td>
<td>10%</td>
</tr>
<tr>
<td>Austen manifestation paper</td>
<td>10%</td>
</tr>
<tr>
<td>prospectus and bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>online posts</td>
<td>10%</td>
</tr>
<tr>
<td>participation, report on final paper, quizzes, in-class assignments</td>
<td>25%</td>
</tr>
<tr>
<td>final paper</td>
<td>25%</td>
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</tbody>
</table>

Syllabus subject to revision.

Grading scale:
90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 and below = F

ADA and Academic Integrity Statements

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

- **Academic Integrity Statement and Policy**

  “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.
TO: Faculty Senate Executive Committee

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

CC: Patricia Wiese, Department of Teaching, Learning and Culture
Yeping Li, Head, Department of Teaching, Learning and Culture
James B. Kracht, AOC Dean, College of Education and Human Development

DATE: December 16, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: INST 462

We recommend that INST 462 Language Acquisition and Development 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: 55%
2. Course content appropriate to the major
3. Total number of words: 7800
4. Instructor to student ratio for one section: 1:30

INST 462 will be offered in up to six sections a year. In this course, students write analytical reflections and responses to their English Language Learning field experience. They also complete an individual research project. The writing assignments are all individual, although 2,000 of the 6,000 words for the ELL field experience reflections consist of a response to peers’ submissions. The Individual Research Project (Research/Field Experience Paper) is divided into three parts, with the majority of the overall grade (150 points out of 250) being assigned to the final paper. Students have the benefit of getting instructor feedback after submitting the outline, thesis & introductory paragraph, works cited, and first draft. Students also turn in a Calibrated Peer Review submission. Writing instruction includes workshops conducted by Undergraduate Peer Mentors and/or the instructor and a session on searching and documenting sources by the education librarian. Trained Undergraduate Peer Mentors are be assigned to the courses but grade no more than 10% of coursework.
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):

INST 462, Language Acquisition and Development

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

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

Instructor/Coordinator: Patricia Wine
Printed name and signature
(Date) 11/24/11

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

Approvals:

College Dean: James B. Vinkhuyzen
Printed name and signature
(Date) 11/24/11

Department Head: Yeping Li
Printed name and signature
(Date) 11/24/11

RECEIVED
By
NOV 23 2011

13 of 178 QQ
Texas A&M University, College of Education & Human Development
Department of Teaching, Learning, and Culture – Fall 2011

COURSE SYLLABUS: INST 462-501, 503, 504 Language Acquisition and Development

Instructor: Edie Cassell, Ph.D. Email: cassell@tamu.edu
Office: 356 Harrington Tower Phone: (512) 968-5313 (cell, use for office/home)
Office Hours: Mondays, 11:30-1:30 (other days by appointment)
Please email me if you need to see me so that I can make certain I am available.

ONLINE: Go to the site for EDCI 462-501/502/503: Blackboard course info: http://e-learning.tamu.edu/

REQUIRED TEXT:

OTHER SOURCES:
Texas English Language Learners Portal - Sponsored by TEA, http://www.elltx.org
Rethinking Schools. http://www.rethinkingschools.org/special_reports/bilingual/resources.shtml
TESOL – Teachers of English to Speakers of Other Languages, http://www.tesol.org
NCELA – National Clearinghouse for English Language Acquisition, http://www.ncela.gwu.edu

ONLINE COURSE EVALUATION SURVEYS are required (both mid-term & final): https://pica.tamu.edu

PREREQUISITE: Admission to Teacher Education

COURSE OBJECTIVES: (See separate file: INST462 Course Objectives and Standards)
For more detailed information on TExES expectations for teachers of ESL, see their preparation manual:

COURSE DESCRIPTION:
Techniques and methods of intensive English instruction for Limited English Proficient students, lesson planning and instructional modification, and use of instructional strategies.

COURSE GOALS are to gain:
1. Understanding of how to adapt instructional methodologies to support culturally and linguistically diverse students in the classroom as well as the following:
2. Knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual environment
3. Understanding of the process of first and second language acquisition and use this knowledge to promote students’ language development in English
4. Understanding of ESL methods and use this knowledge to plan and implement effective, developmentally appropriate ESL instruction
5. Knowledge of the factors that affect ESL students’ learning of academic content, language, and culture
6. Knowledge of how to serve as an advocate for ESL students and facilitate family and community involvement in their education

CONCURRENT COURSE GOAL is to gain:
Effective understanding of the processes involved in prewriting, drafting, peer reviewing, editing, and publishing, to produce a well-written research paper that demonstrates and forcefully presents a scholarly examination of a chosen literacy concern connected to documented experience in the field

COURSE GRADING POLICY (Percentage)
A = 900 – 1000; B = 800 – 899; C = 700 – 799; D = 600 – 699; F = Below 600
No “extra” points or “extra” credit will be given.
Assignments turned in after the due date will be penalized 25% of the grade.
COURSE COMPONENTS: Grades will be based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. “All About Me” Introduction</td>
<td>10</td>
</tr>
<tr>
<td>2. Article/Video Participation in In-class Discussions (5 x 20)</td>
<td>100</td>
</tr>
<tr>
<td>3. Exams 1 (150) &amp; Exam 2 (150)</td>
<td>300</td>
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<tr>
<td>4. Overall Online &amp; In-class Participation</td>
<td>40</td>
</tr>
<tr>
<td>5. ELL Field Experience Analytical Reflections (10 x 20) + Responses (10 x 10)</td>
<td>300</td>
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<tr>
<td>6. Individual Research Project</td>
<td>250</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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COURSE REQUIREMENTS:

1.) **Hybrid Course:** This is a “hybrid” of face-to-face + online, so 2/3 of the class will meet in the classroom every Monday and Wednesday and the other 1/3 will consist of online assignments that you will need to complete according to a schedule of deadlines provided below. Materials and requirements for assignments will be posted on Elearning and can be accessed on your personal computer or in a computer lab. You are required to log onto Elearning frequently to check for content updates and announcements. There will be a **Q&A chat room** on Elearning, which is the best way to post questions about the course (E.g., “How can I watch the videos online...?”). I will answer them or your peers might answer before I do.

2.) **Read chapters 1-7, 9-10 in the Peregoy/Boyle text** (see above): Also read additional articles and watch videos/films posted on the course Elearning site as required. All materials that are included in the course curriculum will be identified on Elearning. Make sure to read all the required articles and watch the videos/films because questions related to them will appear in the exams.

3.) **Two Exams:** The online multiple choice exams will cover all chapters in the Peregoy/Boyle book and other course materials as indicated (a study guide will be provided one week prior to each exam)-

   - **Exam 1** (chapters 1-5 + additional materials: available all day Monday, March 5th (150 points)
   - **Exam 2** (chapters 6-10 + additional materials: administered on Monday, April 23rd (150 points)

4.) **Additional Articles/Videos used for In-class Discussions:** Additional articles and videos will be the subject of in-class small group discussions throughout the semester.

   - Read the assigned material/watch the assigned video and be prepared to participate in a critical, evaluative discussion of the ideas presented in the material in class.
   - The purpose of the in-class discussions is to facilitate-(1) critical thinking about the material; (2) meaningful discussions among classmates; (3) learning the material in preparation for the exams.
   - Participation in each in-class discussion is worth 10 points (5 x 20= 100 points).

5.) **ELL Field Experience “Analytical Reflections”**: You will sign up to observe/assist/tutor an adult ELL student in a Classroom partner program on-campus OR in one of three of Bryan ISD’s Adult ESL programs, OR an ELL child at Jones Elementary School. In each case you will be working with an English Language Learner or group of ELL students at least 10 times (one hour each week) over the course of the semester.

   - Write a 400+ word analytical reflection after each field experience (and additional information to demonstrate your growth as a professional teacher) after observing/ working with culturally and linguistically diverse students this semester. *(Please see detailed instructions for the content of reflections on Elearning, including “What to Write About” and a sample “reflection”).*
   - Each time you write a reflection, you must submit it as a posting on your online “Discussion Group” by 11:59 on the Wednesday after your meeting.
   - You must also write a 200+ word response to a group member’s reflection by 11:59 on the Friday after your meeting. Please also save all your reflections in one Word document to turn in to the course instructor at the end of the semester (on April 30th). *(continued on next page)*
• The purpose of the discussion board is to facilitate (1) critical thinking about your experiences; (2) meaningful discussions among classmates; (3) preparation the final research/field experience paper.
• Each 400+ word posting is worth 20 points (10 x 20 = 200 points).
• Each 200+ word response to a group member’s posting is worth 10 points (10 x 10 = 100 points)

YOUR OPTIONS (Choose one): Please submit all your forms no later than January 23rd !!!

• TAMU’s Adult English Language Institute (ELI) - an intensive English language learning program for international adult students, located on the TAMU campus (Bell Building, 2nd Floor, at the corner of University and Wellborn Streets) More info & photos posted on Elearning or look at http://eli.tamu.edu/

Classroom Partner Program: You will be assigned an ELI class to attend ten times during the semester and will meet weekly with a group of international adult students studying English. Thursday classes meet for 75-minutes or Friday classes meet for 50 minutes. This program provides a way to observe ELL teachers in a classroom made up of university-aged students from all over the world.

If you want to participate in the ELI program, please fill out the correct form posted online and send it as an email attachment to the program coordinator (Stephanie Moglia, smoglia@tamu.edu, 979-845-7936).

• Bryan/College Station ISDs’ Adult ESL Programs – English tutors/classroom assistants needed at three sites: Bryan Adult Learning Center (1700 Palasota Drive, Bryan) Mon-Fri 8:30-12:00 or Tues & Thur 6:00-8:00pm; St. Andrews Episcopal Church (217 W. 26th Street, Bryan) Tues & Thur 6:00-8:00pm; Barbara Bush Center (1200 George Bush Drive, College Station) Mon, Tues, Thur, Fri 8:30-3:00. Coordinator is Ms. Becky Collet, bcollet@esc6.net, 979-209-7042.

If you want to participate at in one of these programs, print out the Bryan ISD Adult ESL Application and put it in your course instructor’s mailbox in the TLAC main office, Harrington 308.

• Anson Jones Elementary School - tutors needed in mainstream classrooms and bilingual classrooms where mostly Spanish is used (contact is Ms. Courtney Piatt, cpiatt@bryanisd.org (979) 209-3927).

If you want to participate at Jones Elementary School, time slots are available every day from 8:00-2:30. Print out the Jones Elementary School Application & 2 Bryan ISD Criminal History Check forms and put them in your course instructor’s mailbox in the TLAC main office, Harrington 308.

6.) RESEARCH/FIELD EXPERIENCE PAPER

INST 462 is a writing intensive course, so you must participate in a peer review assignment that walks you through the writing process step-by-step in order to meet the standards of a writing intensive course. You will write a research paper using a thesis that you generate after reading through the five scholarly articles that are related to teaching English language learners. The articles will be provided for you (on Elearning). You will also use your reflections from your experience in the field as a reference and for examples to support your archival research (the scholarly articles) and thesis.

The University Writing Center is available to students for writing help: http://writingcenter.tamu.edu also: (http://writingcenter.tamu.edu/how-to-write/ http://writingcenter.tamu.edu/resources/) and our class will be assigned a University Peer Mentors (UPM’s) to help with this process as well. You will have many opportunities for support throughout the semester, both in and outside class.

This research and writing assignment will showcase your understanding of the second language learning process and supporting English language learners as well as develop and demonstrate your skills at conducting scholarly research and properly writing and documenting a formal paper. Your paper should be between 1,800 – 2,000 words, use the MLA format, and cite all five of the assigned articles at least once in your paper. You may (but are not required to) also use and cite other scholarly articles to support your paper (please approve any additional resources with the INST 462 course instructor before including them). As you read the articles and think about your field experience and thesis topic, consider and reflect on this concept: As teachers, our primary purpose is to structure the learning process so that students become producers, not just consumers.

(continued on next page)
The total 250 points for this assignment will be divided among 4 components. Final papers will be graded in part through the online Calibrated Peer Review (CPR) system. The CPR system will be explained in class.

- 50 points – Thesis & Introductory Paragraph/Works Cited/Outline – Due February 15th
- 50 points – First Draft – Due March 21st
- 150 points – Final Paper (30 points from CPR, 120 points from INST 462 course instructor) - Due April 13th

Further breakdown of CPR grade is below.

Note: The thesis statement and introductory paragraph assignment can be resubmitted through a scheduled conference or e-mail correspondence with the INST 462 course instructor to improve this grade and refine your approach to your final paper.

The thesis statement/introductory paragraph, Works Cited, and Outline assignment will be graded using the following rubric. In the scoring below:

10 points indicates the writer has fully complied with the assignment requirements;
8 points indicates that the writer has complied with most assignment requirements;
6 points indicates the writer has superficially or incompletely addressed the assignment requirements;
4 points indicates the writer has failed to address the requirements;
0 points indicate the writer did not even attempt to address the requirements.

1. Thesis/Introductory Paragraph is written in an engaging and coherent manner that motivates readers to continue reading the paper; mechanical or grammatical issues do not detract from the writer’s purpose.
   0  4  6  8  10

2. Thesis/Introductory Paragraph addresses an appropriate course-related issue on which the writer has focused after reading the five assigned journal articles AND working with ELL students in the field.
   0  4  6  8  10

3. Thesis/Introductory Paragraph culminates in a clear statement that lays out the overall thesis/focus that will be explored in the paper.
   0  4  6  8  10

4. Works Cited Page and any in-paper citations in the first paragraph are written in correct MLA form.
   0  4  6  8  10

5. The five assigned journal articles have clearly been reviewed and considered by the writer, as is evidenced by a well-written and clear outline of the manner in which the thesis will be developed.
   0  4  6  8  10

**Total Possible Points:** ________ (50 points possible)

The CPR grade for your final paper is based on the following point distribution (30 points):

- **Text Quality** (grade given to you by your peers) – up to 12 points
- **Calibrations** (for completing the calibrations prior to peer reviews) – up to 6 points
- **Reviews** (grade given to you for reviews you do on your peers) – up to 8 points
- **Self-Assessment** – up to 4 points

Questions on CPR for the Evaluation of Final Research/Field Experience Papers:

1. Does the paper have an engaging introductory paragraph that culminates in a clear and focused thesis stating the student’s purpose/position in writing the paper?
2. Do the paper’s developmental paragraphs succinctly and articulately support and develop the thesis?
3. Does the paper flow well and seem organized?
4. Does the author use varied sentence structure and meaningful vocabulary that shows university-level critical thinking and accomplished writing?
5. Does the paper use all five of the sources cited in the works cited page at least once?
6. Are in-paper citations (summaries, paraphrases, and/or direct quotations) handled in a smooth and correct manner (i.e. no plagiarism); is proper MLA-style used?
7. Does the paper include relevant references to and examples from the field experience?

(continued on next page)
8. Does the paper’s conclusion readdress the thesis in an interesting and thought-provoking manner and contain a reflection connecting the paper’s thesis to the course material and to the student’s own philosophy concerning the subject matter/thesis?

9. Does the paper’s works-cited page list all of the cited articles; is proper MLA-style used?

10. Are there multiple spelling, grammatical, or punctuation errors?

11. Is the paper interesting and thought provoking?

Final Paper – Final papers must have the proper number of references (at least the five articles), words, and format, as well as be submitted on-time – or you will receive a grade of zero. Your submission to CPR should be the final version (edited, publishable, free of errors) of your research paper. Therefore, the INST 462 course instructor will grade this version of your paper (worth 120 points).

QUESTIONS??? on Calibrated Peer Review (CPR) and/or University Peer Mentor (UPM), please contact: April Douglass: aprilgdouglass@gmail.com; UPM Office – Harrington Tower 210

Attendance and Participation:
Attendance, punctuality, preparedness, active participation, and professionalism are expected for all classes. Please attend class prepared, having completed the assigned readings/videos. More than TWO unexcused absences will automatically drop your final grade to the next lower letter grade. This means you can miss two classes during the semester and there is no need to explain why you were absent. University rules regarding absences will be followed: an absence is considered excused if (a) the student is involved in an official university activity and provides documentation, or (b) if he/she is ill and presents acceptable documentation no later than the next class period following the absence.

The only acceptable documentation for absences is (1) official notification of the student’s involvement in an activity, or (2) an original document showing the student’s name and date of the illness/appointment from a physician or a medical professional. Quizzes/exams missed because of an undocumented absence cannot be made up. Website absence policy: http://student-rules.tamu.edu/rule7.htm

Plagiarism: Plagiarism by definition is to take ideas, writings, etc. from someone else and pass them off as one’s own. You are committing plagiarism if you copy the work of another person and turn it in as your own without citing the source. Make certain to give credit to all sources used.

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

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

Diversity Statement for the Department of Teaching, Learning, and Culture: The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is dedicated to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner state, national origin, or disability in employment, programs, and services.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Chapter/Material: Syllabus review/Explore field experience options</th>
<th>Assignment: “All About Me” Short Powerpoint+ Choose field experience!</th>
<th>Due: Jan 20</th>
<th>Points: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Read Perego 1</td>
<td>Perego 1 <em>English Learners in School</em></td>
<td>Jan 23</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Read Perego 2</td>
<td>Perego 2 <em>Second Language Acquisition</em></td>
<td>Jan 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 30–Feb 3</td>
<td>In class video + discussion on Culture Shock</td>
<td>Feb 1</td>
<td>20</td>
</tr>
<tr>
<td>Week 4</td>
<td>Read Perego 3</td>
<td>Perego 3 <em>Classroom Practices for English Learner Instruction</em></td>
<td>Feb 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 6–10</td>
<td>In class video on developing supports/ modifications</td>
<td>Feb 8</td>
<td>20</td>
</tr>
<tr>
<td>Week 5</td>
<td>Read Perego 4</td>
<td>Perego 4 <em>Oral Language Development</em></td>
<td>Feb 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 13-17</td>
<td>Oral Language Samples – evaluating speaking</td>
<td>Feb 15</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Read Perego 5</td>
<td>Perego 5 <em>Emergent Literacy: Beginning to Read &amp; Write</em></td>
<td>Feb 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 20-24</td>
<td>INTRO/OUT. DUE Bring to class: Intro/Outline/Works Cited for PAPER</td>
<td>Feb 22</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Feb 22</td>
<td>Post Field Experience #3 Reflection/Response online</td>
<td>Feb 22</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 7</td>
<td>Read Article 1</td>
<td>Article 1 <em>Instructional Styles for ELLs</em> + Discussion</td>
<td>Feb 27</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Feb 27-Mar 2</td>
<td>Post Field Experience #4 Reflection/Response online</td>
<td>Feb 29</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam 1</td>
<td>Available all day (24 hours) - NO CLASS!</td>
<td>Mar 5</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Mar 5-9</td>
<td>Discuss CPR and Peer Review Process in Class</td>
<td>Mar 7</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td></td>
<td>Mar 12-16</td>
<td>Post Field Experience #5 Reflection/Response online</td>
<td>Mar 14</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 10</td>
<td>Read Article 2</td>
<td>Article 2a/2b <em>Science: Challenges/Strategies</em> + Discussion</td>
<td>Mar 19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Mar 19-23</td>
<td>FIRST DRAFT DUE First Draft of Research/Field Experience Paper online</td>
<td>Mar 21</td>
<td>50</td>
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<tr>
<td></td>
<td>Mar 21</td>
<td>Post Field Experience #6 Reflection/Response online</td>
<td>Mar 21</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 11</td>
<td>Read Perego 6</td>
<td>Perego 6 <em>Vocabulary Development</em></td>
<td>Mar 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 26-30</td>
<td>Begin: Create CPR acct, take pre-quiz, submit FINAL to CPR</td>
<td>Mar 28</td>
<td></td>
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<tr>
<td></td>
<td>Mar 28</td>
<td>Post Field Experience #7 Reflection/Response online</td>
<td>Mar 28</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 12</td>
<td>Read Perego 7</td>
<td>Perego 7 <em>Process Writing</em></td>
<td>Apr 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr 2-6</td>
<td>Post Field Experience #8 Reflection/Response online</td>
<td>Apr 4</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 13</td>
<td>Read Perego 9</td>
<td>Perego 9 <em>Content Reading/Writing: Pre-reading, During Reading</em></td>
<td>Apr 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr 9-13</td>
<td>FINAL PAPER DUE Deadline: Create CPR acct, take pre-quiz, submit FINAL to CPR</td>
<td>Apr 13</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Apr 13</td>
<td>Post Field Experience #9 Reflection/Response online</td>
<td>Apr 11</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 14</td>
<td>Read Perego 10</td>
<td>Perego 10 <em>Content Reading/Writing: Post-reading, Organizing</em></td>
<td>Apr 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr 16-20</td>
<td>Begin: complete calibrations, 3 peer reviews, self-assessment</td>
<td>Apr 18</td>
<td></td>
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<tr>
<td></td>
<td>Apr 18</td>
<td>Post Field Experience #10 Reflection/Response online</td>
<td>Apr 11</td>
<td>20 + 10</td>
</tr>
<tr>
<td>Week 15</td>
<td>Exam 2</td>
<td>Available all day (24 hours)</td>
<td>Apr 23</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Apr 23-27</td>
<td>PEER REVIEW DUE Deadline: complete calibrations, 3 peer reviews, self-assess.</td>
<td>Apr 23</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Apr 30</td>
<td>PICA evaluations Submit all 10 Field Reflections</td>
<td>Apr 30</td>
<td></td>
</tr>
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Notes on Posting Grades in a Secure System
The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.

Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.

Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information.

Instructional Technology Services (ITS) would like to remind faculty of the secure, online technologies available on campus for delivering student grades. ITS is available to support faculty in adhering to university regulations, especially in terms of incorporating new technologies. If you would like more information about using the Bb Vista Grade Book, contact ITS at 862-3977 or email its@tamu.edu

Handouts specifically written for Grade Book use are available on the ITS Web site: http://itsinfo.tamu.edu/workshops/vista_handouts.htm


Instructional Technology Services
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu
Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name___________________________________  UIN:______-______-_______   Date ___ /___ /_____

Address____________________________________________________________________________
Street      City   Zip

Telephone:  Home (______)_______-____________  Major_________________________________
             Work (______)________-____________ EMAIL ______________________________

Class: ____________________________________________
Circle   Freshman   Sophomore   Junior   Senior   Graduate

Projected Graduation Semester______________  Year ______________

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

If this is a concern what are the possible solutions?
  a.
  
  b.

Professor/Advisor/Mentor/Administrator Recommendation:

______________________________________________________________________________ Date: _____/______/_________
Advisor/Professor/Facilitator

Department Head Recommendation (yepingli@tamu.edu):

Department Head /Designee_____________________________ Date: _____/______/_______

Yeping Li, Department Head

Action/Follow-up:
1. Teaching, Learning, and Culture

Instructor/Date __________________________ Date ____________

1. Respect (in action and speech) in and out of the classroom
   1. Creating classroom disruptions (such as cell phone ringing or rattling paper)
   2. Discusses inappropriate or personal topics
   3. Inappropriate remarks or actions
   4. Diplomatic, sensitive to others’ needs

2. Interactions with professors, field work personnel, and children – if applicable
   1. Apathetic during field placement
   2. Often distracted during field placement
   3. Indifferent when talking with students or teachers
   4. Collaborates willingly with cooperating teacher during field placement

3. Professional dress during fieldwork – if applicable
   1. Always dresses appropriately
   2. Sometimes dresses inappropriately
   3. Usually dresses professionally
   4. Always dresses professionally

4. Attitude toward learners – if applicable
   1. Lacks interest in subject content and/or learners
   2. Makes negative comments regarding subject content and/or some students
   3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or improve effectiveness of teaching
   4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning

5. Commitment to excellence in teaching – if applicable
   1. No attempt to implement suggestions for improvement, defensive
   2. Interested in teaching but displays little enthusiasm for improving one’s own skills
   3. Applies suggestions from supervisors immediately
   4. Appears committed to teaching

6. Appropriate attributes for morals, ethics, values for teaching
   1. Exhibits behavior contrary to attributes
   2. Makes verbal comments contrary to professional attributes
   3. Responds to improvement to use positive attributes
   4. Exemplary evidence of attributes in behavior

---

A. Attendance and punctuality
   1. Unacceptable absenteeism
   2. Frequently tardy or leaves early
   3. Rarely absent or tardy
   4. Perfect attendance

B. Initiative
   1. Passive, depends on others
   2. Has good ideas, works with limited supervision
   3. Creative and resourceful
   4. Demonstrates self-initiative and independence

C. Work habits
   1. Usually fails to complete assigned tasks
   2. Completed assignments turned in late
   3. Sometimes needs to be reminded of assignments
   4. Responsible, attends to syllabus, makes no excuses except under dire distress

D. Oral communication skills
   1. Makes frequent speaking errors
   2. Inarticulate, hesitates to express self
   3. Uses acceptable grammar
   4. Articulate, uses standard English grammar

E. Written communication skills
   1. Written work demonstrates frequent grammatical errors
   2. Writing is often unclear and unorganized
   3. Organizes and clearly expresses ideas
   4. Frequently and effectively communicates with others

F. Critical thinking skills
   1. Cannot analyze
   2. Struggles with initial analysis
   3. Poses thoughtful questions
   4. Distinguishes between relevant and irrelevant material

G. Quality of work
   1. Consistently hands in poor work
   2. Asks for help, then does nothing
   3. Completes the minimum required
   4. Reaches beyond the minimum and turns in excellent work

H. Collegiality
   1. Prefers to work alone
   2. Reluctant to work with others
   3. Works well on a team
   4. Freely shares ideas and materials

---

<table>
<thead>
<tr>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.</td>
</tr>
<tr>
<td>- Positive attributes the student possesses related to teaching</td>
</tr>
<tr>
<td>- Impediments to the student’s progress related to teaching</td>
</tr>
<tr>
<td>- Has this student self-disclosed any disability that affects his/her disposition? If so, explain the disability and specific needs of the student.</td>
</tr>
<tr>
<td>- Extenuating circumstances expressed by the student and relative to the student’s coursework</td>
</tr>
<tr>
<td>- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.</td>
</tr>
<tr>
<td>- Recommendations to the Director of Field Placement regarding this student</td>
</tr>
<tr>
<td>- Follow-up Recommendations Attached</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Individual completing this form</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------------</td>
<td>------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s signature acknowledges and understands the comments</th>
<th>Date</th>
</tr>
</thead>
</table>
## Course Objectives and Standards: Comparison of INTASC, ISTE, SBEC and Standards

### Objectives: IDA (Introduce, Develop, Apply)

#### ENGLISH AS A SECOND LANGUAGE GENERALIST EC – 6 STANDARDS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>INTASC</th>
<th>SBEC English as a Second Language</th>
<th>SBEC Pedagogy</th>
<th>ISTE</th>
<th>IDA</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Develop a lesson plan based on the needs of English Language Learners.</em></td>
<td><strong>Standard II:</strong> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</td>
<td><strong>Standard I:</strong> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</td>
<td><strong>Standard 1:</strong> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. <strong>Standard II:</strong> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. <strong>Standard III:</strong> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. <strong>Standard IV:</strong> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
<td>2.a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</td>
<td>Applied</td>
</tr>
<tr>
<td><em>Design and develop a game that develops language skills.</em></td>
<td><strong>Standard V:</strong> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td><strong>Standard II:</strong> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.</td>
<td><strong>Standard 1:</strong> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. <strong>Standard II:</strong> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. <strong>Standard III:</strong> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. <strong>Standard IV:</strong> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
<td>3.b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</td>
<td>Introduced/Developed</td>
</tr>
</tbody>
</table>
## Course Objectives and Standards: Comparison of INTASC, ISTE, SBEC and Standards

**Objectives:** IDA (Introduce, Develop, Apply)

### ENGLISH AS A SECOND LANGUAGE GENERALIST EC – 6 STANDARDS

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</thead>
<tbody>
<tr>
<td><em>Work with English language learners through a tutoring program.</em></td>
<td><strong>Standard III:</strong> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td><strong>Standard III:</strong> The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.</td>
<td><strong>Standard 1:</strong> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. <strong>Standard 2:</strong> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. <strong>Standard 3:</strong> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. <strong>Standard 4:</strong> The teacher fulfills professional roles and responsibilities and adheres to ethical and legal requirements of the profession.</td>
<td>2.c. customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.</td>
<td><strong>Applied</strong></td>
</tr>
<tr>
<td><em>Develop a lesson plan based on the needs of English Language Learners.</em></td>
<td><strong>Standard 1:</strong> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
<td><strong>Standard IV:</strong> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</td>
<td><strong>Standard 1:</strong> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. <strong>Standard 2:</strong> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. <strong>Standard 3:</strong> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. <strong>Standard 4:</strong> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
<td>2.b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</td>
<td><strong>Introduced/Developed</strong></td>
</tr>
</tbody>
</table>
**Course Objectives and Standards:** Comparison of INTASC, ISTE, SBEC and Standards

**Objectives:** IDA (Introduce, Develop, Apply)

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<tr>
<td><em>Develop a lesson plan based on the needs of English Language Learners.</em></td>
<td><strong>Standard VI:</strong> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td><strong>Standard V:</strong> The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.</td>
<td><strong>Standard I:</strong> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. <strong>Standard II:</strong> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. <strong>Standard III:</strong> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. <strong>Standard IV:</strong> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
<td>1.d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</td>
<td>Introduced/Developed</td>
</tr>
<tr>
<td><em>Develop a homework notebook which involves the parents with the student’s learning.</em></td>
<td><strong>Standard X:</strong> The teacher fosters relationship with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
<td><strong>Standard VII:</strong> The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</td>
<td><strong>Standard I:</strong> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. <strong>Standard II:</strong> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning equity, and excellence. <strong>Standard III:</strong> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. <strong>Standard IV:</strong> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
<td>3.c. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</td>
<td>Introduced/Developed</td>
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*You can view the SBEC Standards in detail at the website: [http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp](http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp)*
**Course Objectives and Standards:** Comparison of INTASC, ISTE, SBEC and Standards

Objectives: IDA (Introduce, Develop, Apply)

**ENGLISH AS A SECOND LANGUAGE GENERALIST EC – 6 STANDARDS**

**Texas College & Career Readiness Standards:** Cross Disciplinary Standards

**I. Key Cognitive Skills**

A. Intellectual curiosity
   1. Engage in scholarly inquiry and dialogue.
   2. Accept constructive criticism and revise personal views when valid evidence warrants.

B. Reasoning
   1. Consider arguments and conclusions of self and others.
   2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.
   3. Gather evidence to support arguments, findings, or lines of reasoning.
   4. Support or modify claims based on the results of an inquiry.

C. Problem solving
   1. Analyze a situation to identify a problem to be solved.
   2. Develop and apply multiple strategies to solve a problem.
   3. Collect evidence and data systematically and directly relate to solving a problem.

D. Academic behaviors
   1. Self-monitor learning needs and seek assistance when needed.
   2. Use study habits necessary to manage academic pursuits and requirements.
   3. Strive for accuracy and precision.
   4. Persevere to complete and master tasks.

E. Work habits
   1. Work independently.
   2. Work collaboratively.

F. Academic integrity
   1. Attribute ideas and information to source materials and people.
   2. Evaluate sources for quality of content, validity, credibility, and relevance.
   3. Include the ideas of others and the complexities of the debate, issue, or problem.
   4. Understand and adhere to ethical codes of conduct.

**II. Foundational Skills**
A. Reading across the curriculum
1. Use effective prereading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.
8. Connect reading to historical and current events and personal interest.

B. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.

C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Refine research topic based on preliminary research and devise a timeline for completing work.
4. Evaluate the validity and reliability of sources.
5. Synthesize and organize information effectively.
6. Design and present an effective product.
7. Integrate source material.
8. Present final product.

D. Use of data
1. Identify patterns or departures from patterns among data.
2. Use statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data.
3. Present analyzed data and communicate findings in a variety of formats.

E. Technology
1. Use technology to gather, organize, manage, and analyze information.
2. Use technology to communicate and display findings in a clear and coherent manner.
3. Use technology appropriately.
TO: Faculty Senate Executive Committee

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

CC: Christoph Konrad, Department of European and Classical Languages and Cultures
Steve Oberhelman, Head, Department of European and Classical Languages and Cultures
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 16, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: CLAS 491

We recommend that CLAS 491 Research 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: 2500
4. Instructor to student ratio for one section: 1:10

Students take CLAS 491 as a one-credit, co-requisite course (students must simultaneously be enrolled in an approved section of a 300- or 400-level Classics course). Writing assignments are coordinated. Students in CLAS 491 write two expository notes, a bibliography assignment, and a scholarly essay or commentary. All writing assignments receive feedback on at least one draft. Feedback consists of peer review and comments (both oral and written) from the instructor. In some cases students present their work to the class for oral feedback. Instruction includes lecture and discussion on writing in the field of Classics, handouts and websites from the American Philological Society and the University Writing Center, models, and workshops for each of the four major writing assignments.
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 491: RESEARCH

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

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

Instructor / Coordinator: C. F. KONRAD

Printed name and signature (Date)

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

Approvals:
College Dean: Michael T. Stephenson

Printed name and signature (Date)

Department Head: Steven M. Oberhelman

Printed name and signature (Date)
CLAS 491: Research

Fall 2012 T 5:30-6:20 ACAD 203

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:30-3:30 and by appointment
Phone: 764-2802 (home) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information and Syllabus

Subject: Writing-intensive course focusing on introduction to research in the study of Greek and Roman Antiquity. Students enrolled in this course must also be enrolled in an approved section of a 300- or 400-level Classics course. Writing assignments for this course will be coordinated with the subject matter and writing assignments of the co-requisite course.

Prerequisites: Junior or senior classification and approval of department head.

Course Objectives: Students will learn how to conduct research in Classical studies (library, bibliographic sources, critical use of internet); how to master the form of the brief expository note; and how to master the form of the scholarly essay, including appropriate standards of style, citation, and acknowledgment.


Grading Policy: 2 Expository Notes = 30%
Scholarly Essay/Commentary = 45%
Bibliographic Assignment = 15%
Class Participation = 10%

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

Note: You must achieve a passing grade on the writing components (expository notes, scholarly essay, and bibliography = 90%, see below) of the course in order to pass the course.

Class Participation & Preparation: You are expected to come to class with the reading for that day prepared and ready to engage in class discussion. Example of scholarly writing in Classical Studies (articles, notes, reviews) and accompanying study questions will be posted on eLearning; you should prepare for class by making brief notes for each such text and question, as well as for questions you want to ask.

You will start out with a score of 50 ‘in the bank.’ Your preparation for and participation in class will be judged weekly. A good performance will earn up to 4 (four) additional points per week, to a maximum accumulation of 100 points; a poor performance will reduce your account by the same rate. No change will occur if your performance is unremarkable. If, without a university-approved excuse (see below, Attendance), you are manifestly unprepared for class, or fail to complete assigned homework, 4 (four) points will be deducted for each instance.

Attendance: You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add 2 (two) points to your Course Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or 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, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).
**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to know the Aggie Honor Code and Honor Council Rules and Procedures: see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**Writing Assignments:** Many Classics majors pursue postgraduate study, and it is critical for them to learn, at an early stage, how to write well and in a manner appropriate to the field. In order to accomplish these objectives, ninety percent (90%) of your grade in this course will be based on four written assignments. All assignments will be assigned a preliminary grade based on content, organization, and grammatical/linguistic accuracy; you may revise and resubmit your assignments for a final grade. Late submissions will be treated in accordance with University Regulations (see above, **Attendance**).

- **Expository Notes:** Two (2) short notes (ca. 2 pages = 500 words each), explaining technical terms of Greek or Roman History, Archaeology, or Civilization; features of Greek or Latin grammar; or aspects of Greek or Latin Literature. Papers will be presented in class and subject to peer review. Detailed instructor feedback will address writing practices common to the discipline and specific to individual subject areas.

- **Bibliographic Assignment:** An annotated bibliography (ca. 500 words) compiled in preparation of your scholarly essay or commentary. Instructor feedback will address content, organization, and appropriateness of sources.

- **Scholarly Essay or Commentary:** This course requires concurrent enrollment in a 300- or 400-level Classics course. If the co-required course includes a paper of at least 1,500 words (ca. 5-6 pages), you will submit that paper as your scholarly essay/commentary for this writing-intensive course, to be graded separately with respect to its use of language, organization, structure, and research for the purposes of this course. If the co-required course includes no such written requirement, you will write a scholarly essay or commentary of at least 1,500 words (ca. 5-6 pages) on a selected topic or passage from the subject matter covered in the co-requisite course.
Tentative Schedule

Week 1.   Introduction to course and to standards of writing in Classics.

Week 2.   Schaps I.1-3:  Stages of research; Bibliography.

Week 3.   Schaps I.4:  Sources.  1st Expository Note assignment handed out.

Week 4.   Schaps I.5:  Reviews.  1st Expository Note preliminary draft due.

Week 5.   Schaps II.6-7:  Lexicography and Grammar.  Feedback on 1st Expository Note.

Week 6.   Schaps II.8-9:  Language and Linguistics; Using Classical texts.  1st Expository Note final draft due.  2nd Expository Note assignment handed out.

Week 7.   Schaps II.10-12:  Literature; Oratory and Rhetoric; Philosophy.  2nd Expository Note preliminary draft due.  Bibliographic Assignment handed out.


Week 9.   Schaps III.14-16:  Archaeology; Mycenaean Studies; Numismatics.  2nd Expository Note final draft due.  Feedback on Bibliographic Assignment.


Week 11.  Schaps V.18-20:  Papyrology; Palaeography; Editing Classical texts.


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Craig Kallendorf and Cecelia Hawkins, Department of English
    Nancy Warren, Head, Department of English
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: December 16, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 481 Senior Seminar: History of the Book

We recommend that ENGL 481 Senior Seminar: History of the Book be certified under this course title 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: 60%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:18

Students write a short paper (a proposal) and a long research paper. For both papers, the professor provides written feedback on drafts a week before the final due date. For the longer paper, a peer review is conducted. Several class sessions are devoted to planning the final paper, discussing the proposals, and looking at models and techniques of good writing. In one class, students examine their introductory paragraphs and thesis for a peer review; in a later class, they do the same with paper outlines.
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):

   Eng 481: Senior Seminar (History of the Book)

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: Cecelia Hawkins
   Printed name and signature: Cecelia Hawkins
   (Date): 11/16/11

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   (Date): 1/23/11

   Approvals:
   College Dean: Michael T. Stephenson
   Printed name and signature
   (Date): 11/17/11

   Department Head: Nancy B. Warren
   Printed name and signature
   (Date): 11/17/11

   RECEIVED
   By UWC
   NOV 22, 2011

   34 of 178 QQ
ENGL 481: HISTORY OF THE BOOK

Dr. Craig Kallendorf

The course: This is a senior seminar on the history of the book, with a focus on how this information can deepen appreciation of literary and rhetorical texts for English majors. We shall consider how the concept of the book has evolved from clay tablet to illuminated manuscript to printed volume to computer text. Since this evolution is difficult to grasp in conceptual terms only, we shall refer regularly to items from the rare book collections in the Cushing Library, which also contains the resources for students to print a sample book on an historically accurate hand press.

Texts:
1. J. Carter and N. Barker, ABC for Book Collectors (most recent edn.)
2. S. H. Steinberg, Five Hundred Years of Printing (most recent edn.)
   or
   Ian Caldwell and Dustin Thomason, The Rule of Four
4. Course packet, on electronic reserve (ER)

Grades:
- Midterm Exam = 20%
- Final Exam = 20%
- Short paper (3 pages) = 20%
- Research paper (15-20 pages) = 40%

Grading scale:
- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 and below = F

Writing-intensive component. This is a “W” course, which means that we shall devote considerable attention to the process of writing within the English major. The first, shorter paper, which will be completed by mid-term, will be an analysis of an object containing writing. The research paper will delve into the meaning and significance of a topic in book history, chosen by the student. Class time will be devoted to the paper from the beginning, with parts of several class sessions devoted to planning the project, discussing models and techniques of good writing, critiquing its progress through peer evaluation, and revising drafts. For both papers, the professor will critique a draft a week before the final due date and provide written feedback. No late papers or projects will be accepted, and a passing grade on the writing component is necessary for a passing grade in the course.
Work schedule:

Aug. 31
What’s a book and what is book history?
films: *The Making of the Renaissance Book* and *The World Inscribed*

Sept. 7
1. The ancient ‘book”
2. bookbinding history and structures
**INITIAL DISCUSSION OF WHAT MAKES A GOOD PAPER FOR THIS COURSE**

Sept. 14
paper and papermaking

Sept. 21
manuscripts and manuscript illumination
read: Avrin, *Scribes, Scripts and Books*, pp. 205-59 (ER)
film, *The Parchment Makers*
**TURN IN PAPER PROPOSALS; DISCUSSION OF PROPOSALS**

Sept. 28
1. the invention and spread of print: incunables
read: Chappell, pp. 59-83; Steinberg, pp. 3-16
2. illustration history and processes

Oct. 5
punches and typecasting
**TURN IN INTRODUCTORY PARAGRAPH WITH PAPER THESIS; PEER CRITIQUE AND DISCUSSION OF PARAGRAPHS**

Oct. 12
the spread of printing in the sixteenth century
read: Chappell, pp. 84-110; Steinberg, pp. 17-73

Oct. 19
type and type setting
**TURN IN OUTLINES FOR PAPER; DISCUSSION OF OUTLINES**

Oct. 26
1. the era of consolidation, 1550-1800
read: Chappell, pp. 111-70; Steinberg, pp. 74-135
2. the nineteenth century, part 1
read: Chappell, pp. 171-203

Nov. 2
Nov. 9
field trip to Harry Ransom Humanities Research Center

Nov. 16
1. the nineteenth century, part 2
   read: Steinberg, pp. 137-69
2. the twentieth century
   read: Chappell, pp. 204-44; Steinberg, pp. 170-249
   BRING DRAFT OF PAPER FOR PEER CRITIQUE

Nov. 30
1. the history of reading: enlightenment versus censorship
2. collecting books
   read: Rees-Mogg, *How to Buy Rare Books*, pp. 9-51 (ER)
   HAND IN PAPER

Dec. 5
1. the romance of the book: discussion of Lovric and Caldwell-Thomason novels
2. presentation and critique of student projects
   RETURN PAPER, WITH OPPORTUNITY TO REWRITE ACCORDING TO INSTRUCTOR FEEDBACK IF NECESSARY

Policies
Aggie Honor Code: An Aggie does not lie, cheat, or steal or tolerate those who do. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements of the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: W. Shawn Ramsey, Department of Animal Science
    H. Russell Cross, Head, Department of Animal Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: December 16, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANSC 414

We recommend that ANSC 414 Sheep and Goat Production be certified as a writing (W) course for four academic years (1/1/12 to 1/1/16). 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: 8000
4. Instructor to student ratio for one section: 1:15

ANSC 414 is a four-credit course. No significant changes have been made since original certification was granted. Assignments include six weekly, two-page journal article critiques and one production proposal of about 5000 words. Student writing is critiqued by both the instructor and two graduate assistants. The production proposal consists of three main segments, each which is turned in separately for critique before the final draft is due. Students also peer review each other’s proposals. Several lectures devoted to writing instruction are taught by the instructor, guest lecturers, and experts in the field of writing and research writing. Also students read and report back on multiple scientific research articles within the field of sheep and goat production.

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

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

   ANSC 414 - Sheep & Goat Production

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: W. Shawn Ramsey 10/31/11
Printed name and signature

Received: Valerie Balester 11/7/11
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: Chris Skaggs 11/2/11
Printed name and signature

Department Head: Russell Cross 11/2/11
Printed name and signature

Received by: Nov 4, 2011
Course Objective:
Students in this course will be expected to acquire knowledge of the basic principles of sheep, goat, and fiber production. This course will include breeding and selection, nutrition, reproduction, health, fiber production and marketing. Discussion of these factors will be directed toward optimizing production of sheep and goats under both range and farm flock conditions. Laboratories will emphasize managerial skills and techniques with practical, hands-on exercises. This course is writing intensive and is designed to offer the student instruction and hands-on activities to increase the students writing comprehension and skills.

Student Responsibilities:
Students in ANSC 414 are urged to actively participate in lectures and are required to actively participate in all laboratories. Students will be required to prepare a farm flock/ranch production plan that utilizes techniques learned in class. Students will also participate in discussion groups and present selected material to the class.

Student Evaluation:
Students will be evaluated by four Surveys of Knowledge worth 15% of final grade. In addition, the farm/ranch plan will be worth 20% of final grade. Also, there will 6 weekly assignments worth another 10% of final grade. Grades will be assigned based on the standard grading system:

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<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>100%-90%</td>
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<tr>
<td>B</td>
<td>89%-80%</td>
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<tr>
<td>C</td>
<td>79%-70%</td>
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<tr>
<td>D</td>
<td>69%-60%</td>
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<tr>
<td>F</td>
<td>&lt; 60%    = should NOT happen!</td>
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</tbody>
</table>

Writing Assignments:
There will be a total of 6 weekly writing assignments that will be required. Each will consist of reading an assigned research article and giving a review of each. The assignments will all be 2 double-spaced pages, 12 point font and written in times new roman font. Assignments will discussed and details of each will be given during lecture. Guest lectures will be given from professional researchers to help students further understand writing assignments as well. A representative from the University Writing Center will give a guest lecture over grammar, spelling and writing styles. The final written project will consist of three different sections, all of which will be turned in at different specified times throughout the semester for peer review as well as critique from the instructor and graduate assistants. After each has been reviewed and handed back they must be included in the final version handed in at the end of the semester. Final Project will be further discussed during lecture.

Plagiarism:
According to Student Rule 20.1.3, plagiarism occurs when a writer does not cite sources of information or uses work done by someone else as if it were his or her own. You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. You will have the right to submit a written appeal to the department head, as outlined in Student Rule 52.

Plagiarism will not be tolerated, in the case that a student is caught plagiarizing a grade of 0 will be assigned to the specific assignment.
Guest lectures from the sheep and goat industry will be presented in class and laboratories throughout the semester.

Guest lectures from professional researchers to aid in weekly assignments as well as a guest lecture from a representative from the University Writing Center to address grammar, spelling and punctuation.

Tests will be a combination of short answer, identify/define, and discussion.

**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 Disability Services Department by visiting [http://disability.tamu.edu](http://disability.tamu.edu), call 979-845-1637, or go to room B118 in Cain Hall. This office has the responsibility for verifying the existence of a disability and for suggesting what accommodations or modifications are appropriate. Please notify the instructor within the first week of class if this applies to you.

"*Aggies do not lie, cheat or steal, nor do they tolerate those who do.*"

- Aggie Code of Honor, [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**The University Writing Center**

We 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](http://writingcenter.tamu.edu)), such as helpful tips for editing, planning, revising and proofreading 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.
TO: Faculty Senate Executive Committee

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

CC: Donna Witt, Department of Animal Science
H. Russell Cross, Head, Department of Animal Science
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: December 16, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANSC 491

We recommend that ANSC 491, Undergraduate Research with Writing Credit, be certified as a writing-intensive (W) course for the next four academic years (1/1/12 to 1/1/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 2000-3000+
4. Instructor to student ratio for one section: 1:3

Students in ANSC 491 submit the literature review and research results sections of their papers early in the semester (before week 9) for written feedback from their faculty advisors. Students may participate in a review in week 10 in which a graduate student working with the faculty advisor comments on their work up through the results section. In weeks 11-13 students revise and add their discussion sections, appendices, and anything else required. During this time, students have at least one conference with their faculty advisors about their work in progress. Workshops are offered on issues that affect writers, such as avoiding plagiarism, examining model papers, learning library techniques and methods of citation, and understanding basic grammar. Students are required to attend three workshops.

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):

   ANSc 491 - Research

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

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

 Instructor / Coordinator: Donna Witt
 Printed name and signature

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

Approvals:

College Dean: Kim Dooley
Printed name and signature

Department Head: David Forrest
Printed name and signature

Attachment QQ
ANSC 491-900 Undergraduate Research with Writing Credit (1 credit)

Course Coordinator: Donna Witt, Senior Academic Advisor-Animal Science

Text: Journal of Animal Science, or a style guide recommended by your instructor

This course will be graded. Final thesis needs to be 2000-3000 words.

In order to register for the 900 section and earn ‘W’ credit, the following requirements must be met.

1) You must be an undergraduate major in Animal Science or Dairy Science.
2) Your research advisor must sign the application form, agreeing to read, or have your immediate research supervisor read and respond to drafts of your work.
3) You must attend 3 writing workshops in coordination with the Animal Science department and/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. Scientific writing style
   c. Components of a thesis
4) You must participate in a graduate student mentor/peer-review of your thesis in Week 10, arranged through your major professor and the Animal Science Undergraduate Advising Office.
5) Submission of drafts and revisions should meet the schedule below.
6) You must submit the final version of your thesis to the Animal Science Undergraduate Advising Office by Week 14.

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<td>Workshop # 1 completed –Aggie Honor System Office</td>
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<td>4</td>
<td>Introduction Due: Conference with Advisor</td>
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<td>6</td>
<td>Workshop # 2 completed –Scientific writing style</td>
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<td>7</td>
<td>Experimental/Methods Due: Conference with Advisor</td>
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<td>9</td>
<td>Workshop # 3 completed –Components of a Thesis</td>
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<td>10</td>
<td>Graduate student mentor/Peer review of Thesis</td>
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<td>12</td>
<td>Complete draft of research project report to Research Advisor</td>
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<td>13</td>
<td>Conference with Advisor</td>
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<tr>
<td>14</td>
<td>Final Thesis Due</td>
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Complete the information on the reverse side.
Application for Writing Credit for Undergraduate Research in Animal Science

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Working Thesis Title

Faculty Research Advisor

Faculty Research Advisor Agreement

I agree to read and respond to drafts of my student’s thesis

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<th>Signature</th>
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Approved: Date entered in COMPASS

Animal Science Undergraduate Advising Office
TO:         Faculty Senate Executive Committee  
FROM:      Valerie Balester, Chair, W and C Course Advisory Committee  
CC:        Nancy Street and Antonio La Pastina, Department of Communication  
           James Aune, Head, Department of Communication  
           Donald J. Curtis, AOC Dean, Liberal Arts  
DATE:      December 16, 2011  
SUBJECT:   REPORT ON RECERTIFICATION OF W COURSE: COMM/WGST 407  

We recommend that COMM/WGST 407, Women, Minorities and Mass Media, be certified as a writing-intensive (W) course for four academic years (9/1/11 to 9/1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%  
2. Course content appropriate to the major  
3. Total number of words: 5000  
4. Instructor to student ratio for one section: 1:25  

Writing assignments in COMM/WGST 407 are scaffolded, so that students get feedback on each step: proposal, annotated bibliography, context/theory essay (1250 words), and finally a research paper that builds on the previous assignments (3000 words). For formative feedback, two writing assignments are reviewed by two peers before submission, specifically, the context/theory essay and the final research paper. Peer reviewers complete a rubric and make anonymous comment. Instruction is done during in-class writing workshops that address style, organization, content, and grammar, especially as it applies to writing for the Communication discipline. Students are encouraged to make one-on-one appointments with the University Writing Center. In addition, the course includes two written exams worth 20% each and an oral presentation worth 5%.

No major 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):

WEST 407 Women, Minorities and the Mass Media

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 Street
Printed name and signature

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

Approvals:

College Dean: Jyotsna Vaid
Printed name and signature

Department Head: Jyotsna Vaid
Printed name and signature

Received: Nov 4, 2011
By: 47 of 178 QQ
Women, Minorities, and Mass Media
(COMM/WGST 407:900)
Fall 2011

Class meetings

TR 9:35 a.m. to 10:50 a.m.
18, Bolton Hall

Instructor information

Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office: Bolton, 202D
Office hours: TR 11 a.m. to noon
Phone: 845-5178
Email: I prefer that you contact me via elearning’s mail tool. Course-related announcements will be sent to your tamu email account and to elearning. So be sure to check both elearning and your tamu account once a day for course-related updates, if any. I check email once a day or so and will respond to student email within 24-48 hours during the regular week. Be aware that any email correspondence using tamu accounts are subject to open records requests. I recommend that you do not include any personal information including grades on email.

Course description

This course will explore race, ethnicity, gender, sexuality, and identity in the context of popular culture and mass media. Drawing on literature from Communication, Media Studies, Women’s Studies, Africana Studies, sociology, and psychology, we will learn about theories and case studies that help understand how media are the sites for constant negotiation and construction of identities such as masculinity, femininity, blackness, and “otherness.”

Learning outcomes

- Become familiar with theories and concepts that inform us about how the media shape our attitudes and beliefs about cultural difference, especially as it relates to gender, sexuality, ethnicity, and race
- Develop critical media literacy skills by carefully and systematically observing, evaluating, and analyzing media texts
- Learn to effectively read, discuss, and reflect upon topics relating to the role of media in social power, privilege, and oppression
- Hone writing skills relating to style, format, organization, and content that will help communicate effectively with audiences in your discipline
Required course materials


All other book chapters and journal articles will be made available via elearning. Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. However, some videos screened in class may not be available through mediamatrix. Students are responsible to locate, retrieve, and reproduce all electronic materials in this course.

Please purchase blue books for the two in-class exams.

A note on “W” courses

This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. You will not be able to pass this course without having completed the writing assignments. Written feedback will be provided by the instructor for the written assignments. We will have two writing workshops where I will talk to you about style, organization, content, and grammar, especially as it applies to writing for the Communication discipline. You are encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

Assessment

<table>
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<tr>
<th>Assessment</th>
<th>Weight</th>
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<tr>
<td>Research paper and related assignments</td>
<td>- 50%</td>
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<tr>
<td>In-class exams 1 and 2 (20% each)</td>
<td>- 40%</td>
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<tr>
<td>Participation and attendance</td>
<td>- 10%</td>
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Research Paper Writing Assignments

Your research paper is to be completed in incremental steps leading to the finale presentation. It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. The research paper is divided into smaller writing assignments: proposal (5%), bibliography (5%), context/theory (10%), final paper (25%), and class presentation (5%).

Proposal (5%): Write a 1-page proposal about what you plan to study and why it is important to study this topic. Excellent topics are those that are socially-relevant, topical, interesting, and relatively under-studied. They should clearly relate to this course’s focus on Women, Minorities, and the Media. Pick a topic that you are truly interested in because you have to stick with it through the semester. Indicate which social group you plan to study and what is the media content you plan to analyze for the media journal.
Bibliography (5%): Submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades.

Context/theory (10%): Write a 5 page double-spaced paper about the context/ background relating to the social group that you have decided to focus on. Discuss the historical, political, economic, and social forces that shape the media texts. Write about the theories and concepts discussed in this class that will inform your media analyses. You should cite your sources in a separate reference section for this assignment.

Final paper (25%): Write a 12-15 page final paper that builds on the previous writing assignments. Immerse yourself for a two-week period with the media content that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative content analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

Final poster presentations (5%): Summarize the key points from your final project into a tri-fold poster to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.

All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your name on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

Written Exams

There will be two closed-book, closed notes exams conducted during class time. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before
each exam. Review sheets will be handed out to help you prepare effectively for the exams.

Participation and Attendance

A subjective assessment would be made by the instructor about your attendance, attention in class, quality of ideas that you express in class, and responsiveness to thoughts expressed by others in class. This goes beyond simply demonstrating that you have read the assigned materials. Respectful, thoughtful, well-informed classroom comments will lead to better scores. Virtual participation (for instance, by sharing relevant links and articles through the class blog) will also count towards this grade. There will be unannounced in-class assignments given out at different points in the semester that count toward class participation.

Class assignments that are incomplete, submitted late, or show lack of sincere efforts will receive a failing grade. Only written, university-valid official excuses will be accepted. For absences relating to religious holidays and university-sponsored activities, such notes should be made available before the event. All assignments due during your absence should be submitted before you leave. For unanticipated events such as grave illness or death in the family, these excuses should be submitted to the instructor within 5 business days of returning back to school along with any assignments that were due during your absence. I do not accept the "Explanatory Absence for Absence from Class Form" in this course.

Grading policies

Grades have to be earned in this class for completing course requirements. To be fair on all students, extra credit opportunities, if made available, will apply to all students and cannot be given to individual students.

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<th>Points</th>
<th>Grade</th>
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<tr>
<td>89.5 to 100</td>
<td>A</td>
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<td>79.5 to 89.4</td>
<td>B</td>
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<tr>
<td>69.5 to 79.4</td>
<td>C</td>
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<tr>
<td>59.5 to 69.4</td>
<td>D</td>
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<tr>
<td>Below 59.4</td>
<td>F</td>
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Class policies

- You are strongly encouraged to attend all class sessions. Note that there is a strong correlation between class attendance and grades. Being in class will allow you to ask questions and participate in class discussions, which will greatly enhance your understanding of the materials.

- You should attend all classes. Please let me know in advance if you will be missing a class period. If you have a university-approved, written, valid absence,
you are expected to submit any assignments due during your absence before the
day that you will be missing from class.

- All assigned readings should be completed before coming to class. Please be
  prepared to summarize and discuss the assigned readings during class. Take
careful notes while reading the materials and jot down any questions and
comments that you would like to discuss in class.

- Assigned readings, class discussions, blog entries, handouts, guest lectures, video
  screenings, and your own final project are all fair game for exam questions.

- I encourage you to share and respond to relevant, interesting and thought-
  provoking articles on media audiences using the class discussion board available
  on the course website in elearning. Remember that such participation would also
  count toward your participation grade.

- Please let me know in advance if you will be missing a class period for a
  university-excused absence. Make-up exams will not be administered unless a
  valid, verifiable, university-excused absence is made available to the instructor.

- As a courtesy to other class members, please turn off all cell phones during class
time. Texting or talking on the phone can be quite distracting to others in class. If
you have a special situation that requires you to receive or send cell phone
messages in class, kindly let the instructor know in advance.

- Laptops and other electronic word processing devices are not allowed in the class
  except for note-taking purposes. Violation of this policy would lead to a no-laptop
  rule for everyone in class for the rest of the semester. Please be mindful to not
  check email, browse the web, etc.

- Audio recording, photography, and video recording during class are prohibited.

**COURSE SCHEDULE:** This is a tentative schedule and is subject to modification by
the instructor depending on the progress made by the class. Additional readings and
handouts may be assigned through the course of the semester as determined by the
instructor. All chapter numbers refer to the textbook. The instructor will inform you in
class, via elearning, or through email if there are any changes to this schedule.

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic of the week</th>
<th>Assigned readings</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 30/Sept 1</td>
<td>Introduction and historical perspective</td>
<td>Read Ch. 1 and Wilson et al (Do media matter)</td>
<td>Proposal due on 8th, Writing</td>
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<td></td>
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<td>Video: Sexual stereotypes</td>
<td>workshop</td>
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<td>2</td>
<td>Sept 6/8</td>
<td>Media representations of gender and</td>
<td>Read Ch. 2.1 and Holtzman (Gender: In Pink and Blue)</td>
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<td></td>
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<td>sexuality</td>
<td>Video: Codes of gender</td>
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<td>3</td>
<td>Sept 13/15</td>
<td>Cultivation theory</td>
<td>Read Ch 2.4, Radway chapter;</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Bibliography</td>
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<td>4</td>
<td>Sept 20/22: Social cognitive theory, body image and the thin ideal</td>
<td>Read Ch. 2.5; Harrison article; Pierce article</td>
<td>Bibliography due on 22nd</td>
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<td>5</td>
<td>Sept 27/29: Contact hypothesis and sexual orientation</td>
<td>Read Ch. 5.8 &amp; Schiappa article</td>
<td>Sept 29 – Miller guest lecture</td>
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<td>6</td>
<td>Oct 4/6: Review and Exam 1</td>
<td></td>
<td>Exam 1: Oct 6</td>
<td></td>
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<td>7</td>
<td>Oct 11/13: Media representations of race and ethnicity</td>
<td>Read Wilson et al’s chapter on Racialism and Wilson et al’s chapter on Diversity Rules</td>
<td>Oct 13 – Guest lecture and AAB visit</td>
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<td>8</td>
<td>Oct 18/20: Priming, Black identity, and popular culture</td>
<td>Read Ch 2.2 and Ford article</td>
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<td>9</td>
<td>Oct 25/27: Social identity, Asian femininity, and ethnic humor</td>
<td>Read Orbe et al chapter and Shah article</td>
<td>Context/theory due on Oct 25</td>
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<td>10</td>
<td>Nov 1/3: Framing, news, and Latino representations</td>
<td>Read Ch. 4.2 and Delgado Video</td>
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<td>11</td>
<td>Nov 8/10: Orientalist feminism, imperialism, and Arab representations</td>
<td>Lind &amp; Danowski chapter and Maira article</td>
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<td>12</td>
<td>Nov 15/17: Media literacy and children’s programs</td>
<td>Read Ch. 5.1 and 5.2 Video</td>
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<td>13</td>
<td>Nov 22/24: Writing workshop</td>
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<td>No class on 11/24</td>
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<td>14</td>
<td>Nov 29/Dec 1: Review and Exam 2</td>
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<td>Exam 2-Dec 1</td>
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<tr>
<td>15</td>
<td>Dec 6: Final presentations</td>
<td></td>
<td>Final paper due on 6th</td>
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**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Academic Integrity Statement:** Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own (including from the textbook, assigned readings, and bibliography). Aggie honor code: “An Aggie does
not lie, cheat, or steal or tolerate those who do”. As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website: www.tamu.edu/aggiehonor/. In particular, you should read the links under ‘Student Rules’.

**Safe Classroom Environment.** Considering the nature of this course, it is especially important that we establish a safe environment in the classroom. Towards this end, I seek your support in encouraging engaged, honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I 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, physical ability, or nationality will not be tolerated.
TO: Faculty Senate Executive Committee

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

CC: Nancy Street, Department of Communication
James Aune, Head, Department of Communication
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 16, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 410

We recommend that COMM 410, Records, Radio and Popular Music be certified as a writing (W) course for four academic years (9/1/11 to 9/1/15). 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: 40%
2. Course content appropriate to the major
3. Total number of words: 3250
4. Instructor to student ratio for one section: 1:25

Students in COMM 410 write a proposal for a research paper, and then write the research paper. Every student has a required meeting with the instructor to discuss a research topic, find some sources, and formulate a research plan. Feedback on the written proposals helps prepare students for writing the research paper as well as provides information on their writing style. Drafts of the research paper are reviewed by the instructor. For instruction, the papers in progress and the research progress are discussed with the whole class. A class period is devoted to discussing the research paper assignment, and the library provides instruction on finding sources and formulating a research question. In addition, students receive a handout with writing tips relevant to writing a history research paper and are encouraged to use the University Writing Center.

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):
COMM 410 Radio, Records, and Popular Music

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

Date

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean:

Printed name and signature

(Date)

Department Head:

Printed name and signature

(Date)
COMM 410: Radio, Records, and Popular Music

Fall 2009

Mondays and Wednesdays
4:10-5:25
Bolton 018

Professor Eric W. Rothenbuhler
202C Bolton Hall
Rothenbuhler@tamu.edu
845-2880, Rothenbuhler's office
845-5500, Communication Department main office

Office hours: 2:45-4:00 Mondays, Wednesdays, and by appointment.

Required Readings:
Both texts are available at the University Bookstore.

A packet of photocopied readings.
Available at the TEES Copy Center, room 221 Wisenbaker Engineering Research Center.

Recommended Readings:
Available at the University Bookstore.

See the recommended readings throughout the schedule, the supplementary bibliography at the end of the syllabus, and the library course guide. Come to the office and talk with me anytime.

Library Course Guide:
http://library.tamu.edu/class-guides/communication/comm-410-radio-records-popular-music/page1/

Description:
This is a writing-intensive, inquiry-based course about the interaction of communication technologies and media industries in the evolution of American popular music from the 1920s to today. It is an advanced level course intended for seniors and beginning graduate students. You should bring to it prior knowledge of media industries, communication technologies, media and communication theory, American history, and social theory from your other course work. Musical education and experience will be
very helpful, though I will teach the few basic musical terms and concepts that are required.

We will examine musical aesthetics, style, and expression in relation to changing technologies of recording, distribution, and communication, the record and radio industries, their growing audiences, and some major issues of changing social order, including race, class, sex, regionalism, urbanism, and migration. In regard to technology we will address the phonograph, radio, sound film, jukebox, tape recorder, transistor, multi-track studio, digital recording, and digital distribution. In regard to music we will give special attention to jazz, blues, country, and the rise of rock and roll, focusing on the 1920s through the 1950s. In regard to theory the class will use a wide range of concepts from communication theory, sociology, anthropology, musicology, and history.

Course goals include learning about (a) the history of sound technologies, especially recording and radio; (b) the history of the recording and radio industries; (c) the role of technology and business in processes of aesthetic change, as illustrated in the history of American popular music; and (d) how to use technology, business, and communication as perspectives for the analysis of popular music.

Grading:
This is a writing-intensive, inquiry-based class and much of the grading will be based on your writing in relation to a semester-long research project. There will be one midterm exam worth 25% of the course grade, one final exam worth 25%, a project proposal worth 10%, a project literature review worth 10%, a draft project report for feedback (no grade), and the final project report worth 30%. The final course grade will be the weighted average of those components.

The exams will include short answer and essay questions; they may also include some multiple choice, matching questions, or identification questions.

The research project will be an application of ideas, perspectives, and information from the course and your own further reading to the analysis of a musical artifact, event, performance, style, genre, performer, radio format, or other such example. There will be a handout with more information and we will discuss your research and papers in class.

Other course policies:

Attendance and participation: Both listening and talking, as appropriate given the size of the class, are expected of all students. We will try to have as much discussion as lecture. I will call on people to share their thoughts about our readings and the musical examples. There may be opportunities to bring in your own musical examples for discussion. I will expect everyone to attend and to be prepared every day. The exceptions are, of course, for university-approved absences.

Decorum and politeness: Please treat the classroom like a shared, public, workplace. Just like any other workplace, we can have fun and enjoy each other’s company, and we should show up on time, well prepared, and ready to concentrate. We should all try to keep our mind on the task, not interrupt other people’s concentration, listen when others are talking, and so on.

This class requires careful listening to music. We are all in the habit of socializing while music plays in the background; that will not be the way it works in this
class. When I turn on the music, you should not start talking, you should start concentrating.

Please turn off cell phones, iPods, PDAs, etc., and do not use laptops for anything other than taking notes. Please do not check your messages, send texts or email, check web pages, browse the internet, or otherwise distract yourself, your neighbors, or me from the work we came here to accomplish. The same goes for newspapers, magazines, music players, and any other such distractions. I will appreciate your help.

Listening: Sound and music are the central objects of analysis in this class. Of course we are all listening all the time, even when we are asleep. We are always partly aware of a full background of sounds in every activity and every social situation. We have strong habits of listening. In this class, though, we want to listen more, listen differently, and listen deeper than normal. We have to put more into our listening so that we can get more out of it. There is a homework assignment for every single day of the semester: do something to open your ears and listen thoughtfully; work to break your listening habits; work to become aware of the qualities of sound of the world you live in.

The readings will discuss specific musical examples and recordings. You should listen to every one of them and think about what the author said in relation to what you hear. The Katz book has a CD with it; your reading assignment is not done until you have listened to the examples on the CD and thought carefully about Katz’s discussion of them. The other readings will refer to a variety of pieces of music; go to the library or go online, find each one of them and listen before class.

In general you should do as much listening as possible while thinking about the points from our readings. Evans Library has listening facilities and music and audio collections on the shelves and through their electronic resources. Music is ubiquitously available elsewhere (your own collections, your friends, your parents, radio, jukeboxes, the internet, public libraries, etc.)—just remember to listen thoughtfully. Practice using ideas from class while listening to music and while discussing music with your friends.

Due dates and make up exams: There will be no late papers, no missed deadlines, and no make up exams—unless prior arrangements have been made or there is a genuine emergency. The final exam, which will be held at the university-scheduled time, cannot be changed. Of course we can make arrangements to work around university-approved absences or other circumstances genuinely beyond your control; talk with me as soon as possible. Please note that your attendance to jobs, internships, other classes, family events, and relationships are not genuinely beyond your control. If an emergency prevents you from meeting a deadline or attending a test, contact me as soon as possible and then, with proper documentation of the emergency, we can make other arrangements.

Additional readings: Everyone will need to do additional readings for their research papers. There are recommended readings listed in the syllabus under various topics and the supplementary bibliography at the end. I can offer other suggestions and the library is full of books as well. Please do stop by the office to discuss paper topics and get suggestions for additional readings.
Special accommodations: If you require accommodation for a disability, please contact me during the first week of class so that I may make arrangements for you. "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 B-118 of Cain Hall, call 845-1637, or e-mail ssd@tamu.edu"

Academic honesty: Cheating, plagiarism and other forms of scholastic dishonesty will not be committed in this course. Please familiarize yourself with the University's penalty for these offenses. Please see http://www.tamu.edu/aggiehonor/

"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.

Course schedule

Note: Changes are possible so that we can adjust to fit students' interests, schedule guest speakers, respond to current events, or make any other necessary adjustments.

Part One: Listening analytically; music, technology, business, and communication; doing research on popular music.

Week One (Aug. 31):
M: Introduction and overview of the course;
Four perspectives for the analysis of popular music;
Inquiry based course;
Writing intensive course;
Research projects.
W: David Brackett, "Billie Holiday's and Bing Crosby's 'I'll be Seeing You'" (in Bennett, Shank, & Toynbee, reading packet).

Go to YouTube, find the versions of "I'll be Seeing You" that Brackett is analyzing and listen through once. Then listen again noting the sonic features that Brackett mentions. Listen again noting anything else that catches your ear.

Make a list of the issues Brackett addresses in his analysis (biography, image, musical genre, style, social context, etc.)

Week Two (Sept. 7):

As above with the Brackett article, go to YouTube, listen, etc.
W: Library presentation: Meet in Evans Library Room 204B with Librarian Stephen Bales.

Recommended:
Roy Shuker, *Understanding popular music,* Chapter 6, *Texts and genres.*

**Part Two: On music and technology.**

**Week Three (Sept. 14):**
M: Mark Katz, *Capturing sound: How technology changed music,* Chapter 1, Causes.
W: Discussion cont.
   Talk about research ideas.
Recommended:
   Evan Eisenberg, *The recording angel: The experience of music from Aristotle to Zappa.*
   Steve Jones, *Rock formation,* Chapters 1 & 2: Technology and popular music;
   The history of sound recording.
   Andre Millard, *America on record,* Introduction and other chapters.

**Part Three: On music business and industry.**

**Week Four (Sept. 21):**
W: Discussion cont.
   Talk about research projects.
   Project proposals due.
Recommended:
   Geoffrey P. Hull, *The recording industry,* esp. Chapters 1, 2, 6, & 7.
   Shuker, Chapter 2, *The music industry.*

**Week Five (Sept. 28):**
M: Midterm review
W: Midterm exam

**Part Four: Case Studies**

**Week Six (Oct. 5): How the limits of technology shape music.**
M: Katz, Ch. 3, Capturing Jazz
W: Katz, Ch. 4, Aesthetics Out of Exigency
Week Seven (Oct. 12): How technology creates new musical opportunities.
M: Edward R. Kealy, From craft to art: The case of sound mixers and popular music (in Frith & Goodwin, reading packet).
W: Katz, Ch. 7, Music in 1s and 0s

Week Eight (Oct. 19): Research projects.
M & W: No class meeting; work on your research projects. Rothenbuhler will be at the Cultural Technologies Symposium in Stockholm, Sweden.

Week Nine (Oct. 26): How music, business, and technology create social worlds.
M: Marc Fisher, Something in the air: Radio, rock and the revolution that shaped a generation, Chapter 3, The transistor under the pillow (reading packet).
W: Katz, Ch. 8, Listening in cyberspace, pp. 158-182.
Project literature reviews due.
Recommended:
Andre Millard, America on record: A history of recorded sound, Chapter 9, Swing and the mass audience.

Week Ten (Nov. 2): The early development of country music.
W: Peterson, Ch. 7, The Barn Dance of the Air (reading packet).

Week Eleven (Nov. 9): Rock and roll.
M: Glenn C. Altschuler, All shook up: How rock 'n' roll changed America, Chapter 1, Popular music and American culture 1945-1955.
W: Research projects, meet in the library.
Recommended:
Philip H. Ennis, The seventh stream: The emergence of rock'n'roll in American popular music.

Week Twelve (Nov. 16): Rock and roll, cont.
M: Altschuler, Chapter 2, Rock 'n' roll and race.
W: Research projects, meet in the library.

Week Thirteen (Nov. 23): Rock and roll, cont.
M: Altschuler, Chapter 3, Rock 'n' roll and sexuality.
Project draft reports due.
W: Classes will be cancelled for Thanksgiving break
Week Fourteen (Nov. 30): Rock and roll, cont.
M: Altschuler, Chapter 4, Rock 'n' roll and generational conflict.
W: Final review.
M (Dec. 7): rescheduled Friday, project final reports due at my office by 4:00 pm

Final exam: Monday, Dec. 14, 3:30-5:30

Supplementary Bibliography
This is a very partial listing of other valuable readings on various topics of the course.

General sources and anthologies, history, theory, and analysis.
Evan Eisenberg, The recording angel: The experience of music from Aristotle to Zappa.
Simon Frith & Andrew Goodwin (Eds.), On Record: Rock, Pop, & the Written Word. New York: Pantheon Books.

On music as music; musicology and aesthetics in popular music studies.
Simon Frith, Performing rites: On the value of popular music.
Griel Marcus, Corrupting the absolute (in Frith & Goodwin, Eds., On record).
Susan McClary & Robert Walser, Start making sense! Musicology wrestles with rock (in Frith & Goodwin).
Roy Shuker, Understanding popular music, Chapter 6, Texts and genres.

On music, business, and industry.
Mary Harron, McRock: Pop as commodity (in Simon Frith, Ed., Facing the music).
Geoffrey P. Hull, *The recording industry*, esp. Chapters 1, 2, 6, & 7.
Eric Rothenbuhler & Tom McCourt, *The economics of the recording industry* (in A.
economics: Theory and practice*, 3rd ed.).
Shuker, Chapter 2, The music industry.
Cambridge, MA: Harvard University Press.
Harold L. Vogel, *Entertainment industry economics: A guide for financial analysis* (4th
ed.), esp. Chapters 1 & 5.

On music and technology.
Andre Millard, *America on record*, Introduction, Ch. 6, The machines, and Ch. 12. The
record.
Frances Dyson, *Sounding New Media: Immersion and Embodiment in the Arts and
Culture*. Berkeley: University of California Press.
Paul D. Greene & Thomas Porcello (Eds.), *Wired for Sound: Engineering and
Technologies in Sonic Cultures*. Middletown, CT: Wesleyan University Press.
Evan Eisenberg, *The recording angel: The experience of music from Aristotle to Zappa*.
Steve Jones, *Rock formation*, Chapters 1 & 2: Technology and popular music; The
history of sound recording.
Hanover, CT: Wesleyan University Press.

Music as social activity; audience, communication, and social structure.
*Popular Music and Communication*, 2nd ed.).
Dick Hebbedge, *Style as Homology and Signifying Practice* (in Frith & Goodwin).
William Howland Kenney, *Recorded music in American life: The phonograph and
popular memory, 1890-1945*, Ch. 1, Two “circles of resonance”: Audience uses of
recorded music.
David Riesman, *Listening to popular music* (in Frith & Goodwin).
Shuker, Chapter 1, Popular culture, popular music, and media literacy; and Ch. 9,
Audiences, fans, and subcultures.

Early Jazz and Blues
Millard, Ch. 5, Recorded sound in the jazz age, and Ch. 7, Competing technologies.
Chanan, Chapters 4, Recording electrified; Ch. 5, Enter the talkies.

Rick Kennedy, *Jelly Roll, Bix, and Hoagy: Gennett Studios and the Birth of Recorded Jazz.*


Kenney, *Recorded Music*, Ch. 6, African American blues and the phonograph: From race records to rhythm and blues.


**Swing Music and the Culture Industry System**

Millard, Ch. 8, Empires of sound, and Ch. 9, Swing and the mass audience.

David W. Stowe, *Swing Changes: Big Band Music and New Deal America*.

**Early Country Music**


**Commerce and Creativity in the Emergence of Rock and Roll.**

Chanan, Chapter 6, Of LPs, EPs, DJs and payola.


Millard, Chapter 11, Rock 'n' roll and the revolution in music.


**Studio Practices and Recording Aesthetics**

Chanan, Chapter 8, The record and the mix.

Jones, Chapters 6, The process of sound recording; Ch. 7, Technology and the musician; Ch. 8, Rock, roll, 'n record.

Edward R. Kealy, *From Craft to Art: The Case of Sound Mixers and Popular Music* (in Frith & Goodwin).

Millard, Ch. 13, The studio, and Ch. 14, Perfecting studio recording.

Shuker, Chapter 5, Making music.

TO: Faculty Senate Executive Committee

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

CC: Nancy Street, Department of Communication
James Aune, Head, Department of Communication
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 21, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 415

We recommend that COMM 415 New Media and Civil Society be certified as a writing (W) course for four academic years (9/1/11 to 9/1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4350
4. Instructor to student ratio for one section: 1:25

Instructional design for COMM 415 uses Bloom’s Taxonomy of Learning as a guide to providing students with a comprehensive skills base in knowledge, comprehension, application, analysis, synthesis and evaluation through the writing exercise of producing an extensive research. Writing assignments include a two-page proposal for a long analysis paper, and a final analysis paper that is handed in in stages for feedback. The proposal outlines the focus of the assignment and receives extensive written and oral feedback through consultations. Students also submit drafts (minimum 3) of their major paper to the instructor electronically as they progress through the outlined sections (literature review, analysis, conclusion/introduction). These drafts are read thoroughly and extensive feedback is provided within 48 hours of submission. Students can submit any number of drafts so long as the revised submission has been extensively changed in accordance with the identified problems and issues. Students are encouraged to consult with the instructor in relation to the provided feedback in one-on-one sessions. Instruction is provided on organizing and structuring research and on argumentation and analysis.

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):

   COMM 415 New Media and Civil Society

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

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

Instructor/Coordinator: Nancy Street Nancy Street 10-31-11
(Printed name and signature)

Received: Valerie Balester 11-7-11
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Daniel J. Carter
(Printed name and signature)
(Date)

Department Head: James A. Aune
(Printed name and signature)
(Date)

Received by: NOV 6, 2011

67 of 178 QQ
COURSE DESCRIPTION

This course provides students with an opportunity to engage in critical analyses of new media technologies, civic participation and social capital in democratic, non-democratic and nascent civil societies around the world. Prevailing discourse surrounding the importance of a strong civil society serves to furnish a national stock of "capital" (economic, social, political, cultural and symbolic) that can protect society from the state's inherent authoritarian tendencies while improving the performance of government institutions through a critical citizenry. For example, social capital refers to a culture of trust, tolerance and reciprocity that allows nations and its citizenry to engage in a wide range of collaborative endeavors for the benefit of democracy and social and economic development. The key dimension of this culture is "trust," both "interpersonal," or trust that individuals place upon each other, and a more "generalized" form understood to represent a social endowment of trust. In examining these critical concepts, we ask: What role does new media technologies play in maintaining, creating or hindering civil society processes in different global contexts.

The objectives of this course are to:

1. Critically engage with discourses on civil society processes in diverse global settings.
2. Define and explain the key concepts of civil society, civic participation and social capital.
3. Examine and explain how new technologies are utilized to maintain, create or hinder civil society processes.
4. Engage in a critical dialogue on how new media technologies can be used strategically to enhance democratic structures in non-democratic and nascent civil societies around the world.

ASSESSMENT

1. Individual Seminar (reading) 100 points
2. Class/Weblog Participation 200 points
3. Written Paper
   a. Proposal 100 points
   b. Literature Review 200 points
   c. Analysis 200 points
   d. Intro/Conclusion 100 points
   e. References 100 points

TOTAL: 1000 points
Notes:

1. Seminar: Students will be assigned reading/s during the semester. You will briefly summarize the main points of the assigned article, provide a critical assessment of the key points, and generate/lead a class discussion during your assigned class meeting to explore the civil society dimensions under analysis. You will be graded on the following criteria:
   a. Summary of main points (20%)  
   b. Ability to identify and critical assess the key points (40%)  
   c. Ability to generate and lead a discussion that creates a critical dialogue on identified issues (40%)

2. Class/Weblog Participation: Students are expected to participate in in-class and weblog discussions before and during the individual seminars. Students are required to post a brief 300-word summary of the article and three (30 discussion questions (the Friday of the week before your assigned seminar). These weblog postings will be used to focus the class discussion during the assigned in-class seminar period. You will be assessed on the following criteria:
   a. Quantity of comments made on the weblog and during individual seminars (30%)  
   b. Quality of points made on the weblog and during individual seminars (70%)

3. Written Paper: Students are required to produce a 15 to 20-page comparative analysis paper (double spaced, 12 point Times New Roman, citations provided – 15 minimum) of a civil society issue in the context of new media technologies. Your first task is to produce a 2-page proposal discussing the focus the paper. This proposal is due in Week 3. You need to write this proposal in third person and show preliminary research (with at least 5 key citations). Your final paper must show breadth of research on the chosen topic, ability to focus your analysis on a key aspect of civil society within the chosen context of new media technology, and depth of understanding through analysis. Your final paper will be assessed on the following criteria:
   a. **Introduction:** What is the focus of your paper? and Why is this focus important to civil society discussions on new media technologies? (Due: Week 12)
   b. **Literature Review:** breadth of research, key definitions, logic of discussion, organization of material (Due: Week 6)
   c. **Analysis:** integration of theory/literature, organization and quality of argument, depth of understanding (Due: Week 10)
   d. **Conclusion:** What did you focus on? What did you find out? What is the significance of these findings? (Due: Week 12)
   e. **References:** 15-20 citations (books, journal articles, internet resources - maximum of 5). (Updated for all submissions throughout the semester)
Paper's organization, structure, and grading criteria

- Literature review (submitted in week 6; 20%)
- Analysis (submitted in week 10; 20%)
- Introduction/conclusion (submitted in week 12; 10%).
- References/works cited/other guidelines (10%)
- Final paper (an accumulation of all sections) will be submitted in week 14 for final assessment (40%).

Heading (one line maximum)

Introduction (5%)
  a. General statement on the topic or focus of the assignment
  b. Supporting evidence (research) of the significance of this topic and focus
  c. Thesis statement (one sentence)

Literature Review (20%)
  a. Key terms and concepts identified, defined and explained using relevant and current literature (note diversity and range of academic, periodicals, internet sources required)
  b. Organization and structure facilitates literature review effectively
  c. Overview of the case study or example under analysis
  d. Open-ended questions to be answered (3)

Analysis (20%)
  a. Brief introductory paragraph that outlines the focus of the analysis and issues/problems to be addressed
  b. Short heading (italics) for each question asked
  c. Analysis/discussion that answers the question under review, that draws the key literature into the section to support your argument
  d. General discussion on what are the key findings from the analysis, drawing the literature into the section to provide a comprehensive, informed understanding of the issue under consideration

Conclusion (5%)
Following questions need to be answered in this section (3 paragraphs)
  a. What did you set out to do?
  b. What did you find out?
  c. What is the significance of these findings in relation to technology and communication?

References or Works Cited (5%)
  a. Comprehensive and complete list of citations used in the paper
  b. Accuracy of cited sources
  c. Diversity and range of sources (academic, periodical, Internet)
  d. Alphabetically listed

Other Guidelines (5%)
  a. High standard of expression, grammar, and syntax
  b. Spelling is accurate
c. Economy of expression  
d. One-inch margins, 12-point Times New Roman

**Final Paper (40%)**

### COURSE CONTENT

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/s</th>
<th>Seminar Leader</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/15-</td>
<td>Course Introduction</td>
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<td>1/17-</td>
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<td>1/24-</td>
<td>Primary Issue in Internet Use</td>
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<td>3</td>
<td>1/29-</td>
<td>New Media History</td>
<td>Flichy, Ch 8 (in Lievrouw &amp; Livingstone)</td>
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<td>1/31-</td>
<td>What's New about “New Media”?</td>
<td>Flew, Ch 1</td>
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<td>2/5-</td>
<td>Do Virtual Communities Exist?</td>
<td>Rheingold, Ch 2</td>
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<td></td>
<td>2/7-</td>
<td>Real Digital Divide: Citizens versus Consumers</td>
<td>Gundy, Ch 26 (in Lievrouw &amp; Livingstone)</td>
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<td></td>
<td>2/12-</td>
<td>The United States: Do We Still Bowl Alone?</td>
<td>Putnam, Ch 1, 8,</td>
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<td>2/14-</td>
<td>Mexico</td>
<td>Del Río, Ch 3 (in Schuler et al.)</td>
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<td>2/19-</td>
<td>Middle East</td>
<td>Eickelman, Ch 1</td>
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<td>2/21-</td>
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<td>Khatib, pp. 389-409</td>
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<td>2/26-</td>
<td>Brazil/Spain</td>
<td>Encarnacion, Ch 4</td>
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<td>2/28-</td>
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**SPRING BREAK – MARCH 10-14**

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<td>China</td>
<td>Kluver, Ch 1</td>
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<td>Kluver &amp; Weber, pp. 371-388</td>
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<td>Malaysia</td>
<td>Pepinsky, pp. 136-163</td>
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<td>Philippines</td>
<td>Hedman, Ch 8</td>
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<td>4/3</td>
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<td>Rheingold, Ch 7</td>
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**READINGS**


**GENERAL COURSE POLICIES**

A. **Attendance.** Attendance in this course is vital to your grade. Class sessions will employ case readings and application of content material. Students should come prepared to discuss the readings and the cases. Hence, it is important that students keep up with the readings. Everything covered in class is applicable to assignments and tests. If you miss a scheduled class, you are required to submit a medical certificate as justification for non-attendance.

B. **Plagiarism.** Cheating, plagiarism and other forms of scholastic dishonesty will not be tolerated in this course. Please familiarize yourself with the University's penalty for these offenses, and review [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/). Plagiarism consists of passing off one's own words, writings, etc. when these belong to another person. Based on this definition, you are committing plagiarism if you copy the work of another person and submit it as your own, even if you have permission from that person to use the material. You commit plagiarism if you copy verbatim from a book or published article without proper quotations and citations. Plagiarism results in severe penalties.

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

C. **American Disabilities Act.** 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 B-116 of Cain Hall, call 845-1637, or e-mail ssd@tamu.edu.

**OFFICE HOURS**

Students are encouraged to do the readings in advance and take advantage of office hours to clarify any doubts or questions regarding material covered in class or to discuss a subject further. If the office hours are not convenient, contact me and I will make arrangements for a convenient appointment. Time: Tuesday 2-3.30 pm
TO: Faculty Senate Executive Committee

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

CC: Kristan Poirot, Department of Communication
James Aune, Head, Department of Communication
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 22, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM/AFST 425

We recommend that COMM/AFST 425, Rhetoric of Social Movements, be certified as a writing-intensive (W) course for four academic years (9/1/11 to 9/1/15). 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: 33%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Instructor to student ratio for one section: 1:25

This course requires students to write six critical response essays and complete several writing activities such as answering essay questions, writing reflections, or contributing to class blog. The six critical response essays are spaced throughout the semester; the instructor provides feedback on each and encourages students to revise and resubmit each. The final grade for an assignment is the average of all grades on attempts for that particular assignment. Four writing workshops are held during the semester, and writing activities and exercises are interspersed throughout the term.

Since original certification was granted, more writing exercises were introduced and rather than a long final paper, students write six shorter papers of the same type.
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 425 Rhetoric and the Civil Rights Movement

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  Nancy J. Street  10-31-11
   Printed name and signature

   Received: Valerie Balester  11/7/11
   (W Course Coordinator, University Writing Center) (Date)

   Approvals:

   College Dean:  (Date)
   Printed name and signature

   Department Head: James A. Arne  11-1-11
   Printed name and signature
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):

   AFST 425 Rhetoric and the Civil Rights Movement

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

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean:

Printed name and signature

(Date)

Department Head:

Printed name and signature

(Date)

Attachments QQ
AFST/COMM 425: Rhetoric of Civil Rights Movement
Spring 2011 (Section 900)

Dr. Kristan Poirot
Legett #019
845-2842
Poirot@tamu.edu
Office Hours: MW: 2-3:00; T: by appointment

Course Description: This course examines rhetorics associated with the struggle of African Americans to gain civil rights in the United States since the early nineteenth century. By focusing on the most recognized movement that emerged in the South between 1954 and 1965, this course aims to give students an understanding of that movement's historical roots and contemporary effects. This course is both reading and writing intensive and requires students to critically engage contemporary academic scholarship. I expect that students will use writing as one of the many tools to work through course concepts, ideas, and arguments. This class also requires active engagement with fellow learners and the larger TAMU learning community, including regular participation in class discussions and blog, attendance to university lectures, formation and participation in study groups, and/or peer review. Finally, this course has been partially funded by a university initiative to promote civil dialogue. As such, students will be required to promote and mediate a public civil dialogue in Bryan/College Station.

At the conclusion of this course, students should be able to:

- discuss African-American's struggle of civil rights since the early nineteenth century, identifying important figures, surges of activity, precipitating events, and varying rhetorical strategies;

- write well-argued and rhetorically effective academic essay(s);

- critically describe and evaluate speeches and print discourse;

- work effectively in a group to promote a civil dialogue on a contemporary issue in Bryan/College Station, Texas.

Required Texts:


Course readings available on E-Learning. (Students must access and print these essays).

Course Assignments:  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Response Essays &amp; Writing Exercises</td>
<td>165 pts.</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>95 pts.</td>
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<tr>
<td>Civil Dialogue &amp; Class Facilitation</td>
<td>140 pts.</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 pts.</strong></td>
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</tbody>
</table>

Grading Scale:

- A: 450-500 pts.
- B: 400-449 pts.
- C: 350-399 pts.
- D: 300-349 pts.
- F: < 300 pts.
*If I come to realize that students are not doing the reading EVERY class period, I will add up to 100 points worth of daily reading quiz grades to the course assignments above. If daily reading quizzes are instituted in the class, the total number of points possible will also be adjusted and the grading scale will change. I will post the new grading scale on E-Learning if necessary*

**Exam:** There will be one exam that will be given towards the end of the semester. This exam may consist of multiple choice, short answer, and essay questions. I will hand out a review sheet for each exam at least 4 days prior to the exam.

**Response Essays & Writing Exercises:** This course meets a university writing requirement. As a writing intensive course, we will write as a way to engage course materials. Some of this writing will be evaluated and read only for content (reading quizzes and exam), and other essays will be graded in terms of content as well as writing efficiency and rhetorical efficacy. The response essays allow you to showcase your understanding of course materials as well as writing acumen. During the semester I will hand out a number of writing prompts. You will have to write an essay that incorporates and critically engages course materials AND responds to the prompt. To be clear, the prompt will not ask you to simply regurgitate the readings and class discussions. Rather these prompts are designed to inspire independent engagement with course concepts, ideas, and arguments. Each essay is worth 25 points. You may revise any essay. I will record the average score of all revisions. All revisions are due one week after I hand out the graded essays.

We will also engage in a number of in-class writing exercises throughout the semester. These exercises are worth a total of 15 points.

*As per University requirements for W courses, if you do not pass the written requirement for this class, you will not pass the class – regardless of total number of points earned*

**Community Engagement:** This course places a very strong emphasis on your thoughts, analyses, interpretations, commentaries, questions, and dialogue about the course materials. In other words, various forms of dialogic interaction comprise the majority of time spent on "learning” course concepts. The primary objective of interaction should not be to be right or look smart but to contribute to the learning process of everyone in the class, a process in which trying to avoid being wrong, uncertainty, guessing, asking questions, and taking chances greatly reduces everyone’s opportunities to learn. The onus is, thus, upon you to be more of an active participant in the creation of a productive learning community, rather than a passive observer-listener. Put simply, while I am the primary facilitator/teacher of the course, its quality and effectiveness will be determined by our collective efforts – each one of us has the responsibility of facilitating each other’s learning. Details on how one can engage and how one’s engagement will be evaluated will be discussed soon. Suffice to say, enrollment in this course is an agreement to participate in it as an active member of a learning community. I take this assignment as seriously (if not more) than any other assignment for the course.

**Civil Dialogue & Class Discussion Facilitation:** At the end of the semester, three groups in this course will promote, host, and mediate a public discussion on a contemporary race or civil rights issue. Each group’s goal will be to make this discussion a “civil dialogue.” To help prepare for this event, groups of two will facilitate a class discussion on a pre-determined topic. The final civil dialogue is worth 75 points and the class facilitation is worth 50 points. Students will sign up for the class facilitation on Wed., January 26th.
Course Policies:

**Attendance Policy:** Regular class attendance is crucial. I will take roll every day and excessive absences will substantially reduce one's community participation grade. If a student has more than three unexcused absences, their final grade will be dropped by one letter. It is the student's responsibility to get notes and assignments from your classmates when class is missed (excused or unexcused). It is also the student's responsibility to provide proper documentation for an absence to count as excused. Go to http://student-rules.tamu.edu/rule07 for explanation of what qualifies as an excused absence.

**Late Policy:** I do not accept late work. Unless otherwise noted, all assignments are due at the beginning of class on due date.

If a student misses a day of a point generating activity, he/she may NOT make it up if the absence is unexcused (including exams!). If the absence is excused, he/she must make arrangements with me for an alternative assignment within one week of his/her return to class.

**Mobile Device Policy:** Although I am grateful for the various ways one can stay connected to an ever-enlarging network of people and ideas, the active maintenance of these connections in the classroom is rarely beneficial to one's and others' learning. As such, text/instant messaging, checking/updating/responding to/opening/etc. email, websites, blogs, facebook, etc., and/or running any app/program that is not essential to note-taking and reading during class discussion is prohibited. In short, you can use your electronic devices as e-readers and as note-taking media, all other uses must be cleared by me ahead of time. **If you violate this policy, you will receive an unexcused absence for the day of the violation. If you violate this policy more than once you will be asked to leave the class.**

**Academic Honesty & Integrity:**

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

I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU's academic misconduct policies and demonstrates one's commitment to the Aggie Honor Code. For more information visit: http://www.tamu.edu/aggiehonor.

**American Disabilities Act 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.

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**Tentative Reading & Assignment Schedule**
Engagement Reports Due EVERY Monday beginning, Monday January 31.

All assignments on schedule below are in addition to these assignments and reports.

Week 1 (1.19-1.21): Course Introduction/Early America

W: Syllabus, Introductions

F: UM, p. 1-26
   Holder, ""We Should Have an Open Dialogue"

Week 2 (1.24-1.28): Slavery & Abolition (1776-1860)

M: UM, p. 26-42
   "Blood & Slavery" (Ripples)

W: Campbell, "Descriptive Analysis"
   Writing Goal Exercise

F: Stewart, "Address at African Masonic Hall" (Ripples)
   Grimke, "Pennsylvania Hall Address" (Ripples)

Week 3 (1.31-2.4): Slavery & Abolition (Cont'd)

M: Douglass, "What to the Slave is the Fourth of July"
   Response Essay #1 Due

W: Garrison, "No Compromise on the Evils of Slavery"

F: Facilitation # 1: Dred Scott Decision
   Lincoln, "House Divided"

Week 4 (2.7-2.11): Civil War & Reconstruction (1860-1877)

M: UM, p. 47-89

W: Harper, "We are all bound up together"

F: UM, p. 89-105
   Writing Goal Exercise

Week 5 (2.14-2.18): Post-Reconstruction Retreat (1877-1908)

M: Washington, "Atlanta Compromise"
   DuBois, "Training Negroes for Social Power"

W: Wells, "Southern Horrors"
F: Facilitation #2: Racial Uplift/African-American Club Movement
Terrell, “What it Means to Be Colored”

Week 6 (2.21-2.25): Jim Crow (1908-1935)

M: Facilitation #3: NAACP
UM, p. 106-125
Response Essay # 2 Due

W: Garvey, “A Separate Nation”
Garvey, “A Last Word Before Incarceration”

F: UM, p. 125-135

Week 7 (2.28-3.4): Fascism & War (1935-1945)

M: UM, p. 136-160
Facilitation #4 Sports & Race

W: Facilitation #5 Segregation & Military
UM, p. 161-201

F: Randolph, “Desegregating the Military”
Rustin, “Jim Crow Army”
Response Essay # 3 Due

Week 8 (3.7-3.11): The Cold War and Brown (1946-1957)

M: UM, p. 202-241
Marshall, “Dismantling Segregation”

W: Facilitation #6 Confederate Flag and Southern States
Eisenhower, “Federal Court Orders”

F: Zarefsky, “Civil Discourse”
Writing Exercise

Week 9 (3.14-3.18): Spring Break


M: Hampton & Fayer, “Emmitt Till”
Till Bradley, “I want you to know”

W: UM, p. 242-253
Hampton & Fayer, “Montgomery Bus Boycott”

F: King, “Montgomery Bus Boycott”
Response Essay # 4 Due
Week 11 (3.28-4.1): Sit-Ins to Birmingham (1960-1962)

M: Facilitation #7 Sit-ins and SNCC
   UM, p. 253-270
   Hampton & Fayer, "Freedom Rides, 1961"

W: Hampton & Fayer, "Birmingham, 1963"

F: Johnson, "Address at Gettysburg"
   Kennedy, "Civil Rights Message"

Week 12 (4.4-4.8) March on Washington to Malcolm X (1962-1964)

M: UM, p. 270-272
   Hampton & Frye, "The March on Washington, 1963"
   Response Essay # 5 Due

W: King, "I Have a Dream"
   Lewis, "We Must Free Ourselves"

F: Facilitation #8 Malcolm X
   Hampton & Frye, "Malcolm X"
   Writing Exercise

Week 13 (4.11-4.15): Voter Registration & Freedom Summer (1964)

M: Malcolm X, "Ballet or Bullet"
   Malcolm X, "Brotherhood Among Ourselves"

W: Hampton & Fayer, "Freedom Summer, 1964"
   Houck & Dixon, "Introduction"

F: Hamer, "Address to the DNC"
   Hamer, "Untitled"

Week 14 (4.18-4.22): Selma and beyond (1965-1968)

M: UM, p. 272-287
   Hampton & Frye, "Selma"
   Response Essay # 6 Due

W: King, "A long, long way to go"
   Johnson, "We Shall Overcome"

F: Facilitation #9 Black Power Movement
   Carmichael, "Black Power"

M:  *UM*, p. 288-316

W:  Jackson, “Our Time Has Come”
    Farrakhan, “A Million Men Marching On”

F:  *UM*, p. 317-351
    **Writing Exercise**

**Week 16 (5.2-5.3): Civil Dialogues/ Exam Review**

M:  Civil Dialogue Preparation
    Obama, “A More Perfect Union”

W:  Civil Dialogue Preparation
    Exam Review

**FINAL EXAM:** Tuesday, May 10 – 8:00 a.m.
TO: Faculty Senate Executive Committee

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

CC: Kevin Barge and Nancy Street, Department of Communication
James Aune, Head, Department of Communication
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 16, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 447

We recommend that COMM 447, Communication, Group Processes and Collaboration, be certified as a writing-intensive (W) course for four academic years (9/1/11 to 9/1/15). 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: 34%
2. Course content appropriate to the major
3. Total number of words: 3250
4. Instructor to student ratio for one section: 1:25

COMM 447 requires that students write a book review and a reflection paper. Two weeks prior to due date, rough drafts of each of the papers are turned in for instructor comment. Failure to turn in a rough draft results in the loss of a letter grade on the project. For instruction, class time is devoted to discussing each assignment (i.e., what makes a good book review), and students review sample papers so that they may learn both structure and content. Students are encouraged to work with the University Writing Center.

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):

COMM 447 Communication, Group Processes and Collaboration

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
(Date)

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

Approvals:

College Dean: 
Printed name and signature
(Date)

Department Head: James A. Aune
Printed name and signature
(Date)
COMM 447
Communication, Group Processes, and Collaboration

Instructor Information:
Professor:          Dr. J. Kevin Barge
Office No.: 102 Bolton Hall
Office Phone: (979) 845-5500
Office Hours: MWF 1:00-2:00 and by appointment

Required Texts:

Assigned articles are available on Web CT Vista.

Assigned book for book review. Once the book has been assigned, please order the book immediately through a book dealer (i.e., amazon.com) or see if it possible to check the book out from the library.

Please note that a copy of the syllabus, assignments, and test reviews are available on WebCT Vista.

Teaching Philosophy:

One of the exciting aspects of communication studies is that it can blend the theoretical richness of research with practical strategies for living one's life within small groups. Simply, communicating is a practical art that can be learned in a variety of ways including skill-building exercises as well as learning and understanding the variety of theories that have been offered to account for group dynamics. My promise to you is to come as prepared as possible for each class and to balance the importance of covering theoretical material along with teasing out the practical tips and strategies for how you can become more competent communicators within group settings. In return, I expect you to come prepared to explore how these theories of small group communication can be applied in practical ways to the groups you belong. By prepared, I mean that you come to class with the reading assignment for the day completed and that you bring your books to each class session. When I mean that you have read the material, this means that you ought to be prepared to discuss it, clarify key concepts of the readings, and be ready to provide examples of how the readings may relate to your own group experience. Certainly, there will be readings that you may find difficult and don't feel you understand. In those circumstances, you can prepare by making a list of questions that you would like answers to. Such questions can help us focus our discussion and more richly engage with the material. The bottom line is that a successful class does not depend on what I do as an instructor or what You do as a student; it depends on what WE do together to enter into a meaningful dialogue about the subject.
Course Goals:

1. The purpose of this course is to overview a variety of issues in small group communication. This course will examine small groups from a communication perspective with an emphasis on how messages, talk, symbols, and discourse contribute to effective small groups. By the end of the semester you should be able to answer questions such as:
   a. What is a small group?
   b. When should individuals or groups be used to make decisions?
   c. How do groups form and develop? What kinds of stages do they go through?
   d. What kinds of strategies promote effective group decision making?
   e. How do issues of power and social influence affect group life?
   f. What counts as effective group leadership?
   g. How can conflict within small groups be managed constructively?

2. Within recent years, a key focus of small group research has been the concept of communication competence. To be a competent group communicator, you should: (a) develop an understanding of what constitutes competent communication within the small group context, and (b) be able to apply this conception within small group of which you are a member. This means, you should be able to:
   a. identify issues and tensions within group life and develop strategies to manage them effectively,
   b. construct meeting agendas,
   c. identify and develop skills of leading within small groups
   d. facilitate group discussions effectively, and
   e. manage conflict.

3. This course is also considered a writing intensive course. As a result, one of my primary goals is to sharpen your written expression of important ideas and concepts and to build your capacity for making strong critical arguments backed by evidence. For each writing assignment, we will go over that assignment in class and then provide an opportunity for receiving feedback on that writing assignment prior to its due date.

Course Policies:

1. Attendance: You have four excused or unexcused absences for the semester. For each absence exceeding this amount, you will be penalized 3 points per additional absence off your point total. Perfect attendance will result in 6 points added onto your point total. A tardy counts as ½ absence. If I have collected the roll for the day and you add your name to the roll, this will count as a tardy. Please see Student Rule 7 for a complete listing of excused and unexcused absences as they pertain to course attendance. http://student-rules.tamu.edu/rule7.htm
2. **Participation:** Class participation is critical for a fun and educationally stimulating class. Your own enjoyment with the class is related to keeping current with the daily readings and actively contributing to class discussion.

3. **Assignments:** All assignments/tests are to be completed and turned in on the prescribed due date. All late work will be penalized a full letter grade for each day it is turned in late. If there is that off chance you require an extension, negotiations on deadlines must be undertaken and completed at least one week in advance of due dates. If you should experience an emergency (hard drive crashes, dogs eat term project etc.), I assess the evidence and credibility of the plea. A written verifiable explanation of circumstances beyond your control is the best evidence to support arguments for special treatment.

4. **Final Examination:** The final examination is scheduled on XXXXXX. According to policy, final examinations cannot be taken early. Please arrange your travel plans accordingly.

5. **Grade Concerns:** On receiving a graded test or paper, you have one week from the day that the assignment is turned back to argue for a grade change. Following that one-week period, your grade on the particular assignment is not negotiable. After that one week, we may talk about the assignment, and I will offer suggestions and assistance as needed, but the grade will stand.

**Course Evaluation:**

Being a competent small group communicator requires that you have both the knowledge of how to act within group situations as well as the behavioral skill to act. The course requirements reflect the importance of both developing knowledge and skills associated with small group communication competence. Knowledge will be measured by three tests that will be administered during the semester. These tests will be primarily objective measures of your knowledge. Skills will be measured by your completion of the group project as measured by your book review, group presentation, group rating, and group reflection paper.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examination #1</td>
<td>50</td>
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<tr>
<td>Examination #2</td>
<td>50</td>
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<tr>
<td>Final Examination</td>
<td>50</td>
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<tr>
<td>Book review writing assignment</td>
<td>50</td>
</tr>
<tr>
<td>Reflection paper writing assignment</td>
<td>50</td>
</tr>
<tr>
<td>Group presentation</td>
<td>25</td>
</tr>
<tr>
<td>Group rating</td>
<td>25</td>
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</tbody>
</table>

**Grading Scale:**

270-300 points A
ADA:

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Aggie Honor Code:

*An Aggie does not lie, cheat or steal, or tolerate those who do.* Texas A&M University encourages academic integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for more information regarding these policies.

**CALENDAR**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ASSIGNMENT</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Orientation &amp; general overview</td>
<td>Chapter 1 (Keyton)</td>
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<tr>
<td></td>
<td>What is small group communication?</td>
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<tr>
<td>Wk 2</td>
<td>Small group communication contd.</td>
<td>Chapter 2 (Keyton)</td>
</tr>
<tr>
<td></td>
<td>How do I communicate in groups? Writing instruction day for book reviews.</td>
<td></td>
</tr>
<tr>
<td>Wk 3</td>
<td>Communication contd.</td>
<td>Chapter 3 (Keyton)</td>
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<td></td>
<td>How does communication structure groups? Writing instruction day for reflection papers.</td>
<td></td>
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<tr>
<td>Wk 4</td>
<td>Theory into Practice: Structuration</td>
<td>Poole (WebCT)</td>
</tr>
</tbody>
</table>
Theory
Structuration theory contd.

Wk 5  What are the tasks groups perform? Chapter 4 (Keyton)
Group tasks contd.
EXAMINATION THE FIRST

Wk 6  Test Review/Assessment
Group Presentation #1: LaFasto & Larson
What is a competent communicator? Chapter 5 (Keyton)

Wk 7  Technology and small groups Scott (WebCT)
What is mediated communication competence?
Mediated competence contd.
Morreale, Spitzberg, & Barge (WebCT)

Wk 8  Mediated competence debrief Clark & Sline (WebCT)
How do I build relationships in groups? Chapter 6 (Keyton)
Theory into Practice: Emotionality

Wk 9  Group Presentation #2: Katzenbach & Smith
How do we solve problems and make decisions?/Theory into Practice:
Functional Theory
Problem solving/decision making contd.
Gouran & Hirokawa (WebCT)

Wk 10  Group Presentation #3: Weisbord & Janoff
Problem solving/decision making contd.
EXAMINATION THE SECOND

Wk 11  How do we assess decision processes? Chapters 8-9 (Keyton)
Assessing decision processes contd.

Wk 12  Group Presentation #4: Stone, Patton, & Heen
How do we lead groups? Chapter 10 (Keyton)
Leadership contd.

Wk 13  Group Presentation #5: Heifetz & Linsky
12 Angry Men Meyers & Brashers
12 Angry Men

Wk 14  How do we facilitate groups? Chapter 11 (Keyton)
How do we give feedback? Chapter 12 (Keyton)
Class Wrap Up/Review for Final Examination
Step I: Forming Small Groups

In Week 2, you will rank order your top three choices for books. Based on your rank order, you will be assigned to the group you will be working with on the group project by the end of Week 2. The book choices are:


Once you have been assigned to a group, the following schedule is in effect for your group. There are three due dates for assignments that you need to pay close attention to: (1) book report, (2) group presentation, (3) group rating/reflection paper.

<table>
<thead>
<tr>
<th>Group</th>
<th>Draft:BkRept</th>
<th>Final Draft:BkRpt</th>
<th>Presentation</th>
<th>Draft: Refl Ppr</th>
<th>Final Draft: ReflPper</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaFasto</td>
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<td>Katzenbach</td>
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<td>Weisbord</td>
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<td>Stone</td>
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<td>Heifetz</td>
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<td>Wheatley</td>
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Due dates provided here.

Dates vary by semester/year.
Step II: Writing the Book Review

Each group member will complete a book review for his or her assigned book. On the assigned due date, one copy of the book review will be turned into the instructor, and each group member will receive a copy of everyone’s book report. **YOU MUST BRING ENOUGH COPIES OF YOUR BOOK REVIEW TO GIVE ONE TO EVERY GROUP MEMBER AND THE INSTRUCTOR.** Please see the Book Review Assignment sheet for further details.

Step III: Making the Group Presentation

Each group is responsible for making a 50-60 group presentation to the class on the book they have reviewed. Please see the Group Presentation Assignment sheet for further details.

Step IV: Rating your fellow group members

Following the presentation, each group member will rate the other group member’s participation in the group. The rating sheet that will be used is on p. 12 and is titled, Small Group Rating Sheet.

Step V: Reflecting on the Experience

You will be asked to reflect and evaluate your experience. The details for this assignment may be found on the Reflection Paper assignment sheet (p. 13).
COMM 447
Book Review Assignment

**Overview of Assignment:**

The purpose of this assignment is to build your skill at critical reading and analysis of small group research. You will be assigned a book on some aspect of small group communication and will be asked to summarize and critically evaluate the book. The book review assignment must meet the following requirements:

1. It should be 8 pages in length (approximately 2000 words)
2. It should be typed.
3. It should observe standard one-inch margins using a Times Roman or Times 12 font size.
4. It should provide an introduction, summary, and critical analysis of the book. Detailed instructions on how to write an effective book review will be provided in class, and we will discuss the introduction, summary, and critical analysis at this time.
5. The rough draft is due 2 weeks prior to the presentation date. The rough draft will be returned the following class period. Failure to turn in a rough draft results in a loss of 5 points on the assignment (equivalent to one letter grade). Only one copy of the rough draft is required to be turned in to me.
6. For your final draft, **seven copies** of your paper should be turned in.

Of these four requirements, requirement #4 is the most abstract. Let me try to give you a feel for what counts as an appropriate introduction, summary, and critical analysis in the following organizational structure of the book review.

**Organizational Structure:**

This assignment has a very specific organizational structure. We will discuss this during our first day of writing instruction. The structure is as follows:

1. **Title:** At the top of the first page should be the title of the book in correct bibliographic form followed by your name. APA or MLA style may be used. It would look like this if you use APA style:


   A book review by:

   J. Kevin Barge

   Make sure to keep the title and name left justified.

2. **Introduction:** An introduction needs to be provided that lays out your thesis and organization of the book review. A brief justification for the importance of the topic that this book covers should be provided.
3. **Book Summary:** A chapter-by-chapter summary of the book should be provided. The title and focus of each chapter should be clearly identified. Key points from the chapter should be articulated. Quotes from the chapter should be used as needed. A minimum of one paragraph per chapter should be developed. Please note, in some instances you may need to change the organizational pattern to fit within the page limits. For example, you might need to organize it by section. Please contact me if you have any questions regarding the organizational pattern.

4. **Critical Analysis:** A one to two-page critical analysis should be provided. This analysis should include a summary of what you see as the strengths of the book as well as its weaknesses. Analyzing strengths and weaknesses means focusing on **CONTENT** areas as opposed to stylistic issues. Rather than comment on the author’s writing style (i.e., “I thought s/he should use more examples.” “It was not well organized.”), focus on the important theoretical and practical issues that the author(s) address (i.e., I thought it was important to focus on this particular issue because…..” “The author needed to address this issue because…..” “These two suggestions by the author is inconsistent because…”). Content areas that you think needed additional development or were missing should be identified.

COMM 447
Group Presentation Assignment

**Overview of Assignment:**

The purpose of this assignment is to work on developing your group presentational skills. You will be given 40-45 minutes in class to present the book that your group has read and analyzed. Your group will be asked to select the one chapter that you think the remainder of the class should read and make a presentation around that chapter that overviews the entire book. The following criteria will be used to evaluate the effectiveness of the group presentation:

1. A detailed handout on the chapter and book is provided to the class.
2. The presentation involves **ALL** group members.
3. The presentation manages the edge between nonexperiential and experiential learning.

Let me elaborate on these three criteria:

**Detailed Handout:**

A typed 2-page handout summarizing the presentation should be provided to the class. This handout may include figures, quotes etc. from the book.

**Group Member Involvement:**

Each group member should have a part in the presentation. This means that you will need to coordinate the presentation so that each piece fits and flows with the other. Each group member should have about five minutes of “face time” with the audience.
**Group Presentation:**

Your group will have 40-45 minutes to present the material. Avoid the temptation to simply lecture using Powerpoint—a very nonexperiential approach to learning. Rather, you may use group discussion, exercises, video etc. as ways to encourage student learning. Make the presentation exciting, interesting, but without sacrificing content. See the Appendix in Keyton for additional tips on group presentations.

COMM 447  
Small Group Rating Sheet  
Name ________________________________

Evaluation of ________________________________

_____ (A, B, C, D, F) **CONTRIBUTION TO TASK**  Did the group member show up to meetings?  
What contribution did the group member make?  Did it contribute in a constructive way to the overall group product?  Was it a quality contribution?

Comments:

_____ (A, B, C, D, F) **CONTRIBUTION TO GROUP CLIMATE**  Did the group member contribute to creating a positive group climate?  How supportive was the group member of others?  Did the group member maintain good interpersonal relationships with other group members?

Comments:

I award this person ____ points/5 points
COMM 447
Reflection Paper Assignment

As will be discussed and taught in class, this paper will be written in essay form. This means that you need to have an introduction complete with thesis sentence, a body of the essay, and a conclusion. This specific structure will be reviewed on our second day of writing instruction on XX/XX. Let me highlight what needs to be in the body of the essay.

**Description of Group Process**

In this part of the paper, describe your group process. What has happened? What decisions have you made? Who emerged as a leader? What I am interested in is the nitty gritty detail of your group experience. Be specific and be sure to use examples.

**Two Analytical Concepts—Two to Know**

What are two key small group concepts that you think would be useful to analyze your group experience? What are these two concepts? Why are they particularly relevant to your group? Cite relevant evidence from the text in defining and explaining these concepts.

**Applying These Two Analytical Concepts—Two to Show**

How do the two analytical concepts apply to your group experience? What facets of your experience do they highlight? Be sure to link specific references from the book to your group experience.

**Learnings**

What have you learned about creating new groups from your experience? Identify three learnings and how these will influence your experience in other groups in the future.

Requirements:
1. It should be 5 pages in length (approximately 1250 words)
2. It should be typed.
3. It should observe standard one-inch margins using a Times Roman or Times 12 font size.
4. A rough draft of this paper is due two weeks prior to the due date. It will be returned to you the following class period. Please note that failure to turn in a rough draft of this paper will result in a loss of 5 points (equivalent to 1 letter grade) from your grade on this paper.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Franco Marcantonio, Department of Geosciences
    Sarah Bednarz, Head, Department of Geosciences, AOC Dean, College of Geoscience
DATE: December 16, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOL 311

We recommend that GEOL 311, Principles of Geological Writing, be certified as a writing-intensive (W) course for the next four academic years (9/1/12 to 9/1/16). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (80%)
2. Course content appropriate to the major
3. Total number of words (2000-4000)
4. Instructor to student ratio for one section: 1:20

Principles of Geological Writing is a one-credit course focused on helping students write a developed research paper through a number of written assignments. Students receive feedback on their work through peer review and through instructor feedback on written work. Methods of instruction include lectures and discussion on writing in the geological disciplines and assigned readings on writing scientific papers. Although the course is taught by two different instructors and assignments vary slightly, the writing topics, word count, and grade based on writing meet or exceed the standards listed in this memo.

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):

GEOL 311 W Principles of Geological Writing

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: Franco Marcantonio
Printed name and signature
1/01/2011

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
1/1/11

Approvals:
College Dean: S.W. Bednarz
Printed name and signature

Department Head: John R. Giardino
Printed name and signature
1/1/11

Received by
Course title and number: GEOL 311 Principles of Geological Writing
Term: Fall 2011
Meeting times and location: W 10:20 AM – 11:10 AM, Room 327 Halbouty

Course Description and Objectives
GEOL 311 is a course in written communication within the geological sciences. Students will read different examples of geological literature, and opportunities will be provided to: research scientific literature; summarize and paraphrase; edit and revise; reference and cite; write proposals and articles.

Learning Outcomes
Students will learn the norms of geological writing and develop the personal writing process needed to produce successful science writing.

Instructor Information
Name: Prof. Franco Marcantonio
Telephone number: 845-9240
Email address: marcantonio@tamu.edu
Office hours: By appointment (call or email any time to schedule appointment)
Office location: Room 257 Halbouty

Writing Resources
University Writing Center: http://writingcenter.tamu.edu/

Grading Policies
Final grades will depend on a combination of class discussion and participation, drafts and final copies of written assignments.
Class discussion, participation in peer review: 15%
Writing assignments: 85%
Breakdown of writing assignments:

Write (1) persona I reflection 10 %
Write (2) research topic proposal 15 %
Write (3) summarizing and critiquing 15 %
Write (4) abstract 15 %
Write (5) article 30 %

Each assignment will be evaluated based on content accuracy, clarity of expression, organization, style, and mechanics (grammar, punctuation).

Tentative Calendar of Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goals and Resources</td>
</tr>
<tr>
<td>2, 3</td>
<td>How to read a journal article and IMRAD</td>
</tr>
<tr>
<td>4</td>
<td>Search tools</td>
</tr>
<tr>
<td>5</td>
<td>Abstracts</td>
</tr>
<tr>
<td>6, 7</td>
<td>Citations and references</td>
</tr>
<tr>
<td>8</td>
<td>Paraphrasing and summarizing</td>
</tr>
<tr>
<td>9</td>
<td>Peer Review</td>
</tr>
<tr>
<td>10, 11</td>
<td>Genres of scientific writing</td>
</tr>
<tr>
<td>12</td>
<td>One-on-one consultation with student pairs; no class meeting (will schedule consults)</td>
</tr>
<tr>
<td>13</td>
<td>One-on-one consultation with student pairs; meet to hand in final article</td>
</tr>
</tbody>
</table>

University Policies:

**AGGIE HONOR CODE:** "An Aggie does not lie, cheat, or steal or tolerate those who do."

For more information, see Honor Council Rules and Procedures. [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct.

**PLAGIARISM:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. (Please see [http://library.tamu.edu/aggiehonor](http://library.tamu.edu/aggiehonor).)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.
Principles of Geological Writing (1 credit)
GEOL 311
Dr. Ethan Grossman
Fall, 2011

Syllabus

Course description: Principles of writing for geological reports; format and style for abstracts, grant proposals, journal manuscripts and industry reports; evaluating written reports for revision and editing; using proper referencing and citation style; methods of maintaining clarity in documents; using web tools for geological communication. *Modified from course designed by Dr. J. Newman.

Course objective: to develop scientific writing skills emphasizing clear, concise, and direct communication

Lecture: M 1:50-2:40 PM (Halb. 327)

Office and Office Hours (tentative): T-Th 11-12 PM, W 1-2 PM, Halbouty 210 (845-0637) or by appointment

Email: e-grossman@tamu.edu. When emailing me, put 311 in the subject heading or I may not see it.

Reading: Reading will be assigned for most class periods. You are expected to do the reading before coming to class and are responsible for it on "pop" quizzes.

Recommended Texts:


(or Strunk, W., Jr., White, E.B., and Angell, R. 2000. The Elements of Style, Fourth Edition.)


Other Writing Resources:


Research papers require primary sources. Except where noted, Wikipedia and other websites are not acceptable references for assignments. Peer reviewed literature must be used for term papers.

Research Links:
TAMU library home page: [http://library.tamu.edu/](http://library.tamu.edu/)


Off campus: [http://library.tamu.edu/](http://library.tamu.edu/) > Select Databases > Type Web of Knowledge > Select Web of Knowledge
Class Attendance Policy:
Attendance in class is required and will be considered in the class participation grade (7.5%). Peer review, group editing, and class discussion are critical parts of this course. Refer to the university rules on “Attendance” at: http://student-rules.tamu.edu.

Some assignments will be submitted through Turnitin. This will be determined at the time of the assignment.

Proper punctuation, spelling and grammar are the responsibility of the student. If you need help with writing basics, take advantage of services offered through the University Writing Center. All work that is handed in must be typed (12-point Times or Times New Roman, or 10-point Arial or Helvetica) and double-spaced. Each student will be given one free late pass to hand in an assignment up to 12 hours late. (You must notify me by email or phone before the deadline to use your late pass.) Otherwise, late assignments will be given a grade of 0.

Grading:

1. 400-word paper 5%
2. Peer review 2.5%
3. 200-word paper 5%
4. Peer review 2.5%
5. Title 5%
6. Abstract 5%
7. In-class writing 10%
8. Review 10%
9. Term paper proposal 5%
10. Peer-review of proposal 2.5%
11. Research paper 40%
12. Class discussion and participation: 7.5%

Each assignment will be evaluated based on content, accuracy, clarity of expression, organization, style, and mechanics (grammar, punctuation).

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 Bl18 of Cain Hall (845-1637). For additional information see http://disability.tamu.edu/.

Copyright and Plagiarism Policy
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.

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

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Principles of Geological Writing (1 credit)  
GEOL 311  
Fall, 2011  

Dr. Ethan Grossman

Syllabus

Course description: Principles of writing for geological reports; format and style for abstracts, grant proposals, journal manuscripts and industry reports; evaluating written reports for revision and editing; using proper referencing and citation style; methods of maintaining clarity in documents; using web tools for geological communication. *Modified from course designed by Dr. J. Newman.

Course objective: to develop scientific writing skills emphasizing clear, concise, and direct communication

Lecture: M 1:50-2:40 PM (Halb. 327)

Office and Office Hours (tentative): T-Th 11-12 PM, W 1-2 PM, Halbouty 210 (845-0637) or by appointment

Email: e-grossman@tamu.edu. When emailing me, put 311 in the subject heading or I may not see it.

Reading: Reading will be assigned for most class periods. You are expected to do the reading before coming to class and are responsible for it on "pop" quizzes.

Recommended Texts:

(in READING folder in eLearning)

Strunk, W., Jr., 1918. Elements of Style (http://www.bartleby.com/141/)
(or Strunk, W., Jr., White, E.B., and Angell, R. 2000. The Elements of Style, Fourth Edition.)


Other Writing Resources:


Capital Community College Foundation Guide to Grammar and Writing
http://grammar.ccc.commnet.edu/grammar/index.htm

University Writing Center: http://writingcenter.tamu.edu / http://writingcenter.tamu.edu/c/how-to/science-technical/


Research papers require primary sources. Except where noted, Wikipedia and other websites are not acceptable references for assignments. Peer reviewed literature must be used for term papers.

Research Links:
TAMU library home page: http://library.tamu.edu/
Off campus: http://library.tamu.edu/ > Select Databases > Type Web of Knowledge > Select Web of Knowledge
deliverEdocs and Interlibrary Loan (ILL) Services: [https://illiad.tamu.edu/illiad/logon.html](https://illiad.tamu.edu/illiad/logon.html)

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2. Peer review 2.5%
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6. Abstract 5%
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9. Term paper proposal 5%
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Assignment (due following week except where noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Class objectives, communication in science, syllabus, resources (University Writing Center, Web of Knowledge; Georef; Google Academic);</td>
<td>Reading: Day, 1998. Chapters 1 – 2; Lebrun, 2007, Ch. 10. Title (p. 103-117). 400-word paper</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Peer review and scientific writing style (IMRAD)</td>
<td>Reading: Lebrun, 2007, Ch. 11. Abstract (p. 118-128). Peer-review of 400-word paper</td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>Discuss 400-word paper</td>
<td>Reading: Lebrun, 2007, Ch. 13. Introduction (p. 141-158). Title assignment Abstract assignment Tentative term paper title</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Writing an introduction</td>
<td>Revised paper: 200 words</td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>In-class writing exercise (writing a title and abstract)</td>
<td>Reading: TAMU_URS_Application.pdf, How_to_thesis_proposal_Columbia.pdf Proposal title (Bring to class)</td>
</tr>
<tr>
<td>6</td>
<td>10/3</td>
<td>Writing a thesis proposal</td>
<td>Reading: TAMU URC handouts on paraphrasing and summarizing Term paper title and proposal (250 words)</td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td>Taking notes: Paraphrasing/Summarizing Discussion of plagiarism</td>
<td>Videos (linked to syllabus): Web of Science; Web of Science (EMU)</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Discussion of term paper proposals</td>
<td>Reading: Lebrun, 2007, Ch. 12. Headings/Subheadings (p. 129-140). Web of Knowledge search results for paper</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>Headings/Subheadings and Outlines</td>
<td>Reading: Few, 2004; Grossman, style guide. Paper outline Revised reference list for paper</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>Drafting figures in PowerPoint; Working with Acrobat Professional (capturing figures, commenting and editing) (Meet in Halb. 308)</td>
<td>Detailed outline and figures and tables with captions</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>Simple statistics and evaluation of data</td>
<td>First draft of paper</td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>TBA</td>
<td>First draft of paper due this day</td>
</tr>
<tr>
<td>14</td>
<td>11/28</td>
<td>Discussion of first drafts</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td>No class (Redefined day, Friday classes)</td>
<td>Final paper due 5 PM on 12/7</td>
</tr>
</tbody>
</table>
Course title and number: GEOL 311 Principles of Geological Writing
Term: Fall 2011
Meeting times and location: W 10:20 AM – 11:10 AM, Room 327 Halbouty

Course Description and Objectives

GEOL 311 is a course in written communication within the geological sciences. Students will read different examples of geological literature, and opportunities will be provided to: research scientific literature; summarize and paraphrase; edit and revise; reference and cite; write proposals and articles.

Learning Outcomes

Students will learn the norms of geological writing and develop the personal writing process needed to produce successful science writing.

Instructor Information

Name: Prof. Franco Marcantonio
Telephone number: 845-9240
Email address: marcantonio@tamu.edu
Office hours: By appointment (call or email any time to schedule appointment)
Office location: Room 257 Halbouty

Writing Resources

University Writing Center: http://writingcenter.tamu.edu/

Grading Policies

Final grades will depend on a combination of class discussion and participation, drafts and final copies of written assignments.

Class discussion, participation in peer review: 15%
Writing assignments: 85%
deliverEdocs and Interlibrary Loan (ILL) Services:  https://illiad.tamu.edu/illiad/logon.html

Class Attendance Policy:
Attendance in class is required and will be considered in the class participation grade (7.5%). Peer review, group editing, and class discussion are critical parts of this course. Refer to the university rules on “Attendance” at: http://student-rules.tamu.edu.

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Grading:
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2. Peer review 2.5%
3. 200-word paper 5%
4. Peer review 2.5%
5. Title 5%
6. Abstract 5%
7. In-class writing 10%
8. Review 10%
9. Term paper proposal 5%
10. Peer-review of proposal 2.5%
11. Research paper 40%
12. Class discussion and participation: 7.5%

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

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

TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Michael Stecher, Department of Mathematics
    Emil Straube, Head, Department of Mathematics
    Timothy Scott, AOC Dean, College of Science

DATE: December 16, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MATH 220

We recommend that MATH 220 Foundations of Mathematics be certified as a writing (W) course for four academic years (1/1/12 to 1/1/16). 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: 2000
4. Instructor to student ratio for one section: 1:26

The writing in MATH 220 is highly specialized to the discipline, including the writing of mathematical proofs. Each section requires a major paper of at least 1500 words and numerous smaller assignments of at least 300 words. While percentage of the grade based on final, finished writing is 30%, with two exams that include written proofs, this percentage is adequate. (The course was originally approved with the understanding that only 3 to 5% would be accounted for by exams.) Feedback includes the use of Calibrated Peer Review (CPR) (by one instructor) and instructor comments on first drafts of the major writing assignment. Instruction also includes in-class exercises and discussion of models.

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):

   Math220, Foundations of Mathematics

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

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

Instructor/Coordinator: Michael Stecher
Printed name and signature

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

Approvals:

College Dean:
Printed name and signature

Department Head: Emil J. Straube
Printed name and signature

12/5/11

12/3/2011
Foundations of Mathematics (Inquiry-Based)
MATH 220 – Fall 2011

Section 901: TR 11.10 AM – 12.25 PM in ZACH 119D
Section 904: TR 3.55 – 5.10 PM in ZACH 119D

Instructor: Anna Spice  
E-mail: aspice@math.tamu.edu

Office: MILN 124  
Office Hours: M 2.45–3.45 PM; T 9.50–10.50 AM; W 4–5 PM; R 8.45–9.45 AM; or by appointment

Class web-page: http://www.math.tamu.edu/~aspice/220F11/

Textbook: None. (See the class web-page for suggested readings.)

A few words about class (Course Description and Learning Objectives): This class will most likely be very different from all the others you’ve taken so far. The main goal is to provide you with the learning environment that will make you an independent producer, rather than purely a consumer, of mathematics. We will learn what is, and what is not, a proof. We will build a solid “grammar” that will enable us to communicate mathematical ideas effectively. In a nutshell, we will read, write, discuss, and actually do mathematics, thus improving writing and communication skills. In a typical class, you will present original work at the board, and discuss it with your peers.

Topics will include logic, sets, and number theory with some applications to cryptography (time permitting), but the emphasis will be on building styles of reasoning rather than covering a fixed amount of material. This class will also give you hands-on experience with mathematical research, and on the use of the markup language LATEX.

This is a writing-intensive course, which means that your grade will depend considerably on the quality of your writing. Your active participation in and deep commitment to this class are essential and expected, and will constitute part of your grade. Success in this course will involve significant work inside and outside the classroom. MATH 172 is a prerequisite for this course.

Homework: There will be weekly assignments, due on Thursdays at the beginning of class (unless otherwise announced). You are welcome to take advantage of the community by working with your classmates, and coming to office hours, but you should not look up solutions online or consult books other than the resources provided in class. What matters are your ideas, how you think and write. Because clarity of expression is important, you must write your own solutions, using complete, English sentences. You’ll be asked to type-set selected assignments.
If you will be absent on a given day, then you can arrange for a friend to hand in the homework, or you can scan your work and email it to me as an attachment by the due time. Late homework will never be accepted! It is possible that not all assigned homework problems will be graded. The lowest homework score will be dropped.

**Project:** An individual paper project on the life of a mathematician or a mathematical problem will be assigned. Details will be announced later.

**Presentations and participation:** Throughout the semester you will be given lists of theorems to work on. You are responsible for coming to each class with thoughts about each one, even those that you have not been able to solve. I may ask you to present your work on the board at any time. These presentations are not about putting you on the spot — this class is a collaborative adventure, and everyone is responsible for checking each argument presented; but you are also personally responsible for the work you present, and should take it seriously and be proud of it. If you are presenting, you will be graded on clarity, completeness, and correctness. If you are not presenting, then you will be expected to keep careful track of the argument, and make questions and comments as appropriate. Regular attendance is also essential and expected.

We will have a journal to collect the clear, complete, and correct arguments presented in class. Volunteers will be accepted to type up the proofs; this will count towards 5% of your participation grade. You’ll be given three days to submit good quality work. If you typed once, you must wait until everyone else has typed before volunteering to type again.

**Exams:** There will be a preliminary test on logic, one midterm (with longer proofs), and a final exam according to the schedule below. In case of a conflict, you must notify me as soon as possible. No calculator is allowed. Make-up exams will be provided only in case of a documented university absence (cf. rule 7 of the Academic Student Rules).

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Logic Test</td>
<td>September</td>
<td>29th, during class</td>
</tr>
<tr>
<td>Midterm</td>
<td>October</td>
<td>20th, during class</td>
</tr>
<tr>
<td>Final – Section 901</td>
<td>December</td>
<td>12th, PM</td>
</tr>
<tr>
<td>Final – Section 904</td>
<td>December</td>
<td>13th, 8 – 10 AM</td>
</tr>
</tbody>
</table>

**Grades:** Course grade = 15% Homework + 35% Presentations and in-class participation + 10% Project + 10% Logic test + 15% Midterm + 15% Final.

If you think a homework or exam was graded incorrectly you have one week from the time the assignment is made available to bring the issue to my attention. No adjustments will be considered after one week. Grades will be recorded on eLearning at [http://elearning.tamu.edu](http://elearning.tamu.edu)
Grading Scale: $[90\%, \infty) \rightarrow A; [80\%, 90\%) \rightarrow B; [70\%, 80\%) \rightarrow C; [60\%, 70\%) \rightarrow D; [0\%, 60\%) \rightarrow F$.

**Academic Misconduct:** An Aggie does not lie, cheat, or steal, or tolerate those who do. Further information is available at [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/) and [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

If you are unsure whether something constitutes misconduct, don’t hesitate to ask me. Any kind of cheating will not be tolerated.

**Disability services:** 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 more information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Copyright Policy:** All printed materials disseminated in class or on the web are protected by copyright laws. While personal use is permitted, sale of any of these materials is strictly prohibited.
TO: Faculty Senate Executive Committee

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

CC: Sue Geller, Department of Mathematics
    Emil Straube, Head, Department of Mathematics
    Timothy Scott, AOC Dean, College of Science

DATE: December 16, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MATH 491

We recommend that MATH 491, Research, be certified as a writing-intensive (W) course for four academic years (1/1/12 to 1/1/16). 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: 50-90%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:1

The percentage of final grade based on writing for Math 491 depends on whether it is offered for one (90%), two (75%), or three credits (50%). However, in all cases a paper is written. Professors give both written and oral feedback on drafts. In the higher credit courses, the student conducts research as well as writing; in the one-credit course, the student just writes and fills in mistakes found in the mathematics. For instruction, students research which journal is appropriate and read many articles as models.

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):

   MATH 491 RESEARCH

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

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

Instructor / Coordinator: Sue Geller
Received: Valerie Balester
Printed name and signature
(Date)

College Dean: tim@science.tamu.edu
Printed name and signature
(Date)

Department Head: Emil J. Straube
Printed name and signature
(Date)
Math 491-970 (1 credit hour)                 Syllabus                                                   Fall 2010

Professor:  David Larson
Office:       Blocker 620A
Telephone: 845-3623
email:         larson@math.tamu.edu

Course goal:  To take the research the student has done and prepare a paper for publication.

Grading:  95% of the grade will be determined by the student's proficiency in writing. The other 5% will be on the mathematical accuracy of what it written.

Content:  The student in consultation with the professor will choose a journal for which to write the paper. This will entail reading articles in a variety of journals and discussing the appropriateness of the content of the journal to the proposed article. Once a journal is chosen, the student will reread articles for style and audience. There will be discussion of the hallmarks of good writing in mathematics such as giving the context, knowing the audience, using clarity, and having rigor in the mathematics, and follow-up on such in the course of feedback on the drafts the student writes. The proper way to cite other people's work as opposed to plagiarism will be discussed.

Approximately 10% of the semester will be spent learning about choosing a journal, choosing one for the paper to be written, and studying papers in that journal for style and format. At least 85% of the semester will be spent with the student writing and rewriting the paper. It is expected that 491W will be taken for one credit only if the mathematics has been well checked for errors. In the small chance that mathematical errors are found, they will be corrected. The professor will give regular feedback, especially after each draft but also during the writing of a draft as questions arise.

SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED

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 Room B116 of Cain Hall or call 845-4570.

Academic Integrity Statement

``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: Kuang-An Chang, Department of Civil Engineering
    John Niedzwecki, Head, Department of Civil Engineering
    Ray W. James, AOC Dean, Dwight Look College of Engineering
DATE: December 16, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: OCEN 410

We recommend that OCEN 410, Ocean Engineering Laboratory, be certified as a writing-intensive (W) course for four academic years (1/1/12 to 1/1/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 85%
2. Course content appropriate to the major
3. Total number of words: 4800
4. Instructor to student ratio for one section: 1:15

A PhD in rhetoric has been added to the department to help with this course. During the first few weeks of the semester, he provides three lectures on writing: overview of laboratory report writing, writing an executive summary, and writing laboratory methods. He also grades all of the writing assignments. Another writing specialist assists him. The faculty member, the graduate teaching assistant, and the writing staff dedicate time during lecture to point out strengths and areas of improvement for each assignment, in addition to providing comments on each graded assignment. Students write six short lab reports and one final, long lab report. Each short report (five pages) is based on a full lab. The instructor and graduate assistant grade these for content, and the writing coach grades them for one particular aspect of writing. That is, the focus for the first assignment is the abstract; for the second, the executive summary; and for the third, the methods. This continues through results and discussion. In addition, students revise the first assignment after receiving feedback on a draft.

Changes have been made since original certification was granted. More scaffolding is provided, and staff with writing specialization has been added.
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):

   OCEN 410 OCEAN ENGINEERING LABORATORY

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: KUANG-AN CHANG
Printed name and signature
10/20/2011
(Date)

Received:
Valerie Balester
(W Course Coordinator, University Writing Center)
1/7/11
(Date)

Approvals:
College Dean: ROBYN ALTENRICH
Printed name and signature
(Date)

Department Head: JOHN M. NIEDZWECKI
Printed name and signature
10/20/2011
(Date)

RECEIVED
OCT 31 2011
OCEN 410 Ocean Engineering Laboratory

Course Description:
Fundamental techniques and instrumentation for field and laboratory measurements pertaining to ocean engineering (such as temperature, depth, force, currents, wave height, sound velocity) experiment planning; data analysis and data presentation; written reports describing planning, analysis and results of experiments. OCEN 410 is a W course.

Prerequisites: OCEN 300, 400, and 402

Meeting Time and Place: Tues OR Thurs at 2:20 – 5:10 pm in CE 137 OR Wed at 1:50 – 4:40 in CE 137

Instructor:
Kuang-An Chang
Coastal and Ocean Engineering Division
Zachry Department of Civil Engineering
802C CE/TTI
Tel: 979-845-4504; Fax: 979-862-8162
Email: kchang@tamu.edu
Office Hours: Tuesdays 11am – 12noon
Wednesdays 11am – 12noon
Thursdays 11am – 12noon
or by appointment

Technical Writing Instructor:
Peter England
Zachry Department of Civil Engineering
214 CE/TTI
Tel: 979-845-6836
Email: peter.england@tamu.edu

Course Objectives:
1) Application of basic wave mechanics and principles of ocean engineering to physical model studies
2) Learn fundamentals of laboratory scaling
3) Develop technical writing skills
4) Understand laboratory measurement systems
5) Learn error analysis

Outcomes Addressed:
• Ability to apply knowledge of basic mathematics, science, and engineering
• Ability to apply hydrostatic, water wave mechanics, underwater acoustics, basic oceanography, and probability and statistics.
• Ability to design and conduct experiments, as well as to analyze and interpret data
• Ability to formulate and solve civil/ocean engineering problems
• Ability to communicate effectively (verbal & written)

Technical References
USACE, 2002, Coastal Engineering Manual, Coastal and Hydraulics Laboratory, Vicksburg, MS.
Course Outline & Learning Objectives (subject to change):

Jan 18, 19, or 20 - Introduction
- Explain and implement laboratory safety rules and guidelines

Jan 25, 26, or Jan 27 - Technical Writing Workshop I: Overview of Laboratory Report Writing
- Explain technical writing process

Feb 1, 2, or 3 - Dredge Pump Characteristics (Report 1 - Abstract)
- Determine pump curves
- Determine pump speed
- Compare slurry and water pumps
- Develop a technical report abstract

Feb 8, 9, or 10 - Technical Writing Workshop II: Executive Summary (Report 2 - Executive Summary)
- Explain writing an executive summary
- Prepare an executive summary for non-experts summarizing a technical paper.

Feb 15, 16, or 17 - Wave kinematics & Data Analysis – Regular Waves (Report 3 - Laboratory Methods)
- Gain experience with measurements and analysis of regular wave data
- Observe differences between wave trains
- Compare measurements with linear theory

Feb 22, 23, or 24 - Technical Writing Workshop III: Laboratory Methods (Report 3 - Continued)
- Develop technical writing skills
- Prepare a discussion of laboratory methods

Mar 1, 2, or 3 - Wave kinematics & Data Analysis – Irregular Waves (Report 4 - Results and Discussion)
- Gain experience with measurements and analysis of random wave data
- Compute wave spectrum based on time series
- Compute significant wave height and period and joint distribution

Mar 8, 9, or 10 - Wave kinematics & Data Analysis – Irregular Waves (Continued)

Mar 15, 16, or 17 - Spring Break

Mar 22, 23, or 24 - Wind Waves (Report 5 – Discussion of Measurements and Errors)
- Compare experimentally measured wave growth to theoretical models
- Observe growth of wave height and period over the fetch
- Gain experience with measurement and analysis of wave data

Mar 29, 30, or 31 - Stability of a Floating Body (Report 6 – Results and Discussion)
- Observe the stability and the change in metacentric height of a pontoon by varying the position of its center of gravity
- Determine the limiting value of the center of gravity above which the pontoon will be unstable
- Obtain the period of oscillation of the pontoon for roll and pitch as a function of the metacentric height
- Compare experimental results with theory
Apr 5, 6, or 7 - Design Project: Perforated Breakwater (Task I: Determine Wave Parameters for Laboratory Tests)
- Determine laboratory testing scenarios based on laboratory setup and expected field condition
- Evaluate performance for wave transmission as a function of water level, and incident wave conditions
- Qualitatively assess benefit to cost for the perforated-wall caisson breakwater over traditional sloped-wall rubble mound breakwater
- Present design project purpose and context, proof-of-concept laboratory setup and experimental design, data analysis, results, and recommendations

Apr 12, 13, or 14 - Design Project: Perforated Breakwater (Task II: Perform Laboratory Experiment and Data Analysis)

Apr 19, 20, or 21 - Design Project: Perforated Breakwater (Task III: Refine Lab Experiment and Data Analysis + Prepare Presentation)
- Present design and test results
- Write technical letter style memo presenting findings

Writing References

Online Resources from the University Writing Center:
On abstracts: [http://writingcenter.tamu.edu/content/view/2/76/](http://writingcenter.tamu.edu/content/view/2/76/)
On memos: [http://writingcenter.tamu.edu/content/view/22/76/](http://writingcenter.tamu.edu/content/view/22/76/)
On audience: [http://writingcenter.tamu.edu/content/view/117/77/](http://writingcenter.tamu.edu/content/view/117/77/)

Laboratory Safety
Laboratory safety guidelines must be strictly followed. Students must read and verify receipt of laboratory safety guidelines prior to using any laboratory facilities. A safety quiz will be administered at the beginning of the second lesson. Each violation of a safety guideline will result in a 5% penalty on the associated assignment.

Class Participation
Class attendance is required. Failure to attend a lab session will result in an automatic zero on the associated assignment. Should you have a valid official university excuse with documentation, see Dr. Chang to arrange a makeup project.

Assignments
There will be six laboratory assignments, where each assignment will include a written portion, figures and/or tables, and calculations. **All written elements and figures are to be developed INDIVIDUALLY.** You are encouraged to work with your classmates on data analysis and calculations; however, each submission must include a short statement with the calculations regarding the division of work between classmates. This statement must at a minimum include (1) the names of each classmate jointly participating in the analysis, (2) the percent effort contributed by each classmate listed, and (3) signature of each classmate. The same statement must appear with each individual assignment submission.

The written portion of all assignments are to be turned in via turnitin.com by 6pm on the due date and a matching hard-copy print out of full assignments (written portion, calculations, figures, etc) are due at the beginning of class on the due date. See the Assignments section of the course webpage for accessing and using turnitin.com. **Late assignments received within 24 hours of the due date and time will receive a 25% grade reduction. No assignments will be accepted beyond 24 hours of the due date.** It is your responsibility to personally ensure Dr.
Chang receives any report not turned in during class. Should you have a valid official university excuse with documentation, see Dr. Chang to make arrangements for late submittal without penalty.

Assignments will be graded based on grading rubrics provided with each assignment. Each grading rubric will list graded elements with a scoring for each element from 1 (poor) to 5 (excellent). Lab assignment grades will be assigned as follows:

- 100%: Achieve a 5 in all categories
- 85-95%: Achieve at least 4 in all categories
- 70-85%: Achieve at least 3 in all categories
- 50-65%: Achieve at least 2 in all categories
- 30-45%: Achieve at least 1 in all categories
- 0-30%: One or more laboratory components missing/not attempted

You are guaranteed the following final grade assignment based on your cumulative course average: A: >= 90, B: 80 to 89, C: 70 to 79, D: 60 to 69, F: < 60.

Design Project
The Design Project is a multi-day group laboratory project with group oral presentation preparation. Each group will consist of three or four students.

Regrading
A request for regrading of an assignment must be made in writing within one week after the assignment is returned. For each assignment, your written request must clearly and succinctly present an explanation of why regrading is requested, and must at a minimum include (1) an explanation of your solution and (2) the reasons for awarding additional points, as justified by the provided assignment expectations.

ADA
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Academic Integrity Statement and Plagiarism
"An Aggie does not lie, cheat, or steal or tolerate those who do." Students are expected to understand and abide by the Aggie Honor Code presented on the web at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.

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

Cheating on homework, exams, and projects will not be tolerated. Cheating will be reported and handled in accordance with the Aggie Honor System Process. If an examination is closed book; “looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices)” during these examinations is a violation of Texas A&M Aggie Honor Code, Cheating, unless specifically allowed in advance by the instructor.

Unless specifically allowed in advance by the instructor, all homework assignments, exams, and course projects in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.
The standard policy for return of graded work, other than major exams, during class, is by passing them out in a single bundle, for each student to retrieve their own paper. I understand that this assignment return policy makes my grade accessible to other students, information that is protected under the Family Educational Rights and Privacy Act (FERPA) of 1974. I understand that I am not required to accept this policy and can instead personally pick up my papers from the TA, upon presentation of a photo ID, maintaining my privacy. My choice, as selected below, will hold for OCEN 410, Ocean Engineering Laboratory for the entire spring semester of 2011 until revoked in writing.

☐ I grant permission for the professor of this class to return my graded work, other than major exams, during class, by passing it out in a single bundle

☐ I will personally pick-up my papers from the TA upon presentation of a photo ID

I have received and read the course policies.

__________________________________________________________
Signature

__________________________________________________________
Date
OCEN 410 (Ocean Engineering Laboratory) Pre-course Questionnaire

Name (print)

1. What is your major?

2. In what semester do you plan to graduate?

3. What are your specific interests in the coastal and ocean engineering field?

4. If you are enrolled in:
   
   OCEN 410-901 (Tuesdays), do you have a conflict with any course being rescheduled on Wednesdays between 1:50 and 4:40 pm or on Thursdays between 2:20 and 5:10 pm? If yes, please specify.

   OCEN 410-902 (Wednesdays), do you have a conflict with any course being rescheduled on Tuesdays between 2:20 and 5:10 pm or on Thursdays between 2:20 and 5:10 pm? If yes, please specify.

   OCEN 410-903 (Thursdays), do you have a conflict with any course being rescheduled on Tuesdays between 2:20 and 5:10 pm or on Wednesdays between 1:50 and 4:40 pm? If yes, please specify.

5. Do you have any experience with field and/or laboratory measurement in coastal/ocean engineering? If yes, please specify.

6. Have you taken OCEN 300 (Ocean Engineering Wave Mechanics)?
   a. If you answered “No” above, have you taken any wave mechanics course? Please specify.

7. Have you taken OCEN 400 (Basic Coastal Engineering)?
   a. If you answered “No” above, have you taken any courses related to coastal engineering? Please specify.

8. Have you taken OCEN 402 (Principles of Naval Architecture)?
   a. If you answered “No” above, have you taken any courses related to naval architecture? Please specify.
I have received, read, and understood both the *Academic Integrity and Plagiarism Statement and Plagiarism* section of the OCEN 410 Ocean Engineering Laboratory Spring 2011 course syllabus and the Texas A&M University Libraries *Student Resources on Academic Integrity and Plagiarism* document. In signing below, I agree to abide by the academic integrity and plagiarism policies set by Dr. Chang and Texas A&M University.

_____________________________________
Name (print)

_____________________________________
Signature

_____________________________________
Date
TO: Faculty Senate Executive Committee

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

CC: Gary Varner, Department of Philosophy
    Gary Varner, Head, Department of Philosophy
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 16, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PHIL 381

We recommend that PHIL 381, Ethical Theory, be certified as a writing-intensive (W) course for the next four academic years (1/1/12 to 1/1/16). 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: 30%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:25

The instructor gives feedback in the form of written comments on drafts of two essays, providing a general description of how well the essay succeeds in both content and mechanics. Students are graded on both the drafts and the final copies, but only the final copies count in the total number of words for W course certification. Instruction is provided through lecture and discussion of writing, and through modeling of class readings.

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

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and
concerns (enter prefix, number, and complete course title):
   PHIL 381 ETHICAL THEORY

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: GARY VARNER
Printed name and signature (Date)

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

Approvals: 
College Dean: 
Printed name and signature (Date)

Department Head: GARY VARNER
Printed name and signature (Date)
PHIL 381, Ethical Theory – Varner – Fall 2008
12:40-1:30 MWF in Bolton Hall, room 018

Instructor: Gary Varner  Associate Professor of Philosophy
Office: 309D Bolton  Office hours: 1:00-3:00 TR & by appointment
Phone: 845-8499  Email: g-varner@philosophy.tamu.edu
Web page: http://philosophy.tamu.edu/~gary/

General course description: This is a writing-intensive course designed specifically for Philosophy majors. Throughout, we will emphasize how the writing styles of the authors we study differ, and how philosophical authors structure their writings around the various “moves” involved in stating the commitments of a theory and one’s reasons for endorsing it, stating objections that have been or could be raised against one’s theory, and replying to those objections. Content-wise, the course will be a survey of utilitarianism, rights theory, virtue theory, and Kantian ethics.

Course objectives: In general terms, I want students to get three things out of this class.

1. An appreciation of what is involved in articulating and defending a complete theory of ethics (EEO [Exemplary Educational Objective] #4).
2. An understanding of the variety of ethical principles that modern, western philosophers have defended and the ways they have sought to justify the adoption of ethical principles (EEOs #1&2).
3. An improved ability to articulate and defend your own views in ethics and constructively criticize those of others (EEOs #3&5).

In this writing-intensive installment of the class, specifically, I want students to improve the quality of their philosophical writing.

Prerequisite: Three hours of philosophy other than PHIL 240.

Required texts: We will study the following readings in the order listed.


Note: This semester, instead of reading this book, I plan to study Hare’s theory by reading an article or two of his plus some things I have written about him. These readings will be made available on the course web site.
The course web site is here: http://philosophy.tamu.edu/~gary/PHIL381-2008c/. To access the materials you will need to enter the following ID and password that you’ll be given in class:

ID = _______________ password = _______________

Also on the course web site will be lists of questions for students to answer while doing the assigned readings, copies of handouts used in the course, and links to two on-line encyclopedias of philosophy, to various parts of the TAMU Student Rules, etc.

**Overview of course requirements:** Letter grades recorded for the course will be based on a weighted average of the following components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Combined average</th>
<th>Letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>15%</td>
<td>=&gt; 90%</td>
<td>A</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>=&gt; 80% &amp; &lt; 90%</td>
<td>B</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
<td>=&gt; 70% &amp; &lt; 80%</td>
<td>C</td>
</tr>
<tr>
<td>Quizzes and outlines</td>
<td>5%</td>
<td>=&gt; 60% &amp; &lt; 70%</td>
<td>D</td>
</tr>
<tr>
<td>Essay #1 draft</td>
<td>10%</td>
<td>&lt; 60%</td>
<td>F</td>
</tr>
<tr>
<td>Essay #1 finalized</td>
<td>15%</td>
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<tr>
<td>Essay #2 draft</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay #2 finalized</td>
<td>15%</td>
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</tbody>
</table>

**Details on the exams:** These will be largely or entirely multiple choice, and students are responsible for bringing the correct Scantron form (the 8.5x11" grey ones with “Form No. 0-101607-TAMU” inscribed along the left margin) and a #2 pencil to the exams. The final will be comprehensive.

**Details on the essays:** On the dates specified on the tentative schedule of readings and topics on this syllabus, short lists of essay topics will be handed out. Students must write essays on topics chosen from these lists. They may write on the topics of their choice, but their first essay topic must be chosen from the first list, and their second essay topic must be chosen from the second one. Students will be required to turn in drafts of their essays one week after the topic lists are handed out. Within a week of handing these in, they will receive detailed written comments on their drafts. Each student will then be scheduled to meet with me to discuss those comments before submitting their final versions of their essays, which will be due one week after that conference. Essays or draft essays received later on the due date will be penalized half a letter grade. Those received the next day will be penalized a full letter grade, with an additional full letter grade penalty each day thereafter.

**Length, format, and citations:** Essays may be a maximum of 4 pages. They must be submitted in hard copy, with double spaced text no smaller than this (12 point) and with margins of at least ½ an inch. Other directions will be handed out in the course of the class, including directions on citations.

**Grading:** Essays will be assigned letter grades with the following assumed percentage values.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>95%</td>
</tr>
<tr>
<td>A-</td>
<td>92.5%</td>
</tr>
<tr>
<td>AB</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5%</td>
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<tr>
<td>B</td>
<td>85%</td>
</tr>
<tr>
<td>B-</td>
<td>82.5%</td>
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<tr>
<td>BC</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77.5%</td>
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<tr>
<td>C</td>
<td>75%</td>
</tr>
<tr>
<td>C-</td>
<td>72.5%</td>
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<tr>
<td>CD</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>67.5%</td>
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<tr>
<td>D</td>
<td>65%</td>
</tr>
<tr>
<td>D-</td>
<td>62.5%</td>
</tr>
<tr>
<td>DF</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>varies, 0% to 59%</td>
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</table>
Here is a general description of what I think about as I assign letter grades to written work:

1. I always assume that an essay is a midrange B (85%) "until proven otherwise."

2. For an essay to move up from a midrange B, it must be adequate overall and outstanding in one or more respects.
   (A) To be “adequate overall” it must do everything the directions asked for, and without making any significant mistakes.
   (B) Different essays are outstanding in different respects. Sometimes an author does a particularly good job explaining the material we have studied, doing so in a succinct, but thorough and precise way. Other times an essay does an outstandingly good job on the critical or evaluative portion of the assignment, for instance by coming up with an original and insightful criticism of an argument we have studied, or by coming up with an original and insightful way of responding to an objection to an argument.

3. For an essay to move down from midrange B, it must either be incomplete or get something wrong.
   (A) An essay is incomplete if it fails to do everything the instructions required (either explicitly, as in “describe two of the objections that Mill responds to in chapter two”; or implicitly, as when a student fails to consider an objection to the position he or she is adopting when that objection was discussed extensively in class).
   (B) Different essays get things wrong to different degrees. Sometimes an author just doesn’t write clearly. For example, “A reductio ad absurdum argument makes a false assumption” is an imprecise and misleading way of expressing the thought that “In a reductio ad absurdum argument, one assumes the denial of what one intends to prove.” Other times they say something that is just plain false. For example: “The ontological argument is an example of an a posteriori argument.”

4. Sometimes an essay is incomplete in some way or gets something wrong, but it is also outstanding in some way. In such cases a judgment call must be made.
   (A) Sometimes, in my judgment, the outstanding aspects of an essay make up for, or more than make up for its inadequacies, and I give the essay a B or even an A.
   (B) Sometimes I decide that the inadequacies outweigh the outstanding elements and the essay gets a C.

5. For an essay to warrant a D, it must be substantially wrong in multiple respects, and a D essay is almost never outstanding in any respect.

6. For an essay to warrant an F, it must either be radically incomplete, substantially wrong in a majority of respects, or otherwise give me the impression that the student did not take the assignment seriously.
Details on the attendance and participation component: The minimum and maximum grades students receive for attendance and class participation will be limited in the following way:

<table>
<thead>
<tr>
<th>Unexcused absences</th>
<th>Minimum grade</th>
<th>Maximum grade</th>
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<tbody>
<tr>
<td>0 - 3</td>
<td>85%</td>
<td>100%</td>
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<tr>
<td>4</td>
<td>75%</td>
<td>85%</td>
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<tr>
<td>5</td>
<td>60%</td>
<td>75%</td>
</tr>
<tr>
<td>6 or more</td>
<td>0%</td>
<td>60%</td>
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You may receive a grade above the minimum, but not exceeding the maximum, if, in my judgment, the quality of your participation in course discussions is above average or (to achieve the maximum) truly outstanding.

Details on the quizzes and outlines: Several times in the course of the semester, I will give short, multiple choice quizzes on the material that we have recently covered or on the assigned reading for the day. These quizzes may or may not be announced in advance. At least two times during the semester you will be required to bring to class an outline of what an author is doing in each paragraph of the assigned reading for the day. These quizzes and outlines will be averaged together to determine this portion of your course grade.

Other policies:

Excused absences and makeups. Makeup will be allowed only for assignments missed due to excused absences and these will be handled in accordance with part I, section 7 of the TAMU Student Rules. Students are advised to be aware of their responsibility for reporting excused absences pursuant to that section of the rules, which states (in section 7.3) that “Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student’s instructor. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.”

Extra credit. No extra credit assignments will be allowed, but I may, in individual cases, consider factors such as improvement and extenuating circumstances.

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 118 of Cain Hall, on the Internet at http://studentlife.tamu.edu/ssd/, or by telephone at 979-845-1637.
Academic Integrity Statement. The Aggie Honor Code states that "An Aggie does not lie, cheat, or steal or tolerate those who do." Effective September 1, 2004, Texas A&M University has an Honor Code that defines campus policy on academic misconduct. The Aggie Honor System is charged with the enforcement of this Code. Students are advised to familiarize themselves with definitions of "academic misconduct" and procedures for handling it under Rule #20 of the TAMU Student Rules: [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm). Ignorance of these definitions and procedures does not exclude a student from prosecution under the system.

### TENTATIVE SCHEDULE OF TOPICS AND READINGS

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25ff</td>
<td>Reading: Course syllabus. Focus: Course requirements and policies, and what a course on “ethical theory” is about.</td>
<td>Reading: “Constructing an ethical theory: three cases for discussion” (handout). Focus: Theory justification in ethics.</td>
<td>Reading: “Some basic terminology” (handout). Focus: A taxonomy of ethical theories; what questions should a “complete ethical theory” be expected to answer?</td>
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|---------|--------|-----------|--------|

|---------|--------|-----------|--------|

- **First essay topics handed out.**

|---------|--------|-----------|--------|

- **Drafts of first essays due.**

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<tbody>
<tr>
<td>9/29ff</td>
<td>Midterm exam. Drafts of first essays returned.</td>
<td>Conferences on draft essays.</td>
<td>The final version of your first essay will be due one week after your conference occurs.</td>
</tr>
</tbody>
</table>
**PHIL 381, Ethical Theory – Fall 2008 – DRAFT Syllabus (subject to change before 1st class)**

**Week 8**
10/13ff  
Reading: Kant, preface.  
Focus: Kant on the nature of morality, “transcendental deductions,” “critique” and “metaphysics.”

Reading: Kant, CH 1.  
Focus: Kant on the “the good will” and the “moral worth” of actions.

Reading: Herman, “On the Value of Acting from the Motive of Duty.”  
Focus: Kant on the “the good will” and the “moral worth” of actions, cont’d.

**Week 9**
10/20ff  
Reading: Kant, CH 2 thru p. 88 (= 421).  
Focus: Kant’s derivation of the categorical imperative, a preview of how to apply it, and how he would answer the question “Why be moral?”

Reading: Kant’s famous four examples, pp. 89-92 (=421-425).  
Focus: General discussion of Kant’s famous four examples.

Reading: Kant’s famous four examples, pp. 89-92 (=421-425), cont’d.  
Focus: Applying Kant’s first formulation of the categorical imperative.

**Week 10**
10/27ff  
Reading: Kant, remainder of CH 2.  
Focus: Kant’s other formulations of the categorical imperative.

Reading: Kant, CH 3.  
Focus: Kant on freedom of the will.

“Slack”

**Week 11**
11/3ff  
Focus: Nine objections to virtue theory and her replies.

Focus: Illustrating the value of virtue theory.

“Slack”

**Week 12**
11/10ff  
Reading: Hare, TBD.  
Focus: TBD.

Reading: Hare, TBD.  
Focus: TBD.

Reading: Hare, TBD.  
Focus: TBD.

**Week 13**
11/17ff  
Reading: Hare, TBD.  
Focus: TBD.

Reading: Hare, TBD.  
Focus: TBD.

Reading: Hare, TBD.  
Focus: TBD.

Second essay topics handed out.

**Week 14**
11/24ff  
Reading: none.  
Focus: Summing up, course evaluations.

Conferences on draft essays.

No class – Thanksgiving Holiday

Drafts of second essays due.

**Week 15**
12/1ff  
Conferences on draft essays.  
Focus: TBD.

No classes – reading day

Final exams begin

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Final exam: Monday, December 8, from 10:30 a.m. to 12:30 p.m.
Final version of second essay due at beginning of exam.
TO: Faculty Senate Executive Committee

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

CC: Maria Kellam, Department of Political Science
    James Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: December 19, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 323

We recommend that POLS 323, Political Systems of Latin America, be certified as a writing (W) course for four academic years (1/1/12 to 1/1/16). 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: 2750
4. Instructor to student ratio for one section: 1:20

Students in POLS 323 write two critical reading reviews, a preliminary research report, and a research paper. The instructor provides comments on drafts of two early assignments, the preliminary research report, and the final research report. Students also do an oral presentation of their research and get feedback from their peers on improving their research plans, the clarity of their thesis, and other issues. Instruction includes discussion of readings for their writing style and the effectiveness of the arguments, reading from The Nuts and Bolts of College Writing, and at least one full class period, sometimes more, devoted to writing topics like proper citation or researching topics.

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):
   
   **POLS 323** Political Systems of Latin America

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: **Marisa Kellam** Printed name and signature (Date)

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

Approvals:

College Dean: **José Bermúdez** Printed name and signature

Department Head: **James R. Rogers** Printed name and signature (Date)
POLITICAL SCIENCE 323: POLITICAL SYSTEMS OF LATIN AMERICA

Fall Semester 2009
MWF 10:55-11:45
Allen 1016

Professor: Marisa Kellam
Office Location: Allen 2039
Office Hours: MW 3:00-4:00
Phone: 845-8834
E-mail: mkellam@polisci.tamu.edu
Webpage: www.polisci.tamu.edu/faculty/kellam

Course Description

This course is an introduction of the political systems of Latin America. We will study the dramatic political and economic transformations that have occurred across the region in the last few decades, the effect of different kinds of political institutions on democratic governability and representation, and the critical issues and current challenges that affect the quality of democracy in Latin America today, especially recurrent economic crisis, corruption, populism, and popular protest.

This is a writing intensive course. It will therefore provide you with some writing instruction and exposure to the type of writing that is common in the political science discipline. 45% of your final grade will be based on various writing assignments, including an 8-10 page research paper on some aspect of the democratic experience in two or more countries of your choice. You will turn in a draft of your paper for ungraded feedback, so that you have an opportunity to revise and improve your writing before submitting the final version for a grade. You will also submit two shorter essays earlier in the semester that summarize and respond to assigned readings. These essays provide opportunities for writing practice, and feedback, with the goal of improving your writing over the course of the semester. For more details about “W” courses, go to:

http://writingcenter.tamu.edu/wid

Learning Outcomes

Social and Behavior Sciences
Students can expect to learn the following by the end of this course:
(1) to define, understand, and use concepts and terms relevant to the study of Latin American politics
(2) to apply a body of factual knowledge directly relevant to understanding the role of government across a range of Latin American societies
(3) to apply a body of factual knowledge and to critique and apply major theses directly relevant to analyzing the effects of historical, political, economic, and global forces on the politics of Latin American countries
(4) to recognize and formulate testable hypotheses relevant to the study of Latin American politics
International and Cultural Diversity
Students can expect to learn the following by the end of this course:
(1) to apply a body of factual knowledge about the history, society, politics, and economics of Latin American countries to facilitate understanding of the diversity of human cultures
(2) to analyze alternative explanations for differences among governmental institutions in the national political systems of Latin America
(3) to apply alternative explanations for different types and levels of political participation (including, but not limited to, voting, taking part in demonstrations or rebellion) in different Latin American countries

Writing
Students can expect to improve proficiency in forms of writing commonly associated with and essential to political science.

Course Prerequisites
The only prerequisite for this course is POLS 206.

Required Texts
Smith, Peter H. *Democracy in Latin America: Political Change in Comparative Perspective*. Oxford: Oxford University Press.


I will post additional readings on e-reserve at the library.

Grading Policy
I will assign your final course grade based on the required course assignments and examinations as follows:

- **Writing Assignments (45%)**
  - Reading Review #1 (1-2 pages) 10%
  - Reading Review #2 (1-2 pages) 10%
  - Preliminary Research Report (1 page) 5%
  - Research Paper (8-10 pages) 20%

- **Exams (45%)**
  - Exam 1 15%
  - Exam 2 15%
  - Exam 3 15%

- **Class Presentation and Handout (10%)**

*Late work, without a University excused absence, will be penalized.*
I encourage students to review all assignments and exams once they are returned, and to discuss any concerns or questions they may have about their grades with me. After discussion, if a student still feels that they have been graded unfairly, I will consider a request for a re-grade only if it is made in the form of a written justification for the grade dispute. These requests must be submitted within 7 days from the date when the assignment is returned in class whether or not the student is there to receive it (except in the case of a University excused absence).

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

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

Note that students are required to submit complete drafts of their research paper. They are expected to incorporate feedback on their writing style and essay structure into their final submissions. Although I will not grade these drafts, a student who fails to submit a draft will receive a zero on the final assignment.

I provide more detailed instructions for the writing assignments below.

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for 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.

**Course Materials Copyright**

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, exams, and review sheets. Because these items are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.
Academic Integrity

I expect that all students will conduct themselves in a manner that is consistent with the Aggie Honor Code:

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

Plagiarism defeats the whole purpose of a "W" course. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person.

While plagiarism may indicate dishonesty, plagiarism may also reflect incomplete or poor knowledge of citation and documentation standards. Inexperienced writers may be unsure of the difference between direct quotes, paraphrases, and summaries. To avoid plagiarism—unintentional or otherwise—all written work for this course must be submitted using the plagiarism detection site Turnitin.com. Students will check their own drafts so that those who think they are not plagiarizing but are will learn from their mistakes.

You should also be aware that academic dishonesty involves acts other than plagiarism. If you have any questions regarding academic dishonesty, please consult the Aggie Honor System Office website or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

http://www.tamu.edu/aggiehonor

University Writing Center

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.
TENTATIVE COURSE OUTLINE

PART I: Transitions: Authoritarian Regimes, Democratization and Economic Reform

WEEK 1: Introduction to the Course, the Region, and Cross-National Analysis

- Smith, Introduction

→ Class will not meet on Friday 9/4. Instructor attending the annual conference of the American Political Science Association. “Take home” assignment will be announced on the first day of class.

WEEK 2: Political Instability and Authoritarianism

- Smith, Chapter 1

WEEK 3: Democratization

- Smith, Chapters 2-3

→ Print out and read the Economist Intelligence Unit Country Profile for the countries you plan to write about. (Bring to class on Friday, September 18.)

WEEK 4: The Global Context & Economic Liberalization, Review and Exam

- Smith, Chapter 4

→ Email the professor with the countries and topic on which your research paper will focus by Monday, September 21, at 5PM.
→ Reading Response #1 due on Wednesday, September 23.
→ EXAM #1 on Friday, September 25.

PART II: Political Institutions and Governability

→ Read the Economist Intelligence Unit Country Report and begin keeping up with current events in the countries that you plan to write about.

WEEK 5: Presidentialism

• Smith, Chapter 5

→ Workshop: Library Resources and the Research Process
Meet at the Policy Sciences & Economics Library on Monday, September 28.

WEEK 6: Institutional Variations

• Smith, Chapter 6

→ Preliminary Research Report is due on Monday, October 5.

WEEK 7: Party Systems & Elections

• Smith, Chapter 7

→ Revise and Resubmit Preliminary Research Reports are due on Monday, October 12.
WEEK 8: Writing, Review and Exam

- Harvey Book

→ Workshop on Monday, October 19: How to write an A paper for this class and how to avoid plagiarism.
→ Reading Response #2 due on Wednesday, October 21.
→ EXAM #2 on Friday, October 23.

PART III: Current Issues and New Challenges

WEEK 9: Economic Crisis and Social Protest

- Smith, Chapters 8-9

WEEK 10: Populism and Illiberal Democracy

- Smith, Chapters 10-11
- Documentary Screening: “Cocalero” (2007)

WEEK 11: Student Presentations

→ A complete and polished draft of the term paper is due on Monday, November 9.

WEEK 12: Student Presentations

WEEK 13: Student Presentations and Thanksgiving Holiday

WEEK 14: Wrap Up, Review and Exam

- Smith, Chapter 12
In Frances Hagopian and Scott Mainwaring, eds. The Third Wave of Democratization in Latin America: Advances and Setbacks. Cambridge: Cambridge University Press.

→ EXAM #3 on Friday, December 4.

WEEK 15: Reflections

- Documentary Screening (watch online): “This Revolution Will Not Be Televised”

→ The final version of the research paper is due on Monday, December 7.

COURSE WRITING ASSIGNMENTS

Reading Review Essays

You will write two short review essays (aprx. 2 pages each) that give an accurate summary of the reading, as well as your own reasoned response to the author’s argument and evidence. You will choose the readings that you will review (excluding the Smith textbook), and you may submit your essay at any point prior to the due date.

The review essays are designed to accomplish three goals. First, they will foster serious contemplation of the course materials. Second, they will encourage you to carefully examine how political scientists write. Finally, they provide writing practice and opportunities for early feedback so that you can improve your writing over the course of the semester.

See tips on writing reviews and critiques and on how to summarize from the University Writing Center.

The first review essay is due anytime before Wednesday, September 23, and the second event essay is due anytime before Wednesday, October 21.

Research Paper

Each student must write an original 8-10 page research paper on a topic of their own choosing that compares some aspect of the democratic experience in Latin America in at least two countries. You will need to email me the topic and countries that you wish to examine in your paper by Monday, September 21 for my approval. You may not change paper topics/countries without my approval.

The paper should explain something. This explanation will consist of three parts: the introduction, which tells the reader what you are going to explain; the body, which should include a clear statement of your argument along with the evidence that supports your explanation; and the conclusion, which summarizes what you have written.

1 Double-spaced, 12 pt. Times New Roman font, one inch margins, pages numbered
In the introduction, you tell the reader what you plan to explain and how you plan to explain it. It is a good idea to rewrite the introduction after you have finished your first draft of the whole paper because you will understand what the paper is about better at that point than you did when you began to write.

The main part of the paper is the proof section. It consists of the presentation of facts or evidence and the reasoning from the facts or evidence to the outcome you want to explain. It is very important to explain the mechanisms that connect causes to effects, that is, to explain WHY the cause leads to the outcome. Unsupported opinions do not belong in academic papers.

When you make factual or causal assertions, you should cite the source from which you learned the fact or got the idea (if it did not originate in your own mind). It is plagiarism to use several consecutive words from a source without putting them into quotation marks or to use someone else’s ideas without citing him or her. We will go over proper citation in class. You must cite any and all material that you use in your paper (including course readings) following the format used in the American Political Science Review. At the end of the paper, you should list in alphabetical order (by author’s last name) the references you have cited in the text and only those references.

Do not conclude inconclusively. Restate your main points in the conclusion. If you wish to speculate about future events, the conclusion is the place to do it.

This is a research paper. That means that you are expected to have learned something about the subject you are writing about from sources other than lectures and texts assigned for this class (though you may also use lectures and assigned reading). Your paper must use at least five additional scholarly sources. This means academic books and articles. You may use the Internet for information but it cannot be your only source of information. (Note some academic sources can be accessed electronically through “full-text” databases. Just because they are electronic doesn’t make them non-academic. If you have questions, ask!) Encyclopedias and almanacs may be used for background information but they should not be the primary sources.²

Proofread your papers!

A draft of the paper is due on Monday, November 9, and the final submission is due on Monday, December 7. I will provide written comments on the drafts, but I also encourage you to visit my office hours or schedule an appointment to discuss your research and writing in progress.

Preliminary Research Report

You are required to submit a preliminary research report for your term paper, which must include a preliminary bibliography with at least 5 scholarly sources.

² The Economist Intelligence Unit may also be a good place to start when gathering basic facts about your countries.
Identify the topic which you will research and the countries you will study
State your research question (i.e., what question will your paper answer?)
What is your current best guess about the answer to your research question? (This is your hypothesis.)
What implications does your hypothesis have for democracy?
List five specific scholarly sources that you have found and either read or plan to read in order to investigate your research question.
List one source of relevant data (election results, economic data, demographic data, etc.) from the web or published reference material.

The preliminary report is due on **Monday, September 29**. If you are required to revise and resubmit your report, the resubmission is due on **Monday, October 6**. *The graded preliminary report with my comments must be attached to the final paper.*

**OTHER COURSE REQUIREMENTS**

**Class Presentations**

Each student will make a 10 minute presentation to the class on their research. This will be graded based on the coherence of your argument and the organization of your presentation. Presentations will occur after you have submitted your drafts but prior to the final submission of your papers. This means that you can and should incorporate the comments and suggestions that you receive from me and your classmates during your presentation into your final paper. You must provide a one page outline highlighting the main points of your presentation to be distributed to the entire class. (Note that material from student presentations may be included in the third exam.)

**Exams**

The exams will be cumulative and will include both short answer and essay format questions.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Patricia Wiese, Department of Teaching, Learning and Culture
     Yeping Li, Head, Department of teaching, Learning and Culture
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: December 19, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RDNG 371

We recommend that RDNG 371, Multicultural and Interdisciplinary Literature for the Middle Schools, be certified as a writing-intensive (W) course for four academic years (1/1/12 to 1/1/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:30

The department has added an Undergraduate Peer Mentor program since this course was first certified. Mentors are selected on the basis of their excellent writing and academic skills in W courses. They provide assistance to W course instructors and serve as mentors to undergraduates in the department’s W courses (including regularly scheduled office hours). The mentors are supervised by two faculty members in addition to working with faculty from the courses they support. They also have regular meetings for professional development. Writing assignments for RDNG 371 include reflections on reading, a paper on a book, a paper on a book from the Literary Elements Project, a “Book Talk” paper, and a letter essay, all related to teaching literature in the middle school. Several opportunities exist for formative feedback. The reflections are reviewed by the mentors, who meet individually with each student to go over his or her paper and develop an editing checklist; after submitting corrected papers, the students can regain all lost points. The reading-writing workshop essays are anonymously submitted to Calibrated Peer Review, where students get detailed feedback from three of their peers; then the essays are revised (using the CPR feedback) and submitted, along with a copy of the editing checklist, to the instructor. If the students are not satisfied with their grades on their essays, they can meet individually with the instructor to go over their papers and earn back three of any five points lost. For instruction, class time is devoted to discussion of good writing.

Since original certification, the only significant change is the addition of Undergraduate Peer Mentors.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   RDNG 371  (Recertification) Multicultural and Interdisciplinary Literature for the Middle School

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

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

Instructor/Coordinator: Patricia P. Wise
Printed name and signature (Date)

Received: Valerie Balester 11/2011
(W Course Coordinator, University Writing Center)  (Date)

Approvers:

College Dean: James B. Kracht
Printed name and signature (Date) 11-21-11

Department Head: Yeping Li
Printed name and signature (Date) 11/21/2011

RECEIVED
By

NOV 23 2011
Texas A&M University
College of Education and Human Development
Department of Teaching, Learning, & Culture

Reading 371
Multicultural and Interdisciplinary Literature for the Middle Schools
Fall 2011

Professor Name: Patricia P. Wiese, Ph.D.
Title: Associate Clinical Professor
Office: 203 Harrington Tower
Office Hours: Mondays, 10:00 a.m.–1:00 p.m.; other times Mondays and Wednesdays by appointment
Telephone: 979-571-6411 (cell)

For urgent situations, please call my cell phone (please don’t “text” me—I don’t text!).

E-mail address: pwiese@tamu.edu

Note: please email me on elearning instead of (or in addition to) using the above email in matters concerning this course. Also, since you are future language arts teachers, I expect your email correspondence to be grammatically correct with proper salutations and closings. These will be considered a part of coursework.

Class Meeting: RDNG 371-901 – Wednesdays, 5:45-8:15 p.m. HECC 104
RDNG 371-902 – Mondays, 5:45-8:15 p.m. HECC 103
RDNG 371-903 – Mondays, 2:00-4:30 (changed from 5:00 to match other sections) HECC 103
**Required Textbooks:**


Texts for the Literary Elements Project, Authentication Project, Book Talk, and Grand Conversation Letter-Essay should be purchased or borrowed from Dr. Wiese’s lending library (in the UPM Office: 210 Harrington Tower) after selections are made.

**Multicultural Children’s and Adolescent Selections (by Culture in order presented in Norton text):**

The following are recommended texts for the Grand Conversations—ONE of the two should be selected for each culture (as the semester goes by, alternatives may be substituted for these books with Dr. Wiese’s permission, or any of the books in Dr. Wiese’s lending library in the UPM Office are acceptable for use without seeking permission); the historical fiction selections for the authentication projects can also come from this list; however, you may also authenticate other award-winning, notable historical fiction selections with Dr. Wiese’s permission (or from the selection in the UPM Office). You can read any edition of these books; they are notable selections and should be available in used and/or paperback versions. For each culture, two books are listed: first, a historical fiction selection and then a selection from another genre. Don’t panic with the list—these are engaging books and quick “reads”! You may NOT use the same books for both your grand conversations and your authentication projects, and you may NOT individually use any of these books for your Literary Elements Projects IF you are using them for either your grand conversations or your authentication projects—trust me, you would get very bored with the books if you use the same ones for the different projects, and as I said before, they are all “quick and good reads”!

- **African American:** Christopher Paul Curtis’s *The Watsons Go to Birmingham* and Walter Dean Myers’s *Scorpions*
- **Native American:** Elizabeth George Speare’s *The Sign of the Beaver* and Sharon Creech’s *Walk Two Moons*
- **Latino:** Pam Munoz Ryan’s *Esperanza Rising* and Sandra Cisneros’s *The House on Mango Street*
- **Asian:** Linda Sue Park’s *A Single Shard* and Lensey Namioka’s *Yang the Youngest and His Terrible Ear*
- **Jewish:** Laura E. Williams’s *Behind the Bedroom Wall* and Art Spiegelman’s *Maus: A Survivor’s Tale (Part I and II)*
- **Middle Eastern:** Susan Fletcher’s *Shadow Spinner* and Suzanne Fisher Staples’s *Shabanu: Daughter of the Wind*

**Course Description:**

Focuses on multicultural and interdisciplinary literature appropriate for middle grades students; implements and evaluates effective multicultural, interdisciplinary instruction through selection, use, and development of literature in middle grade classroom.

**Prerequisites:** Junior Classification

**Co requisites:** Recommend INST 322

**Objectives and Standards for RDNG 371**
<table>
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<tr>
<th><strong>Course Objective</strong></th>
<th><strong>SBEC – ENGLISH/LA</strong></th>
<th><strong>SBEC - PEDAGOGY</strong></th>
<th><strong>INTASC</strong></th>
<th><strong>ISTE</strong></th>
<th><strong>IDA</strong></th>
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<tr>
<td><strong>Objective 1:</strong> Using knowledge of oral language development and listening and speaking skills, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused.</td>
<td><strong>Standard I: Oral Language:</strong> Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.</td>
<td><strong>Standard I:</strong> The teacher designs instruction that is culturally relevant, developmentally appropriate, and technology infused.</td>
<td><strong>Principle #2:</strong> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</td>
<td><strong>Standard III: Model Digital-Age Work and Learning:</strong> Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
<td>A</td>
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<td><strong>Standard II:</strong> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</td>
<td></td>
<td><strong>Principle #3:</strong> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
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<td><strong>Standard III:</strong> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional</td>
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<td>Objective 2:</td>
<td>Standard IV: Literature Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.</td>
<td>Standard I, II, III and IV as noted above.</td>
<td>Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</td>
<td>Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment.</td>
<td>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
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Objective 3:
Using knowledge of reading fluency, the beginning teacher will plan instruction that engages students in learning, is culturally relevant, motivates students to learn, is developmentally appropriate, and technology infused.

Standard VI: Reading Fluency:
Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard I, II, III and IV as noted above

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard III: Model Digital-Age Work and Learning:
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society..
<table>
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<tr>
<th>Objective 4: Using knowledge of reading comprehension, the beginning teacher will plan instruction that engages students in learning, is culturally relevant, developmentally appropriate, and technology infused.</th>
<th>Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</th>
<th>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</th>
<th>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</th>
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<tr>
<td>Objective 5: Using knowledge of written communication development, the beginning teacher will plan instruction that</td>
<td>Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and</td>
<td>Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
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<td>Standard I, II, III and IV as noted above</td>
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is culturally relevant, developmentally appropriate, and technology infused.

provide instruction that helps young students develop competence in written communication.

that are adapted to diverse learners

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Objective 6:**

Using knowledge of writing conventions, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused.

**Standard IX:**

Writing Conventions:

Teachers understand how young students use writing conventions and how to help students develop these conventions.

**Standard I, II, III and IV as noted above**

**Standard III:**

Model Digital-Age Work and Learning:

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
<table>
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<tr>
<th>Objective 7: Using knowledge of assessment and instruction leading to developing literacy, the beginning teacher will plan instruction that is based upon assessment, is culturally relevant, developmentally appropriate, and technology infused.</th>
<th>Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan an dimplement literacy instruction for young children.</th>
<th>Standard I, II, III and IV as noted above</th>
<th>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</th>
<th>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</th>
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<tr>
<td>Objective 8: Using knowledge of research and inquiry skills, the beginning teacher will plan instruction that applies study and inquiry skills, engages students in learning, motivates students to learn, fosters</td>
<td>Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.</td>
<td>Standard I, II, III and IV as noted above</td>
<td>Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
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inquiry and collaboration, and is technology infused.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Objective 9:** Using knowledge of viewing and representing, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused.

**Standard XII:** Teachers understand how to interpret, analyze, evaluate, and produce.

**Standard I, II, III and IV as noted above**

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Standard III: Model Digital-Age Work and Learning:** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

**Other Concurrent Objectives:**
Upon completion of the course, the student should:

1. have knowledge and skills to integrate literature across the social studies and language arts content areas,
2. have an increased understanding of the reference sources available to teachers and the general public,
3. have an understanding toward creating life-long readers,
4. and be a competent writer and be knowledgeable about methods to teach writing to middle grade classes, as Reading 371 is a W (writing-intensive) Course.

Course syllabus is subject to change at the discretion of the professor.

Required Assignments and Grading:

Please come on a “first come, first serve” basis during my office hours or make an appointment to discuss the results of any assignment, class activity, or course concern in the privacy of my office. I also strongly encourage you to meet with your Undergraduate Peer Mentor (or you can meet with other UPMs during posted UPM Office Hours since all our UPMs are familiar with the various writing-intensive course assignments) throughout the semester to help you with any of the course requirements.

Your grade for this course will be determined by your involvement and productions as a result of the following activities:

- **The Reading Zone and Reading Workshop reflection** 100 points
- **Literary Elements Project** 200 points
- Library and DVD assignments 25 points
- **Authentication Project** 100 points
- **Group Project on Cultural Chapter from Norton Text (individual book talk worth 50 points)** 125 points
- **Reading/Writing Workshop using Out of the Dust** 200 points
- **Cultural Grand Conversations and Letter Essay** 200 points
- (25 points for lead position and 75 points for letter essay for one cultural selection;
  20 each for other five cultures with confirmation of reading completion and active participation required for credit)
- **Attendance, Daily work and Class Participation** 50 points

Total Points 1000 points

Note: Completion of the course on-line evaluation is an important part of this course and should be completed before the end of the semester by going to https:pica.tamu.edu. You will receive an e-mail from PICA about this toward the end of the
At the beginning of the semester, you will be expected to read Nancie Atwell’s The Reading Zone, as well as watching her DVD, Reading in the Middle, and write a 500 – 750 word reflection on the book and DVD. Your written reflection on The Reading Zone and workshop should not be a summary of the book and DVD; instead, it should be a thoughtful reflection about your responses to the reading and viewing (do you agree/disagree; what did you find inspiring/annoying; how does the reading connect with other work in this or other classes you are taking or have taken; how does the reading connect with your memories of how you were taught and/or how you hope to teach, etc.? As you read the Atwell text, pay close attention to her use of the letter essay and book talks, as well as reviewing the additional samples of letter essays and book talks I have posted on eLearning because these will be the formats that you will use to write about the literature selections you read throughout the course (with the added requirement that the letter essay reflect on the Norton text). In addition to being graded on the content of the essay, 25 points of the 100 points will be lost if the reflection contains more than six grammatical/mechanical/punctuation errors. These points will be restored when the student (1) attends an individual writing conference with your UPM, (2) develops an editing checklist, and (3) corrects and resubmits the reflection to your UPM in the UPM Office; do not try to correct your errors prior to your UPM conference; just bring them to the conference and your UPM and you will work together to develop your editing checklist. Your UPM will be reading your papers and noting errors and suggestions prior to my final review and grading of your papers, so he or she will be familiar with your paper prior to your conference.

The Literary Elements Project (LEP) will be an in-depth analysis of the literary elements (including plot, conflict, characterization, setting, theme, style) found in a single selected notable children’s literature selection—unless otherwise approved, the book should be a Newbery Medal or Honor book or written by a Newberry Medal or Honor Book winner. Books read for other portions of the course cannot be used for the Literary Elements Project. The project will also include designing and completing a reading/writing workshop based on the format utilized with Out of the Dust. Detailed instructions of the assignment will be provided in class following class discussion on and related group work concerning the literary elements of Out of the Dust. Also required with the Literary Elements Project will be a signed statement that the information provided in the Literary Elements Section was developed independently by the student without assistance from other individuals (including classmates) or other sources such as “canned” internet material (project will not be graded without signed statement). Your UPM and/or I will be available during our office hours to help with any questions concerning the LEP, and your UPM will be reading your project and noting errors and suggestions prior to my final review and grading of your papers.

*** The Team Authentication Projects will be based on selected historical fiction texts. The authentication process will be modeled in class using the text Out of the Dust (including the library and DVD assignments, which your UPM will grade, subject to appeal to Dr. Wiese), and a sample authentication project will be provided on eLearning. The assignment will include (1) a PowerPoint presentation (following MLA or APA style), (2) a works cited page with at least 8-10 appropriate online and hard-copy references used in the project, and (3) a handout (posted on Discussions in eLearning or provided by hard copies in class) for each member of the class including a short summary of the book, a brief author’s report providing biographical information on the author of the authenticated text, and a listing of the references listed on the works-cited page. A formal oral presentation of up to 20 minutes will be presented on the projects (with all notations documented as noted above following MLA/APA style) as scheduled on the syllabus. Included in the written submission to Dr. Wiese should be a signed (by all members) explanation of the agreed-upon group process outlining each team member’s responsibilities and the agreed-upon method for apportioning the project grade (to avoid problems down the line, you might want to consider building in a formula for penalizing/rewarding group members for not fulfilling/exceeding expectations on the project—otherwise, I will assign the same grade to all group members; the group process is, in my opinion, as important as the end product since collaborating with colleagues will be a necessary part of your future careers as educators; therefore, I expect time and consideration to be devoted to creating an effective, fair, accountable, and successful team effort). During the oral presentation, in addition to project/report content, students will be assessed on time management (due to our large enrollment, presentations cannot exceed 20 minutes), professionalism (no gum chewing, inappropriate dress, etc.) and delivery (eye contact, enthusiasm for subject, articulation, etc.). A hard copy of the PowerPoint presentation, the works-cited page, and the class handout should be turned in to Dr. Wiese on the day of the class presentation.

**** Group Project on a Culture from the Norton text. Groups will be formed to cover the chapters in the Norton text covering the African/African American, Asian, Jewish, Latino, Middle Eastern, and Native American cultures. The group projects will be presented by the respective groups on the day on which the pertinent chapter is discussed. The group members will be responsible for (1) leading a class discussion based on the chapter content; this class presentation should be presented in a PowerPoint format and include big conclusions drawn from the chapter as well as implications for teaching and (2) presenting oral and written book talks (patterned on Nancie Atwell’s model in The Reading Zone and the sample book talk posted on eLearning) for notable books from the culture noted in the chapter (each member of the group should select one book to read and present one book talk—books on the list of suggested books for grand conversations and authentication projects cannot be used for book talks since the book talks are being presented to provide additional books for you to consider for use in your future language arts classes. 45 minutes will be allotted for each group’s presentation, including individual booktalks of 3-5 minutes each.

*****A reading/writing workshop will be conducted using Out of the Dust, including the various aspects of the writing project (prewriting, drafting, peer reviewing, revising, and publishing), with special attention to particular grammatical and rhetorical issues. The Calibrated Peer Review (CPR) on this workshop will be an important part of the overall assignment, with the CPR score accounting for 10 points of your r/w workshop grade, the caliber of your peer assessment comments accounting for 50 points (which your UPM will grade, subject to appeal to Dr. Wiese) and your final essay accounting for 140 points. A hard copy of your final MLA “published” paper, along with a copy of the editing checklist you developed with your UPM, a printed grading rubric, and a paragraph discussing your feelings about CPR, should be provided to Dr. Wiese on the date noted on the syllabus calendar. 5 points each will be deducted from your final essay grade for every error that is listed on your editing checklist. Up to three points per error can be restored to your grade if you (1) note the grammar rule applying to your error, (2) correct your paper, and (3) bring your editing checklist, list of rules addressing any errors, and both your initial (with attached grading rubric) and corrected essay to a writing conference with Dr. Wiese (these writing conferences will be held on the 2nd floor of Evans Library, near the
entrance to the University Writing Center). It will also be possible to conference with Dr. Wiese and restore points to your paper for general style and content issues; for these issues, it will not be necessary for you to correct your papers prior to the conference—just bring your graded essay and grading rubric to the conference.

****** During the last three weeks of class, each group will have “grand conversations” on an award-winning book from the six cultures addressed in Dr. Norton’s text; these books can be chosen from the list provided in this syllabus or from another notable selection approved by Dr. Wiese. One member of the group will be responsible for leading the grand conversation for one of the cultures and will also be responsible for (1) administering an assessment to ensure that all group members have read the week’s literature selection, (2) preparing an evaluation for group members to reflect on the grand conversation after the session, and (3) writing and presenting a letter essay (based on the examples discussed in The Reading Zone and posted on eLearning, with the added requirement that the letter essay also addresses the way the book relates to the Norton text’s explanation of the particular culture). The reading assessments will be graded by the leader at the end of the session, while other group members are completing their evaluations of the session, and these, along with the letter essay, will be turned into Dr. Wiese at the end of the grand conversation.

****** More than one unexcused absence will impact negatively on your participation grade. In addition, class participation must be active and engaged, exhibited by eye contact, body language, and oral discussion when you have something to say—such behavior is crucial for future teachers who will in turn model behavior for their future students and will need to be enthusiastic and engaged (even on days when they don’t feel like it). This does not necessarily require frequent speaking orally in class (although this is welcome); it does mean that you are attentive and engaged. Noted text messaging, eating, chewing gum, acting bored, working Sudako, tardiness, etc. will result in lost participation points—please be aware that, although I may choose not to personally embarrass you by reprimanding you in class for unacceptable behavior (such as eating a Big Mac, chomping gum, or texting), I will be taking notes and such behavior could impact your participation points.

Grading Scale:
A=900-1000 points
B=800-899 points
C=700-799 points
D=600-699 points
F=599 points or below

Log on to this site for Reading 371: 900 Blackboard course information
http://e-learning.tamu.edu/

Texas A&M University Rules and Regulations

Academic Integrity Statement and Policy (All syllabi should contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web:

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

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

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

It is further recommended that instructors print the following on assignments and examinations:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
[Signature of Student], University Identification Number, and Date.

Helpful links

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

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

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

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

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

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

Reviewed by University Curriculum Committee, April 2008

Reviewed by Graduate Council, May 2008

Recommended by Academic Affairs Committee, May 2008

Approved by Faculty Senate (FS.26.15), July 14, 2008

Approved by President, August 6, 2008

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

University Rules: Attendance

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

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

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

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

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.
7.1.5 Religious holy day. (See Appendix IV.)

Excused Absences

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

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

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

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

   a. Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) b. Confirmation of visit to a health care professional affirming date and time of visit.

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

7.1.7 Required participation in military duties.

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

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

7.3 If an off-campus physician provides evidence of a student’s illness, the excuse documentation must contain the date and time of the illness and doctor’s opinion that the student was too ill to attend class. If a physician determines that the student is not ill, he or she will not receive an excuse. If no evidence is available, the instructor will decide whether makeup work will be allowed.
NOTE: ALTHOUGH I TRY TO DRAFT THE SYLLABUS TO ALLOW FOR US TO FOLLOW IT AS CLOSELY AS POSSIBLE, SOMETIMES CHANGES NEED TO BE MADE, AND I RESERVE THE RIGHT TO CHANGE THIS DOCUMENT—YOUR UPM AND/OR I WILL COMMUNICATE WITH YOU IN CLASS OR BY EMAIL OR ELEARNING TO LET YOU KNOW OF ANY CHANGES.

Expanded Schedule of Assignments and Tests:

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity to do prior to class</th>
<th>On-line (elearning or CPR) activity to do prior to class</th>
<th>In-class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td>August 29 (M)</td>
<td></td>
<td></td>
<td>Review of Syllabus and Major Assignments</td>
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<tr>
<td>or August 31 (W)</td>
<td></td>
<td></td>
<td>Discuss Undergraduate Peer Mentors (UPM) and meet yours!</td>
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<tr>
<td>(note: last day to add or drop is Sept. 2)</td>
<td></td>
<td></td>
<td>Divide into six groups and determine chapter assignments, as well as dates for authentication, chapter presentations, and grand conversations.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Begin discussion of literary elements</td>
</tr>
<tr>
<td>Week 2</td>
<td>Read <em>Out of the Dust</em> and bring to class for in-class group activity on Literary Elements</td>
<td>Complete discussion of literary elements and explanation of Literary Elements Project requirements; model LEP requirements (except Reading/Writing Workshop component) with <em>Out of the Dust</em>; discussion of book selection for LEP and available book checkout from Dr. W.</td>
<td></td>
</tr>
<tr>
<td>Sept. 5 (M) or 7 (W)</td>
<td>Print posted Literary Element Project Requirements and worksheet on <em>Out of the Dust</em> (posted on elearning) and bring to class!</td>
<td></td>
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</tr>
<tr>
<td>Week 3</td>
<td>Begin reading <em>The Reading Zone (RZ)</em></td>
<td>Reading-Writing Workshop on <em>Out of the Dust</em></td>
<td></td>
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<tr>
<td>Date</td>
<td>Activity to do prior to class</td>
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<tr>
<td>Week 4</td>
<td>Continue reading RZ</td>
<td></td>
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<tr>
<td>Sept. 19 or 21</td>
<td><strong>Finish draft of completed R/W workshop paper</strong></td>
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<tr>
<td></td>
<td>On-line (elearning or CPR) activity to do prior to class</td>
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<td></td>
<td>In-class activity</td>
<td></td>
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<tr>
<td></td>
<td>UPMs will explain Calibrated Peer Review Process for Reading-Writing Workshop Papers. Dr. Wiese will discuss her sample CPR papers.</td>
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<tr>
<td>Week 5</td>
<td>Complete 500-750 word reflection on RZ and bring final copy (proper MLA format) to class for submission to Dr. Wiese</td>
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<tr>
<td>Sept. 26 or 28</td>
<td><strong>Don’t forget: R-W Workshop Drafts must be submitted to CPR by 11:55 p.m. on Sept. 29th!!</strong></td>
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<td></td>
<td>Failure to do so will result in an automatic deduction from your CPR grade; to prevent unexpected technical problems that can lead to late assignments, <strong>don’t wait until last minute</strong>. Remember that you can get help from the Distance Learning office on the 4th Floor of Harrington Tower, from your UPMs, or by emailing April Douglass at <a href="mailto:aprildouglass@gmail.com">aprildouglass@gmail.com</a>!</td>
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<tr>
<td></td>
<td>RZ Discussion, including attention to Letter Essay and Book Talk Assignments (in context of RZ and Dr. Wiese’s examples).</td>
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<tr>
<td></td>
<td>Discussion of Authentication Process, look at sample authentications from the past, and introduction to Library Assignment.</td>
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<tr>
<td></td>
<td>As a class, we will go to Evans Library for presentation by Reference Librarian Elaine Thornton in 204B. Be sure to bring your flash drives to save your research!</td>
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<tr>
<td>Week 6</td>
<td>Using Professor Thornton’s guidelines, complete the library assignment on <em>Out of the Dust</em> and be prepared to present and turn in your findings in class.</td>
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<tr>
<td>Oct. 3 or 5</td>
<td>Begin CPR reviews, etc.</td>
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<td></td>
<td>Remember that the CPR process of peer review and self-analysis takes time! Don’t wait until the last minute to complete this! Must be completed before 11:55 p.m. On October 18th!!</td>
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<tr>
<td></td>
<td>Present and turn in Library Assignments, review/reminder of authentication project requirements, and watch Dust Bowl DVD (and complete DVD assignment).</td>
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<tr>
<td>Week 7</td>
<td>Read Chapter 1 in Norton text</td>
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<tr>
<td>Oct. 10 or 12</td>
<td>Lecture and discussion on Chapter 1 in Norton text.</td>
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<tr>
<td></td>
<td><strong>Receive graded RZ reflections and sign up for individual conferences with UPM.</strong></td>
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</tr>
<tr>
<td>Date</td>
<td>Activity to do prior to class</td>
<td>On-line (elearning or CPR) activity to do prior to class</td>
<td>In-class activity</td>
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<td></td>
<td>Review/Reminder of Group Assignments for Norton Culture Chapters; Review/Reminder of Book Talk/Class Presentations and Grand Conversations on different cultures.</td>
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<tr>
<td>Week 8</td>
<td></td>
<td>Entire CPR Process must be completed by 11:55 p.m. on October 18th!</td>
<td>NO FORMAL CLASS— Meet with UPM for individual writing conferences, meet with groups to finalize plans for Authentications, Cultural Group Presentations, Grand Conversations—in other words, prepare for the remaining semester’s work!!!</td>
</tr>
<tr>
<td>Oct. 17 or 19</td>
<td></td>
<td>Authentication Presentations—remember to post on eLearning or bring copies of handout and to bring a hard copy of your PowerPoint for Dr. W!</td>
<td>Authentication Projects !!! (See detailed explanation in syllabus and rubric posted on elearning)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Authentication Presentations—remember to post on eLearning or bring copies of handout and to bring a hard copy of your PowerPoint for Dr. W!</td>
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</tr>
<tr>
<td>October 24 or 26</td>
<td></td>
<td>Authentication Presentations—remember to post on eLearning or bring copies of handout and to bring a hard copy of your PowerPoint for Dr. W!</td>
<td>Authentication Projects !!! (See detailed explanation in syllabus and rubric posted on elearning)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Cultural Groups for Chapters 2, 3, and 4 should complete PowerPoint presentations and booktalks for presentation in class (and hard copy submission to Dr. Wiese).</td>
<td>At beginning of class, turn in corrected RZ reflections and editing checklist if not already provided to UPM AND final “published” reading-writing workshop essay (along with printed grading rubric and separate paragraph discussing feelings about CPR process) to Dr. Wiese.</td>
<td>Cultural Presentations on</td>
</tr>
<tr>
<td>Oct. 31 or Nov. 2</td>
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</tbody>
</table>
Final “publishable” reading-writing workshop essay, along with printed grading rubric and paragraph on feelings about the CPR process, due in class.

<table>
<thead>
<tr>
<th>Chapters 2, 3, and 4 of Norton text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: A hard copy of the PowerPoint presentation, along with a printed copy of the grading rubric and a statement of each group’s plan for grade distribution, as well as hard copies of individually written booktalks, must be provided to Dr. Wiese prior to the presentations. The PowerPoints should also be posted in eLearning Discussions within 24 hours following the presentation.</td>
</tr>
</tbody>
</table>

| Week 11 | \textbf{Literary Elements Projects are due this week and can be turned in at the beginning of class or turned in to the UPM office up to 4:00 on Friday, Nov. 11th (UPM hours are posted at the UPM Office, 210 Harrington Tower), for full credit—they may be turned in up until Friday of the last regular scheduled week of your section’s class with a 10 point grade deduction (with possible bonus points earned back—if you turn it in late, make it great!) |
| Groups for Chapters 5, 6, and 7 should complete PowerPoint presentations and |

<table>
<thead>
<tr>
<th>Presentations on Chapters 5, 6, and 7 of Norton text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: A hard copy of the PowerPoint presentations, along with a printed copy of the grading rubric and a statement of the group’s plan for grade distribution, must be provided to Dr. Wiese prior to the presentations. The PowerPoints should also be posted in eLearning Discussions within 24 hours following the presentation.</td>
</tr>
<tr>
<td>Week 12</td>
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<tr>
<td>Week 13</td>
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<tr>
<td>Note: on Monday, Tuesday, and Wednesday of this week, outside of class time, Dr. Wiese will conduct scheduled individual writing conferences.)</td>
</tr>
<tr>
<td>Week 14</td>
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</tbody>
</table>
| Nov. 28 or Nov. 30 | Letter-Essay, assessments, and evaluations for Grand Conversation and bring to class! **Last week to turn in “late” Literary Elements Projects**—can be submitted in class or to UPM Office before 4:00 p.m. on Friday, December 1st. | letter essays, assessments, and evaluations for each.  
Recap of Course  
**Last week to turn in “late” Literary Elements Projects**—can be submitted in class or to UPM Office before 4:00 p.m. on Friday, December 1st.  
“On time” Literary Elements Projects will be returned. |
| December 12th, 6:00 – 8:00 p.m. session to complete grand conversations for groups who voted to postpone December 23rd class. | Grand Conversations on last two selections’ cultures. Turn in letter essays, assessments, and evaluations. |  |

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

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

Teaching, Learning and Culture (TLAC) Statement

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

Name_________________________ UIN:_____ - _____ - ______ Date __/__/__

Telephone: Home (______)_____ - _________ Major________________________

                   Work (______)_____ - _________ EMAIL ______________________

Class: ______________________________________________________________________

Circle   Freshman   Sophomore   Junior   Senior   Graduate

Projected Graduation Semester___________ Year _________

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

If this is a concern what are the possible solutions

a. 

b. 

Professor/Advisor/Mentor/Administrator Recommendation

________________________________________Date:____/____/_____ 

Advisor/Professor/Facilitator

Department Head Recommendation (denniesmith@tamu.edu)

Department Head /Designee___________________________________________Date:____/____/____

                 Dennie L. Smith, Department Head

Action/Follow-up:
Disposition Checklist 11/15/03; Revised 4/25/05

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

### A. Attendance and punctuality
- **I. Unacceptable absenteeism**
- **2. Frequently tardy or leaves early**
- **3. Rarely absent or tardy**
- **4. Perfect attendance**

### B. Initiative
- **1. Passive, depends on others**
- **2. Has good ideas, works with limited supervision**
- **3. Creative and resourceful**
- **4. Demonstrates self-initiative and independence**

### C. Work habits
- **1. Usually fails to complete assigned tasks**
- **2. Completed assignments turned in late**
- **3. Sometimes needs to be reminded of assignments**
- **4. Responsible, attends to syllabus, makes no excuses except under dire distress**

### D. Oral communication skills
- **1. Makes frequent speaking errors**
- **2. Inarticulate, hesitates to express self**
- **3. Uses acceptable grammar**
- **4. Articulate, uses standard English grammar**

### E. Written communication skills
- **1. Written work demonstrates frequent grammatical errors**
- **2. Writing is often unclear and unorganized**
- **3. Organizes and clearly expresses ideas**
- **4. Frequently and effectively communicates with others**

### F. Critical thinking skills
- **1. Cannot analyze**
- **2. Struggles with initial analysis**
- **3. Poses thoughtful questions**
- **4. Distinguishes between relevant and irrelevant material**

### G. Quality of work
- **1. Consistently hands in poor work**
- **2. Asks for help, then does nothing**
- **3. Completes the minimum required**
- **4. Reaches beyond the minimum and turns in excellent work**

### H. Appropriate attributes for morals, ethics, and values for teaching
- **1. Exhibits behavior contrary to attributes**

### I. Collegiality
- **1. Prefers to work alone**
- **2. Reluctant to work with others**
- **3. Works well on a team**
- **4. Freely shares ideas and materials**

### J. Respect (in action and speech) in and out of the classroom
- **1. Creating classroom disruptions (such as cell phones ringing or rattling paper)**

### K. Interactions with professors, field work personnel, and children (if applicable)
- **1. Apathetic during field placement**
- **2. Often distracted during field placement**
- **3. Indifferent when talking with students or teachers**
- **4. Collaborates willingly with cooperating teacher during field placement**

### L. Professional dress during fieldwork – if applicable
- **1. Always dresses appropriately**
- **2. Sometimes dresses appropriately**
- **3. Usually dresses professionally**
- **4. Always dresses professionally**

### M. Attitude toward learners
- **1. Lacks interest in subject content and/or learners**
- **2. Makes negative comments regarding subject content and/or some students.**
- **3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching.**
- **4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning skills.**

### N. Commitment to excellence in teaching – if applicable
- **1. No attempt to implement suggestions for improvement, defensive**
- **2. Interested in teaching but displays little enthusiasm for improving one’s one skills**
- **3. Applies suggestions from supervisors immediately**
2. Makes verbal comments contrary to professional attributes
3. Responds to improvement to use positive attributes
4. Appears committed to teaching attributes
5. Exemplary evidence of attributes in behavior

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

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

Student acknowledges and understands comments
Student Signature ______________________________

Person Completing this form ______________________________  Date ____________________
TO: Faculty Senate Executive Committee

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

CC: Georgianne Moore, Department of Ecosystem Science & Management
    Steven Whisenant, Head, Department of Ecosystem Science & Management
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: December 19, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RLEM 430

We recommend that RLEM 430, Advanced Restoration Ecology, be certified as a writing-intensive (W) course for four academic years (1/1/12 to 1/1/16). 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: 10,000
4. Instructor to student ratio for one section: 1:9

In RLEM 430 students receive a great deal of writing practice and feedback. They write ten short papers (about 500 words each) and a long term paper (5,000 words). In addition, they keep a journal. All 10 mini-papers undergo peer review on the first draft, and the instructor gives feedback on the revised paper. The term paper (a prospectus) is given instructor feedback on the outline, first draft, and second draft. In addition, students conduct peer review on the prospectus for two class periods. Instruction methods include assigned readings and lectures on writing fundamentals such as common grammar and punctuation mistakes, how to use active verbs, and the proper way to cite sources.

Since original certification was granted, the amount of writing instruction has increased and improvements have been made to rubrics for peer review.
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):

RLEM 430 Advanced Restoration Ecology

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: Georgianne Moore

Received: Valerie Balester

Approvals:
College Dean: Kim Dooley

Department Head: Steve Whisenant

10/25/2011
10/31/11
10/26/2011

(Date)

(Date)

(Date)
Advanced Restoration Ecology

Course title and number       RLEM 430
Term (e.g., Fall 200X)       Spring 2012
Meeting times and location  MWF 1:50 – 2:40 PM, ANIN room 133

Course Description and Prerequisites

Ecological Restoration is a relatively new, dynamic discipline that relies heavily on fundamentals of ecology; therefore, students in natural resources disciplines will practice translating and communicating key ecological concepts to advanced case studies in Ecological Restoration; such practice shall enhance these skills for professional applications.

Prerequisites: 1) RENR 205 and 2) “ESSM CORE #13” or RLEM 420; or 3) by instructor approval

Learning Outcomes or Course Objectives

1. Describe the basic components of coupled socio-ecological systems and interpret processes at the organism, population, community, ecosystem, landscape and global levels.
   a. Define social vs. ecological tradeoffs
   b. Describe the dependence of humans on ecosystem services
   c. Relate the ecosystem components (abiotic/biotic) to current management practices and applications
   d. Apply principles of population dynamics and interactions between organisms, including competition, predation, mutualism, etc. to restoration design

2. Describe how geology, climate, and soils interact with the biota to influence energy flow, hydrology, biogeochemistry, and other key ecosystem functions.
   a. Relate the integration/interaction of plants, soil, and Mycorrhizae to restoration concepts
   b. Relate trophic cascades and top-down influences on community structure and ecosystem processes to restoration concepts
   c. Relate the role of disturbance (eg, fire, drought, soil perturbation) on biotic and abiotic processes to restoration concepts

3. Apply basic statistics concepts and methods to develop sampling designs and collect, analyze, and interpret natural resources inventory and monitoring data.
   a. Interpret data to write and present a restoration prospectus
   b. Evaluate different types of data and assess variation in data quality
   c. Demonstrate the ability to read and interpret statistical information
   d. Appreciate the need for environmental monitoring and assessment

4. Design management strategies for restoring and sustaining ecosystem goods and services and adaptive management concepts.
   a. Analyze specific ecosystems and design practices that will enhance production of desired ecosystem goods or services
   b. Design a hypothetical restoration plan
   c. Describe principles of ecosystem resilience
   d. Develop an appreciation of ecological and engineering approaches to ecosystem
restoration and stabilization

e. Identify a problem situation and be able to design a plan to change the situation
f. Apply ecological concepts to restoration and stabilization of ecological systems
g. Discuss how ecological theory relates to a restoration project

5. Recognize the need for lifelong learning and exhibit the skills necessary to acquire, organize, and reorganize new knowledge.
   a. Desire to continue education and knowledge in your field, and discuss current topics with your peers
   b. Read professional literature and apply information to the solution of real world problems
   c. Identify the major journals in basic and applied ecology
   d. Write review papers and maintain learning journal
   e. Translate and communicate scientific concepts to applications pertinent to restoration practitioners

Instructor Information

Dr. Georgianne W. Moore, Assistant Professor
Dept. Ecosystem Science and Management
329 Animal Industries Building
Phone: 845-3765; gwmoore@tamu.edu
http://essm.tamu.edu/people/gmoore/

Dr. William E. Rogers, Associate Professor
Dept. Ecosystem Science and Management
305 Animal Industries Building
Phone: 845-0317; wer@tamu.edu
http://essm.tamu.edu/people/wer/

Textbook and/or Resource Material

Required weekly readings from scholarly journals. See weekly overview Available on eLearning website.

Grading Policies

<table>
<thead>
<tr>
<th>Student Evaluations:</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Papers</td>
<td>40</td>
</tr>
<tr>
<td>Restoration Prospectus</td>
<td>30</td>
</tr>
<tr>
<td>Learning Journal</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100%</td>
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Attendance Policy

Class attendance is required. The University views class attendance is 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). Class assignments missed as a result of unexcused absences are due the following class period after you return; however, past-due assignments are not eligible to receive full credit (except in cases of University excused absences), and will be accepted at the instructors’ discretion.
Active class participation is an integral part of this course and should be viewed as important practice for your professional career. Your class participation grade (10% of final grade) is derived from active participation in class discussions, meaningful peer review, and satisfactory completion of in-class assignments. Please read and understand the descriptions for how these activities are graded, and feel free to ask an instructor for clarification if you have questions. Instructors reserve the right to add accountability for reading via written quizzes or oral presentations, if necessary.

### Course Topics, Calendar of Activities, Major Assignment Dates

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<thead>
<tr>
<th>Wk</th>
<th>Starts</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>20-Jan</td>
<td>Restoration Ecology: course introduction and overview</td>
<td>Young 2005; Leopold 1949; Fleming 2006</td>
</tr>
<tr>
<td>2</td>
<td>25-Jan</td>
<td>Applying state-and-transition models and ecosystem thresholds to contemporary restoration concepts</td>
<td>Suding 2004; Mayer 2004</td>
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<tr>
<td>3</td>
<td>1-Feb</td>
<td>Natural disturbances and the implications of repairing damaged primary processes</td>
<td>White 2004; Cissel 1999</td>
</tr>
<tr>
<td>4</td>
<td>8-Feb</td>
<td>Strategies for directing vegetation change by promoting autogenic successional processes</td>
<td>Bruno 2003; Padilla 2006</td>
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<tr>
<td>5</td>
<td>15-Feb</td>
<td>Competition and herbivory: managing trophic interactions to aid restoration efforts and provide ecological insights</td>
<td>Sanders 2007; Meiners 2007</td>
</tr>
<tr>
<td>6</td>
<td>22-Feb</td>
<td>Facilitating positive feedbacks by encouraging symbiotic interactions and trophic cascades</td>
<td>Hartnett 2002; Knight 2005</td>
</tr>
<tr>
<td>7</td>
<td>1-Mar</td>
<td>Niche construction strategies utilizing ecosystem engineers to promote the restoration of critical habitats</td>
<td>Byers 2006; Boogert 2006</td>
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<tr>
<td>8</td>
<td>8-Mar</td>
<td>Complete first draft of Restoration Prospectus</td>
<td></td>
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<tr>
<td>9</td>
<td>15-Mar</td>
<td>SPRING BREAK, no class</td>
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<tr>
<td>10</td>
<td>22-Mar</td>
<td>Recruitment limitation and safe site availability: using island biogeography theory to direct revegetation efforts</td>
<td>Donald 2006; Gardner 2008</td>
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<tr>
<td>11</td>
<td>29-Mar</td>
<td>Does increased biodiversity improve primary productivity and community stability? A modern classic case study</td>
<td>Seabloom 2007; Fridley 2007</td>
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<tr>
<td>12</td>
<td>5-Apr</td>
<td>Ecological filters, invasion resistance and community assembly rules in degraded environments</td>
<td>Hobbs 2004; Seabloom 2003</td>
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<tr>
<td>13</td>
<td>12-Apr</td>
<td>Genetic diversity, community assembly and the evolution of invasive genotypes</td>
<td>Lankau 2007; McKay 2005</td>
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<tr>
<td>14</td>
<td>19-Apr</td>
<td>Rehabilitating ecosystem function: methods for achieving landscape sustainability and integrity</td>
<td>Mooney 2010; SCR Chap 2E</td>
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<tr>
<td>15</td>
<td>26-Apr</td>
<td>Human dimensions and philosophical perspectives</td>
<td>Rockstrom 2009; Grimm 2008</td>
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<tr>
<td>16</td>
<td>3-May</td>
<td>Challenges for the practice of ecological restoration: Course synthesis and future direction</td>
<td>Young 2005</td>
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</table>
### Detailed Weekly Schedule, Spring 2011

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
<td>20-Jan</td>
<td>22-Jan</td>
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<tr>
<td>2</td>
<td>25-Jan</td>
<td>27-Jan</td>
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<tr>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P1</td>
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<tr>
<td></td>
<td>Turn in P1r</td>
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<tr>
<td>3</td>
<td>1-Feb</td>
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<td>5-Feb</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P2</td>
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<tr>
<td>4</td>
<td>8-Feb</td>
<td>10-Feb</td>
<td>12-Feb</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P3</td>
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<td>Turn in P2r</td>
<td>Turn in RP Topic</td>
<td>Turn in LJ</td>
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<tr>
<td>5</td>
<td>15-Feb</td>
<td>17-Feb</td>
<td>19-Feb</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
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<td>Turn in P3r</td>
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<td>22-Feb</td>
<td>24-Feb</td>
<td>26-Feb</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P5</td>
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<td>Turn in P4r</td>
<td>Turn in RP Outline</td>
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<td>7</td>
<td>1-Mar</td>
<td>3-Mar</td>
<td>5-Mar</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P6</td>
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<td>Turn in P5r</td>
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<td>8-Mar</td>
<td>10-Mar</td>
<td>12-Mar</td>
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<td>PR on RP</td>
<td>PR on RP</td>
<td>Turn in RP Draft1</td>
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<td>9</td>
<td>15-Mar</td>
<td>17-Mar</td>
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<td>Spring Break</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>Go to EIS</td>
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<td>Turn in P6r</td>
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<td>22-Mar</td>
<td>24-Mar</td>
<td>26-Mar</td>
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<td>29-Mar</td>
<td>31-Mar</td>
<td>2-Apr</td>
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<td>CD / WS</td>
<td>PR on P7</td>
<td><em>HOLIDAY</em></td>
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<td>5-Apr</td>
<td>7-Apr</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P8</td>
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<td>12-Apr</td>
<td>14-Apr</td>
<td>16-Apr</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P9</td>
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<td>Turn in P8r</td>
<td>Turn in RP Draft2</td>
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<td>14</td>
<td>19-Apr</td>
<td>21-Apr</td>
<td>23-Apr</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P10 and RP</td>
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<td>Turn in P9r</td>
<td></td>
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<tr>
<td>15</td>
<td>26-Apr</td>
<td>28-Apr</td>
<td>30-Apr</td>
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<td>CD / WS</td>
<td>Case Studies / WS</td>
<td>PR on P10r</td>
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<td>Turn in P10r</td>
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<td>16</td>
<td>3-May</td>
<td>Tuesday 5/4/2010</td>
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<tr>
<td></td>
<td>Last class</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turn in Final LJ</td>
<td>Turn in Final RP</td>
<td></td>
</tr>
</tbody>
</table>

**Monday:**
- ✔ Bring copy of assigned readings
- ✔ Bring worksheet containing discussion points for class discussion
- ✔ Turn in revised one-page paper (P#r) from previous week
- ✔ Topic overview and student-led class discussion of assigned readings

**Wednesday:**
- ✔ Bring copy of assigned readings
- ✔ Instructor introduction of new restoration case study (occasional guest speaker)
- ✔ Small group discussion and worksheets for case study topics
- ✔ Whole class discussion

**Friday:**
- ✔ Turn in P# at beginning of class for peer review
- ✔ Mini-lecture on writing fundamentals
- ✔ Critique each other’s paper and provide constructive feedback
- ✔ Write in Learning Journal

*In case of extenuating circumstances, this schedule is subject to change; you will be notified promptly if changes are necessary.*
Other Pertinent Course Information

CODES AND DEFINITIONS

CD – Class discussion leader. At the beginning of the semester, students will be assigned to lead the Monday discussion of the selected readings for each week. This will require these students to have a thorough knowledge of each paper being discussed. Each student will likely be assigned as a discussion leader twice during the semester.

P# - Weekly papers. These brief papers (450-650 words) are due at beginning of class each Friday, weeks 2 – 13, to provide for peer review. Following peer review, you are required to edit your one-page papers and turn revised papers in the next Monday class period. These are assigned grades of 0 to 10. Instructors will periodically assess your edited papers to ensure you are applying feedback towards writing improvement. The papers provide opportunities to improve your writing skills in preparation for writing the Restoration Prospectus.

WS – Worksheets. There are three types of worksheets: a) notes on the assigned readings, b) notes on case study discussions, and c) peer review worksheets. Fill out the first worksheet as you read the articles prior to the in-class discussions and be prepared to share your comments with the class. You are welcomed and encouraged to take notes beyond the space provided in the worksheet. Your comments will fuel the initial discussions, provide feedback to instructors and fellow students, and serve as a starting point for your P#.

PR – Peer review skills are critical for professional development because you learn to distinguish good writing, and more importantly, you learn steps to improve your own writing. You are expected to adhere to guidelines for constructive feedback and courtesy.

LJ – Learning Journals are used to organize coursework and to keep record of your progress towards a big-picture understanding of the Ecological Restoration discipline. In tandem, your Learning Journal will also help you and your instructors track progress toward improved writing. Over the early part of your careers these Learning Journals will prove useful for reflecting upon basic concepts that inform current restoration strategies.

RP – Your Restoration Prospectus will comprehensively apply course topics to a particular restoration case study, chosen by the individual students. A prospectus is a formal written plan for restoration that provides an ‘agent’ with the necessary information to make an informed decision. Your prospectus will explain a proposed restoration recovery plan for a degraded system. Specific instructions will be provided later in the semester.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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