Memorandum

TO: Faculty Senate Executive Committee

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

DATE: January 24, 2012

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 – After the Catastrophe: Literature, History, and Memory in the Twentieth Century
- INST 462 Language Acquisition and Development

Courses submitted for W recertification:

- ANSC 314 Wool and Mohair Evaluation
- CHEM 234 Organic Synthesis and Analysis IV
- COMM 458 Global Media
- CVEN 424 Civil Engineering Professional Practice
- JOUR 490 Journalism as a Profession
- MART 301 Seamanship II
- POLS 328 Globalization and Democracy
- POLS 350 Modern Political Thought
- RDNG 461 Teaching Reading through Children's Literature
- SOCI 205 Introduction to Sociology
- SOCI 206 Global Social Trends
- SOCI 322 Industrial Sociology
- WFSC 304 Wildlife and Fisheries Conservation
TO: Faculty Senate Executive Committee

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

CC: Apostolos Vasilakas, Department of English
    Cecelia Hawkins, Department of English
    Nancy Warren, Head, Department of English
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: January 20, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 481

We recommend that ENGL 481 Senior Seminar—After the Catastrophe: Literature, History, and Memory in the Twentieth Century be certified as a writing-intensive (W) course for four academic years (1/12 to 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: 60%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:18

Students receive feedback on the proposals they write for each of the two required papers. Students also receive instructor feedback on the rough draft of the first paper and peer feedback on the rough draft of the second paper. Several class periods are devoted to direct writing instruction including how to select a topic, write a proposal, and conduct a 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):

   Enwl 481 - Senior Seminar - After the Catastrophe

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.

   Cecilia Hawkins
   Instructor / Coordinator: Cecilia Hawkins
   Printed name and signature
   Date: 12-13-11

   Valerie Balester
   Received: Michael T. Stephenson
   (W Course Coordinator, University Writing Center)
   Date: 12-20-11

   Approvals:

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

   Department Head: Nancy B. Warren
   Printed name and signature
   (Date)
ENGL 481-910 Senior Seminar: After the Catastrophe: Literature, History and Memory in the 20th Century

Texas A&M University
Summer 2012

Instructor: Apostolos Vasilakis, Ph.D.
Lectures: M-F 10:00-11:35 am (BLOC 202)
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: 234A Blocker Building
Office Hours: M-W 11:35-12:35 pm

Course Description:
From Theodor Adorno's famous declaration that "to write poetry after Auschwitz is barbaric" to the traumatic return of slavery in Toni Morrison's work ("it was not a story to pass on" we read at the end of Beloved), there is no doubt about the impact of certain catastrophic and traumatic events on human consciousness, memory and artistic expression. In this course we will examine not only the ways that literary imagination and memory address and respond to these events, but also the possibility of resituating and understanding history and experience from a different perspective.

Focusing on a variety of literary texts, we will address the possibility of knowing history in literature (and the ethical implication that arises from this possibility), the position of literature as a secondary witness to the event, and ultimately the relationship between history and fiction as it appears through these inquiries. Some of the issues that we will examine in detail include: the effectiveness of language to represent; the question of individual and collective anamnesis and its relationship to the transmission of experience; the nihilism and meaninglessness that language invokes in the presence of the traumatic event; and the moral crisis of humanism. One of the goals of this course will be to show how certain historical events have a haunting effect on contemporary culture, and how their study helps us to understand the contemporary human condition.

W-Course. For U3 and U4 English majors only. The fact that this is a Writing Intensive (W) course means that we will be spending some time in class on writing instruction, that the writing requirements will be a substantial part of your grade and that you must pass the writing portion of the course in order to pass the course.

Requirements:
• You are expected to attend class regularly. More than two (2) unexcused absences will affect your final grade (10 points reduction of overall grade). For illness related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation
that absence from class was necessary. (See Rule 7.1.6.1). Make sure that you make it to the
class on time, that you don’t leave early (inform the instructor in advance if you have to),
and that you don’t answer your phone during the class.

• You are expected to keep up with the course readings. Your participation
grade (10%) is based on several factors, including preparation of the reading assignment
and active involvement in class discussion (asking about pertinent issues, responding to
instructor’s questions, and engaging in debate with classmates).

• Students will submit two papers (30% each) (6-8 pages long, typed, double-spaced, 1”
margins, standard font - 12 point size) written in stages and under my consultation during
the semester. Each paper will be submitted in stages; the first draft of Paper #1 will be
critiqued by me and returned to you for revision and submission in final draft form. The
first draft of the second paper will be peer critiqued in class.

The papers should focus on one or more of the texts we read in the course and offer a close
reading and analysis of the text. This could mean: an analysis of a specific character; an
analysis of a specific incident; an analysis of the author’s use of language; an
analysis of a particular theme; or a comparison of two different texts based on a specific
concept.

The process of writing the papers includes: a) a one page proposal or introduction in which
you present and summarize the thesis and the main points of your paper; b) a complete
first draft submitted either for instructor or peer critique; and c) the complete and final
version of your paper with a clear introduction, main analysis, and conclusion. Papers will
be graded based on clarity and persuasiveness of argument, knowledge of the text, and
appropriate use of grammar/spelling/syntax.

• There will also be a midterm examination (30%) based on the readings and lectures. The
midterm examination will be made of short and long answer questions that cover reading
and lecture material. For the midterm examination, students are responsible for all the
material covered up until the day of the exam.

**Grading:** The two papers will constitute 60% of your grade; the midterm examination
30%; and 10% for class participation. There will be a 10 points reduction in the grade of
any late writing assignments except in the case of university excused absences.

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

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You
are expected to be aware of the Aggie Honor Code and the Honor Council Rules and
Procedures, stated at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).
**Disabilities:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637). For additional information visit http://disability.tamu.edu.

**Book List:**
Camus: *The Plague*
Duras & Resnais: *Hiroshima Mon Amour*
Morrison: *Beloved*
O’Brien: *The Things They Carried*
Barker: *Regeneration*
Sebald: *The Emigrants*
Foer: *Extremely Loud & Incredibly Close*

**Calendar**
5/31 Introduction, *The Plague*
6/1 *The Plague* (Read Part I-II)
6/2 *The Plague* (Part III) *(Instructions on choosing a topic)*
6/3 *The Plague* (Part IV-V) *(Instructions on how to write a proposal)*
6/6 *Hiroshima Mon Amour* (Read entire play)
6/7 *Hiroshima Mon Amour*
6/8 *Beloved* (Chapter 1) *(First paper proposal due)*
6/9 *Beloved* (Chapter 2)
6/10 *Beloved* (Chapter 3)
6/13 *The Things They Carried* (read entire novel)
6/14 *The Things They Carried*
6/15 *The Things They Carried* *(First draft of first paper due)*
6/16 *Regeneration* (part 1-2)
6/17 **MIDTERM EXAMINATION**
6/20 *Regeneration* (part 3-4)
6/21 *Regeneration* *(Final draft of first paper due)*
6/22 *Regeneration*
6/23 *The Emigrants* (First story) *(Second paper proposal due)*
6/24 *The Emigrants* (Second story)
6/27 *The Emigrants* (Fourth story)
6/28 *Extremely Loud & Incredibly Close* (pgs 1-141) *(Instructions on conducting a peer review)*
6/29 *Extremely Loud & Incredibly Close* (pgs 142-207) *(First draft of Second paper due; peer review in class)*
6/30 *Extremely Loud & Incredibly Close* (pgs 208-326)
7/1 *Extremely Loud & Incredibly Close* (Final draft of Second paper due; Last Day of Classes)
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 & Culture
    James B. Kracht, AOC Dean, College of Education and Human Development

DATE: January 24, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: INST 462

We recommend that INST 462 Language Acquisition and Development be certified as a writing-intensive (W) course for four academic years (1/12 to 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: 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 6 sections a year. Undergraduate Peer Mentors are assigned to each course but do not grade more than 10% of the coursework. In INST 462 students write English Language Learning field experience reflections and responses and a research project. Writing assignments are all individual, although 2,000 of the 6,000 words for the ELL field experience reflection and response consist of students responding to their peers’ submissions. The 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 for the final paper. Students submit and receive feedback on several sections of the research project, including the outline, thesis and introductory paragraph, works cited, first draft (on which instructor feedback will be provided), and on 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.
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 Purwin Pat Purwin 11/21/11
Printed name and signature (Date)

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

Approvals:

College Dean: James B Kracht 11/1/11
Printed name and signature (Date)

Department Head: Yeping Li; Yeping Li 11/21/11
Printed name and signature (Date)
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: http://texes.ets.org/assets/pdf/testprep Manuals/154_esl_supp.pdf

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>
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<tr>
<td>1. Article/Video Participation in In-class Discussions</td>
<td>100</td>
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<td>2. Exams 1 (150) &amp; Exam 2 (150)</td>
<td>300</td>
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<td>3. Overall Online &amp; In-class Participation</td>
<td>40</td>
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<td>4. ELL Field Experience Analytical Reflections (10 x 20) + Responses (10 x 10)</td>
<td>300</td>
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<tr>
<td>5. Individual Research Project</td>
<td>250</td>
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<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 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:

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</th>
<th>Chapter/Material</th>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Syllabus review/Explore field experience options</td>
<td>Jan 18-20</td>
<td>“All About Me” Short Powerpoint + Choose field experience!</td>
<td>Jan 20</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Read Perego 1</td>
<td>Perego 1 English Learners in School</td>
<td>Jan 23</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Read Perego 2</td>
<td>Perego 2 Second Language Acquisition</td>
<td>Jan 30</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Read Perego 3</td>
<td>Perego 3 Classroom Practices for English Learner Instruction</td>
<td>Feb 6-10</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Read Perego 4</td>
<td>Perego 4 Oral Language Development</td>
<td>Feb 13-17</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Read Perego 5</td>
<td>Perego 5 Emergent Literacy: Beginning to Read &amp; Write</td>
<td>Feb 20-24 INTRO/OUT. DUE</td>
<td>Bring to class: Intro/Outline/Works Cited for PAPER</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Read Article 1</td>
<td>Article 1 Instructional Styles for ELLs + Discussion</td>
<td>Feb 27-Mar 2 POST FIELD EXPERIENCE #1 Reflection/Response online</td>
<td>Feb 29</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Exam 1</td>
<td>Available all day (24 hours) - NO CLASS!</td>
<td>Mar 5</td>
<td>150</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Read Article 2</td>
<td>Article 2a/2b Science: Challenges/Strategies + Discussion</td>
<td>Mar 19-23 FIRST DRAFT DUE</td>
<td>First Draft of Research/Field Experience Paper online</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>Read Perego 6</td>
<td>Perego 6 Vocabulary Development</td>
<td>Mar 26-30</td>
<td>Begin: Create CPR acct, take pre-quiz, submit FINAL to CPR</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Read Perego 7</td>
<td>Perego 7 Process Writing</td>
<td>Apr 2-6</td>
<td>POST FIELD EXPERIENCE #8 Reflection/Response online</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>Read Perego 9</td>
<td>Perego 9 Content Reading/Writing: Pre-reading, During Reading</td>
<td>Apr 9-13 FINAL PAPER DUE</td>
<td>Deadline: Create CPR acct, take pre-quiz, submit FINAL to CPR</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>Read Perego 10</td>
<td>Perego 10 Content Reading/Writing: Post-reading, Organizing</td>
<td>Apr 16-20</td>
<td>Begin: complete calibrations, 3 peer reviews, self-assessment</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>Exam 2</td>
<td>Available all day (24 hours)</td>
<td>Apr 23-27 PEER REVIEW DUE</td>
<td>Deadline: complete calibrations, 3 peer reviews, self-assess.</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td>Apr 30</td>
<td>PICA evaluations Submit all 10 Field Reflections</td>
<td>Apr 30</td>
<td></td>
</tr>
</tbody>
</table>

**Due:** ALWAYS DUE BY END OF DAY (11:59pm)
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 statue, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination embraces the entire university community including faculty, staff, and students.

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:
1.2 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(s).

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

I. 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

J. 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

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

L. 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 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

M. 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

N. 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

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 affects his/her disposition? If so, explain the disability and 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

Individual completing this form

Date

Student’s signature acknowledges and understands the comments

Date

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: January 20, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANSC 314

We recommend that ANSC 314 Wool and Mohair Evaluation 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: 50%
2. Course content appropriate to the major
3. Total number of words: 8750
4. Instructor to student ratio for one section: 1:26

In ANSC 314, a two-credit course required of first-year majors, students write five short papers on reasons for judging wool and mohair quality and complete six additional weekly writing assignments. Each weekly assignment contains the same content. Every other week, students select one of four scientific journal articles chosen by the instructor and submit a two-page critique of not only the journal article’s content, but its structure. Papers receive comments and grades and are handed back to students before the next journal critique is assigned. In addition, students write a major project, a production proposal that contains three sections. Students turn in each segment for review and critique. These are handed back to be included in the final paper. The final draft of the proposal is also reviewed. Weekly assignments contribute to students’ practice and fluency in writing. Peer review is also conducted, and is often led by the undergraduates who assist with the course. Several lectures are devoted to writing instruction, some taught by the instructor and others by guest lecturers, experts in the field of writing and research writing.

No significant changes have been made since original certification was granted. However, enrollment has grown since the course was made mandatory for majors.
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 314 - Wool & Mohair Evaluation

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
Printed name and signature

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

Approvals:

College Dean: Chris Skaggs
Printed name and signature
(Date)

Department Head: [Signature]
Printed name and signature
(Date)
Animal Science 314- Syllabus

Professor: Dr. Shawn Ramsey, Associate Professor
Office: 109 Kleberg
Phone number: 979-845-7616

Contact: Kim Hardan
Email: kimhardan@tamu.edu

*Direct all questions regarding assignments, grades and judging information here.

Textbook: ANSC 314 Wool and Mohair Evaluation Notebook

Objectives:

- The evaluation of USDA grades from wool and mohair
- Steps involved in processing raw wool into finished product
- Grading, evaluation and selection on fleeces for economic value
- Genetic and environmental factors affecting quality characteristics of wool and mohair
- Oral and written defense of judgment
- Increase writing comprehension skills

Grading:

Exam 1 10%
Exam 2 10%
Final Exam 15%
Lab Practical 15%
Written Reasons 10%
Writing Assignments (6) 20%
Final Written Project 20%
Grading Policies:
Each of the three exams will not be comprehensive; each will cover material from the test before. The lab practical will cover the material that will be covered in the lab portion of the schedule. This class is designated as being “writing intensive”; therefore you will be expected to complete several different writing assignments throughout the semester.

Plagiarism:
According to the 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.

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 website: 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 (979-458-1455). You may also submit documents for online assistance.

Americans With Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for all persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Department of Student Life Services for students with disabilities in room 126 of the Koldus building or call (979-845-1637).

“An Aggie does not lie, cheat or steal or tolerate those who do”
- Aggie Code of Honor
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Jiong Yang, Department of Chemistry
     David Russell, Head, Department of Chemistry
     Timothy Scott, AOC Dean, College of Science
DATE: January 23, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CHEM 234

We recommend that CHEM 234 Organic Synthesis and Analysis IV be certified as a writing-intensive (W) course for four academic years (1/12 to 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: 60%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:14

Each section of CHEM 234 is assigned a Graduate Assistant Teacher and one faculty member. All submitted lab reports are graded by GATs. A faculty member reviews and provides comments on initial lab reports which are returned to students for revision. Students write twelve lab reports of about 500 words each. Given that the twelve reports are of the same genre, formative feedback consists of promptly returning graded assignments; in addition, students have the opportunity to revise some of the reports based on comments from the GATs and instructor. Instruction includes readings from The ACS Style Guide: Effective Communication of Scientific Information, discussion of common writing errors, and writing exercises.

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):

Chem 234, Organic Synthesis and Analysis IV

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: Jiong Yang, Jiong Yang
Printed name and signature

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

(Approvals):

College Dean: H. Joseph Newton
Printed name and signature

Department Head: David H. Russell
Printed name and signature

(Date)
(Date)
CHEMISTRY 234 - Organic Synthesis and Analysis IV
Fall 2011
Lab: Section 901: TR 2:20-5:10pm; 902: MW 3:00-5:50pm (CHEM 2210)
Common Lecture: F 3:00-3:50pm (CHEM 2104)

Instructors:
Dr. Jiong Yang
  2514 Chemistry, 845-2889, yang@mail.chem.tamu.edu
Dr. Patricio Santander
  001 I Chemistry, 862-4004, santander@chem.tamu.edu

Teaching Assistants
Tyler Hood (head)
  2504 Chemistry, 845-0933, tyler.hood@chem.tamu.edu
Bryan Huehls (Instrument)
  2504 Chemistry, 845-0933, bryan.huehls@chem.tamu.edu
Diana Sepulveda
  313 Reed McDonald, 845-6915, dsepulveda@chem.tamu.edu
Thomas Kaiser
  2504 Chemistry, 845-0933, tkaiser@chem.tamu.edu

Course Description
Chem 234 is designed to give students a thorough introduction to modern laboratory organic chemistry. This is a writing intensive course.

Learning Objectives
The course will cover (1) the understanding and design of organic experiments, (2) organic laboratory techniques, (3) the use and interpretation of analytical and spectroscopic tools, (4) the communication of scientific results by clear, concise, and precise writing, and (5) the application of the scientific method to organic research, including the acquisition of results from "failed" experiments, the use of data to support conclusions, proper documentation of observations (a high-quality research notebook), and the formal reporting of results.

Prerequisites
Chem 228 or registration therein; Chem 237 or 231

Required Materials
Lab Notebook: A notebook set up to make legible carbon copies is required. At the end of each lab period, you will have to hand in a copy or original of the day's description and data.
Safety Goggles: These are available at the MSC bookstore and are usually sold the first week by GSAC. After the first day, no one will be admitted without goggles.
Optional: A lab coat is suggested. A lab coat of sufficient length to cover your knees is required if you are wearing shorts.
Enclosing shoes: Sandals are not allowed.

Recommended Text:
During the mandatory Friday lecture we will discuss some theory, techniques, and topically interesting material related to the laboratory you will be performing the following week. Attendance at the Friday lectures is required as deviations from experimental procedures in the textbook will be announced during these lectures. Handouts for any experiments not in the textbook will be provided at this time. Prelab quizzes may cover topics discussed in Friday lectures.

**Preparation**
We will require you to be completely prepared for a laboratory session before coming to the lab. A critical part of your preparation is your "prelab" report, discussed below. In order to complete an experiment within the allotted time you must know what procedures, glassware, chemicals, and amounts of chemicals are required, and be completely prepared to start the experiments.

Outside reading, problems or reports may be assigned, as necessary. Again, the aim will be to help in your preparation for an experiment.

**Pre-Labs**
For each experiment you will prepare a prelab write-up (written in your lab notebook). Special requirements for each prelab will be given in the lab handout, and should be followed explicitly. The prelab represents the standard preparation performed by any organic chemist before starting an experiment, and should include:

1. A list of the steps to be followed during the lab period in sufficient detail that the lab handout and book would not be necessary. (This should not be copied verbatim from the text, only pertinent steps should be noted.)
2. Apparatus: A sketch of the particular glassware set-up needed for the experiment.
3. For any reaction to be performed, a completely balanced chemical equation for the reaction, with solvent or other agents which don't enter into the balanced equation written above the arrow for each step.
4. A table of compounds with the structure and planned quantities of all compounds, including the following information:
   a. any unusual safety hazards associated with any compound
   b. the density of anything to be measured by volume
   c. For a reaction, the molecular weights and number of moles of all compounds in the balanced equation or any catalyst, and the theoretical yield.
5. References to where you found any data.

**Pre-Lab Quizzes**
At the beginning of each main experiment there will be quizzes given. These quizzes are open lab notebook and open class notebook but closed book / closed handouts. The quizzes will cover details that should be in your prelab writeup, material discussed in previous lab lectures, and material from required prelab reading. For most experiments the prelab quiz (or direct grading of the prelab in notebook) will be worth 10-20 points.

If you fail a prelab quiz you may not be allowed to continue with the lab until you have completed a prelab writeup to the satisfaction of your TA.

**Notebook**
You will be required to keep a laboratory notebook and satisfactory notes will be required to complete any experiment. The notebook must make carbon copies. Start a new notebook page at the beginning of each lab day, labeled with the date, your name, and the experiment(s) you are working on. Your notebook must contain:

1. Your prelabs.
2. Actual amounts of reagents used (using the correct number of significant digits). Actual reaction times and temperatures. Note that the prelab was a plan and what you actually do will be almost always be different, so both the planned amounts, times, etc, and the actual amounts, times, etc end up in the notebook.
3. Any deviations from the procedure outlined in the prelab, as well as any additional pertinent details or any particular problems.
4. Yields in grams of crude and purified products. Melting point ranges of products. Data on all separations and chromatography (observed boiling points, # of fractions, Rf values, etc.).
5. Any other raw data which you want to quote in your postlab.
6. Include experimental observations (color changes, temperature changes, etc.) in your notebook when they occur.

Either the original or legible carbon copy pages from all new writing in your notebook should be handed in at the end of each lab period, including the experiment number, your name, and the date at the top. All data such as weights of reagents, observations, melting points, boiling points, yields, etc must be in these pages – data that isn’t handed in at the time of the experiment does not exist, and the post-lab must be written as being based on unreliable observations from memory, that may at the option of the TA or instructor be ignored or discounted.

Overall, your notebook should be structured such that someone could precisely reproduce your procedure from your notebook alone. Your notebook is also a workbook. You can use the back of a previous page as "scratch paper" and can correct or change numbers in your notebook by drawing a line through the old number. Separate scraps of paper, paper towels, etc. are not the place to do calculations or record events.

You should use some judgment in deciding what is necessary and important in your notebook. Melting and boiling points of products would be important. The molecular weight, solubility and density of your reaction solvent are not important. The density of a starting liquid is important if you are planning to measure the starting material by volume.

**Lab Reports**

Unless otherwise directed, the text portion of postlabs must make use of the template for Organic Letters. The Word template for this can be downloaded from the American Chemical Society website at: [http://pubs.acs.org/page/orlef7/submission/orlef7_templates.html](http://pubs.acs.org/page/orlef7/submission/orlef7_templates.html) Once you have downloaded the template, you can save it for all experiments. You will also need to include all of your 1H and 13C NMR and IR spectra along with complete peak assignments for all spectra (handwritten peak assignments on the spectra).

Lab reports will typically be due at the beginning of lab one week after the lab was completed (see schedule below). Postlabs handed in after that time will lose 10 % of the possible points per day late. Problems with instrumentation can lead to changes in the due dates for the experiments; we will attempt to be certain that you have adequate time for each experiment.

The postlab should not be written in your notebook, and any discussion should be typed. Calculations and chemical equations may be handwritten if legible.

Specific requirements for each postlab will be given in the lab handout, and should be followed explicitly. The postlab will generally include a summary of results and conclusions, and all calculations, such as percentage yield, in detail. Use of a "Table of Results" can be effective, and can allow your TA to easily find the data for which he is giving points. Because CHEM 234 is a writing course, there may be specific short assignments associated with the postlabs.

**Report Rewrite Assignments**

Throughout the semester, reports will randomly be selected for rewriting. Reports will be returned with comments on ways to improve your scientific writing style. Rewrites will be graded based on how well you are able to address the issues in your critique. You can expect approximately two to three rewrite assignments for the semester. Each assignment will contribute equally to your rewrite grade, which will be worth 100 points.

**Course Grade**

Your grade will be determined by a curved point system. Generally, each lab report is worth 50 points. These points will be given for completing the experiment, obtaining the requested data, interpretation of the data, keeping a proper notebook, carrying out correct calculations, and writing up the results in the proper format and style. Not all categories apply to each experiment. The point breakdown for each week's experiment(s)
will be given to you prior to that experiment. Prelab quizzes will be worth 10 points per experiment. Rewrites of reports will be worth a total of 100 points. The final exam is worth 150 points. You must earn a passing grade in the writing component in order to pass this course.

Performing Experiments
All experiments MUST be performed ONLY during normal class hours. However, it will be possible to obtain characterization data (NMR, IR, melting points ONLY) outside of normal laboratory time. Due to safety considerations, you will not be allowed to perform reactions or do anything besides obtain NMR, IR, or melting points without a TA present.

Absences
Attendance is mandatory. There are significant penalties for non-attendance. Absence from Friday lectures will hurt you on quizzes and absence from lab will make it difficult to complete and write up experiments. It is possible to mathematically mitigate the effect of these penalties, but this will happen only for fully documented university-recognized excused absences that follow exactly relevant Texas A&M regulations.

Final Exam
A mandatory 2 hour final exam will be given at the scheduled time for the common lecture class time (Wednesday, December 14, 8:00-10:00am) in CHAN 2104.

A Message About Copyright Infringement/Plagiarism/Cheating
The handouts used in this course are copyrighted. “Handouts” consist of 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 permission is expressly granted.

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

The two main issues that arise in laboratories are fabrication of data and plagiarism. **Fabrication of data:** Any lab report containing fabricated data will receive a score of zero on the first offense. This will typically have the effect of lowering your grade by one letter. Further offenses will lead to greater sanctions in accord with University Rules and Regulations. **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. 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."
If any two lab reports contain an identical sentence or multiple near-identical phrases or identical data that cannot be accounted for by random chance, both reports will receive scores of zero on the first offense.

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (Part of the Policy on Individual Disabling Conditions) was submitted to the UCC by the Department of Student Life on May 26, 1997. The policy statement was forwarded to the faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, B118, or call 845-1637.
<table>
<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Day</th>
<th>Text References:</th>
<th>Topics/Misc. Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 29/30</td>
<td>Mon/ Tue</td>
<td>IR: Technique 25, p 873</td>
<td>Course Introduction, Check-In;</td>
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<tr>
<td></td>
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<td>$^1$H NMR: Technique 26, p 909</td>
<td>Collect/Clean Glassware, Bench Set-up.</td>
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<td>$^{13}$C NMR: Technique 27, p 946</td>
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<td>Literature: Technique 29, p 984</td>
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<td></td>
<td>Aug 31 /</td>
<td>Wed/ Thu</td>
<td></td>
<td>Begin Purification and Identification of Unknowns</td>
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<td></td>
<td>Sept 1</td>
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<tr>
<td>2</td>
<td>Sept 5/6</td>
<td>Mon/ Tue</td>
<td>Handout Provided</td>
<td>Purification and Identification of Unknowns</td>
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<td></td>
<td>Sept 7/8</td>
<td>Wed/ Thu</td>
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<td>Continue Unknowns</td>
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<tr>
<td>3</td>
<td>Sept 12/13</td>
<td>Mon/ Tue</td>
<td>Handout Provided, Refer to</td>
<td>Esterification of a Diol (E of D)</td>
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<td></td>
<td></td>
<td></td>
<td>Pavia Expt #12 pp. 93-96</td>
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<tr>
<td></td>
<td>Sept 14/15</td>
<td>Wed/ Thu</td>
<td></td>
<td>Column Chromatography: Purification of diester product</td>
</tr>
<tr>
<td></td>
<td>(Unknown Due)</td>
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<tr>
<td>4</td>
<td>Sept 19/20</td>
<td>Mon/ Tue</td>
<td>Handout Provided, refer to Pavia</td>
<td>Expt # 31: Chiral Reduction of Ethyl</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>pp. 258-268</td>
<td>Acetoacetate</td>
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<tr>
<td></td>
<td>Sept 21/22</td>
<td>Wed/ Thu</td>
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<td>Continue Chiral Reduction</td>
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<tr>
<td></td>
<td>(E of D due)</td>
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<tr>
<td>5</td>
<td>Sept 26/27</td>
<td>Mon/ Tue</td>
<td>p.272-287</td>
<td>Expt. #33: Alcohol Oxidation/ Ketone Reduction (Borneol, Camphor, Isoborneol)</td>
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<td>Sept 28/29</td>
<td>Wed/ Thu</td>
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<td>Continue Oxidation/Reduction</td>
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<td>(Chiral Red. Due)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
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<td></td>
<td>Oct 5/6</td>
<td>Wed/Thu</td>
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<td>Continue Cycloadditions -AND- Finish Expt 34A, characterize before your next lab day.</td>
</tr>
<tr>
<td>7</td>
<td>Oct 10/11</td>
<td>Mon/Tue</td>
<td>pp. 294-296</td>
<td>Expt. #34B: Benzil Preparation</td>
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<tr>
<td></td>
<td>Oct 12/13</td>
<td>Wed/Thu</td>
<td>pp. 297-300</td>
<td>Expt. #34C: Benzilic Acid</td>
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<tr>
<td>8</td>
<td>Oct 17/18</td>
<td>Mon/Tue</td>
<td>Handout Provided</td>
<td>Porphyrins: Chemical Synthesis of a Porphyrin</td>
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<tr>
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<td>Oct 19/20</td>
<td>Wed/Thu</td>
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<td>Porphyrins: Enzymatic Synthesis of a Porphyrin</td>
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<tr>
<td>9</td>
<td>Oct 24/25</td>
<td>Mon/Tue</td>
<td>Handout Provided</td>
<td>Finish Porphyrins</td>
</tr>
<tr>
<td></td>
<td>Oct 26/27</td>
<td>Wed/Thu</td>
<td>pp. 341-347</td>
<td>Expt. #41: Wittig Reaction</td>
</tr>
<tr>
<td>10</td>
<td>Oct 31/Nov 1</td>
<td>Mon/Tue</td>
<td>Handout Provided</td>
<td>Grignard Reactions</td>
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<td>Nov 2/3</td>
<td>Wed/Thu</td>
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<td>Purification of Grignard Product</td>
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<td>11</td>
<td>Nov 7/8</td>
<td>Mon/Tue</td>
<td>Handout Provided, refer to Pavia pp. 530-537</td>
<td>Expt. #59 Friedel-Crafts Acylation</td>
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<td>Nov 9/10</td>
<td>Wed/Thu</td>
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<td>Continuation of Friedel-Crafts</td>
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<td>12</td>
<td>Nov 14/15</td>
<td>Mon/Tue</td>
<td>Handout Provided, refer to Pavia pp. 379-384</td>
<td>Protecting Groups (PG)</td>
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<td>Nov 16/17</td>
<td>Wed/Thu</td>
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<td>Protecting Groups (continued)</td>
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<td><strong>Start Multistep Synthesis</strong></td>
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<td>Date</td>
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<td>13</td>
<td>Nov 21/22</td>
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<td>Handout Provided</td>
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<td>Continue Multistep Synthesis</td>
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<td></td>
<td>Nov 23/24</td>
<td>Wed/Thu</td>
<td>No Lab-meeting</td>
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<td>14</td>
<td>Nov 28/29</td>
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<td>Continue Multistep Synthesis</td>
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<td>Nov 30/Dec 1</td>
<td>Wed/Thu</td>
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<td>Finish Multistep Synthesis</td>
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<td>Dec 2</td>
<td>Fri</td>
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<td>Review for Final</td>
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<td>Dec 5</td>
<td>Mon</td>
<td>Lab Checkout</td>
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<td>Section 903 (MW) Checks out</td>
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<td>Dec 6</td>
<td>Tue</td>
<td>Redefined Day - Friday</td>
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<td>Section 901 (TR 9:35) Checks out 3:00</td>
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<td>Section 902 (TR 2:20) Checks out 4:00</td>
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<td>Dec 8</td>
<td>Thu</td>
<td>Reading Day</td>
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<td>Multistep Synthesis Report Due for all sections</td>
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<td></td>
<td>Dec 14</td>
<td>Tue</td>
<td>Comprehensive Final Exam</td>
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<td>8:00-10:00am in Rm 2104</td>
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</tbody>
</table>
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: January 20, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 458

We recommend that COMM 458 Global Media 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: 60%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:25

Writing assignments in COMM 458 include a case study paper and a research paper. Students receive written and oral instructor feedback on drafts of each portion of the research paper. Instruction includes class time devoted to how to write a literature review, a descriptive analysis, an argument using theory, and how to integrate the sections into a final paper. In addition to this writing, students complete a take-home mid-term and participate in a collaborative oral presentation.

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):

   COMM 458 Global 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 J. Street  Nancy J. Street  10-31-11
   Printed name and signature
   (Date)

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

   Approvals:

   College Dean:  [Signature]  [Signature]
   Printed name and signature
   (Date)

   Department Head:  [Signature]  11-1-11
   Printed name and signature
   (Date)
Comm 458 - Spring 2011
Global Media
Syllabus

Dr. Antonio C. La Pastina, Ph.D.
Department of Communication
Bolton 202 E
alapastina@tamu.edu

9798626608

Course Schedule:
Tuesdays and Thursdays: 3:55-5:10 pm
Course meets at Bolton 006

Office hours: Tuesdays and Thursdays: 9:30-11 :30 am

Readings will be available on elearning.tamu.edu

Course Description
The Global Media course is designed to provide students with critical perspectives on contemporary global media - as industries, transnational cultural flows, and part of the globalization process. This course investigates the implication of globalizatation on local and regional media industries, audiences, and multicultural societies. Lectures, readings, case studies, and discussion will help students understand how key areas history, industrialization, economics, and culture interact with contemporary international communication systems.

Course Goals:
To explore how media markets, industries, and cultural products contribute to forces of globalization
To compare the function and structures of different international media systems related to the Arab world, Asia, Europe, Latin America, and the U.S.
To investigate the role and influence of key organizations and multination corporations involved in the production and oversight of global media

Course Learning Objectives:
Reflect critically on the importance of media in the process of globalization and transnationalization.
Identify and discuss key issues and media players involved in the processes of global media production through blogging and writing activities.
Analyze the interrelationship between global and local culture, and articulate the tensions which arise between different local/regional media systems' forces of globalization in discussions and writing assignments.

Assignments and grading:
In Class Participation and presentation  20
Written take-home mid-term exam  20
Case Study  20
Research Paper  40
In-Class participation:
Credit for participation will be assigned on the basis of attendance, in-class assignments and 15-20 minutes in class group presentation on one of the assigned case studies. It is your responsibility to come to class each day having read the assigned readings and prepared to ask and answer questions.

Take-home exam
The exam will be a take-home essay, which will be due in class on February 24th. More details will be given in class.

Case study: Comparing Global News Media
The case study will focus on a comparative research of news coverage of an event or issue conducted via the Calibri system. More details will be given in class.

Research Paper: Global Media in Context
The research paper will explore a specific region of the world in order to analyze the shape of Global Media culture in this specific context. Students will use literature analysis as well as examples to illustrate their claims. This paper will involve four parts:

  Introduction: a brief introduction of your specific research question and how your case study will help explore and answer this.
  Literature Review: a written narrative reviewing 6+ scholarly sources that you have used to help address your research question. This will involve a brief summary of each source (1-2 sentences) highlighting how it informed your thinking about your questions, followed by a summary section which highlights the common themes and findings of previous research on this question.
  Case Study: an analysis of a specific example in order to reflect on and explore in a concrete way your research question. Your description of this example should lead to critical reflection on how your analysis complements or challenges previous research on your question and what answer it reveals.
  Reflection: should summarize what your research demonstrates about the function and understanding of global media and globalization. The paper should be a 10-12 pages. More details will be given in class.

PLEASE NOTE: All written assignment must be word-processed and proofread for spelling and grammatical errors. All Citations and bibliographies must be in APA format (see: http://owl.english.purdue.edu/owl/resource/560/01/), with 11 pt font, one-inch margins and 1.5 spaced. They must be stapled and submitted in hard-copy. Late papers will not be accepted. Emailed papers will not be accepted. Only printed papers submitted on or before assigned due date will be accepted.

Other course policies:
  Attendance and participation: I will take attendance every class, and expect everyone to attend and to be prepared every day. If you are not present, I will assume you have made arrangements to obtain notes about the lecture and discussion materials you missed from one of your classmates. More than two unexcused absences (university excuses only are accepted) your grade will suffer. (1/2 point of participation grade after those two absences up to a maximum of 5 points)
  Class sessions will combine discussion and lecture; both listening and talking, as appropriate given the size of the class, are expected of all students. I will ask for your thoughts about our readings and other issues; you can help make the class more interesting by being prepared to participate.
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, and listen when others are talking, and so on.

Please turn off cell phones, iPods, 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.

Honors contracts: Students with a cumulative GPR of 3.5 are eligible to take this class under an "honors contract" if they have already completed 9 credit hours in honors courses at Texas A&M. An honors contract allows the student to use this class as an honors course. If you are interested in this option, please see me during the first week of classes.

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, disability.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 swiftly and strictly.

Course schedule

Note: Changes are possible so that we can schedule guest speakers, respond to current events, or make necessary adjustments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Themes</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>Overview of the course</td>
<td><a href="http://www.globled.org/issues/176.pdf">www.globled.org/issues/176.pdf</a></td>
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<td>1/20</td>
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<td>2</td>
<td>1/25-27</td>
<td>'Global village', 'flat world', 'clash or civilizations'</td>
<td>No reading Writing: Choosing your paper topic</td>
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<td>Week</td>
<td>Date(s)</td>
<td>Topic</td>
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<td>Writing: How to write a literature review</td>
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<td>Writing: How to write a literature review</td>
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<td>6</td>
<td>2/22</td>
<td>NO CLASS - take home exam due in No class on Thursday 2/24</td>
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<td>2/24</td>
<td>Discussion on take-home exam - Col answers</td>
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<td>3/3</td>
<td>Introduction to 8MS (news translation system - Chinese, Arabic and Spanish)</td>
<td>Writing an analysis, Step 1: descriptive analysis</td>
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<td>Attachment B</td>
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<td>3/15-17</td>
<td>SPRING BREAK</td>
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<td>9</td>
<td>3/22-24</td>
<td>Asia</td>
<td>Readings to be decided based on students presentation focus</td>
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<td>10</td>
<td>3/29-31</td>
<td>Arab World</td>
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<td>11</td>
<td>4/5-7</td>
<td>Latin America</td>
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<td>12</td>
<td>4/12-14</td>
<td>Europe</td>
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<td>13</td>
<td>4/19-21</td>
<td>United States</td>
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<td>14</td>
<td>4/26-28</td>
<td>On the periphery of the global society</td>
<td>Michael Keane (2006) Once were peripheral: creating media capacity in East Asia <em>Media Culture Society 28</em>: 835 Other readings to be assigned.</td>
</tr>
</tbody>
</table>
HAVE A GOOD SUMMER!!!
TO: Faculty Senate Executive Committee

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

CC: Roger Smith, Department of Civil Engineering
    John Niedzwecki, Head, Department of Civil Engineering
    Ray W. James, AOC Dean, Dwight Look College of Engineering

DATE: January 20, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CVEN 424

We recommend that CVEN 424 Civil Engineering Professional Practice be certified as a writing-intensive (W) course for four academic years (1/12 to 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: 55%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:24

The department has hired a rhetoric and composition PhD to teach the writing portion of the class and to take care of the grading of the writing (with input from the Civil Engineering faculty member). Students write two memos related to a civil engineering project (total of 2000 words and 33% of the final grade), a proposal to solve a civil engineering problem, and a long report to recommend a solution. The proposal and the report are closely-monitored collaborative projects. Besides the availability of a rhetoric PhD to answer questions, formative feedback includes peer review and in-class workshopping on the memos and further workshopping on the proposal and report. In addition, assignments are scaffolded to allow students to learn from feedback in earlier assignments and apply them in later ones. Instruction includes readings about writing (written by civil engineers and from a textbook, *Engineering Communication*), class discussion of models, and in-class writing practice and exercises. For example, students analyze the rubric they are graded with as an audience analysis activity. Students are encouraged to think of civil engineering as a discourse community with its own nomenclature, conventions, and constraints. Guest lecturers also speak about their own writing and the importance of writing for civil engineers.

Changes since the course was originally certified include an increase in the number of collaborative writing assignments from one to two to better reflect the type of writing in the civil engineering field. Grading rubrics have been improved, and the writing assignments build on each other and better represent the writing that young engineers will be engaged in early in their careers.
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):

   CVEN 424 - Civil Engineering Professional Practice

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: Rogers E. Smith
Printed name and signature
(Date)

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

Approvals:

College Dean: Robin Aufmuth
Printed name and signature
(Date)

Department Head: John M. Nedaurecki
Printed name and signature
(Date)

OLYMPUS DIGITAL CAMERA

RECEIVED
OCT 31 2011
ESSAP
CVEN 424
CIVIL ENGINEERING PROFESSIONAL PRACTICE
Fall Semester, 2011

Instructors: Dr. Roger E. Smith, P.E. Dr. Peter England
Room: 201G/301E, CE/TTI Bldg 214 CE/TTI Bldg
Phone: 862-7633/845-0875 845-6836
E-mail: roger-smith@tamu.edu peter.england@tamu.edu

COURSE DESCRIPTION:
Professional practice issues; current civil engineering issues that impact design, construction, and operation of civil engineering facilities; developing engineering solutions that better serve society; business and public policy concerns; life-long learning; problem solving; professional licensure. The prerequisites for the course are: CVEN 322 & Senior Classification in CVEN or OCEN.

This course focuses on issues related to the practice of civil engineering as a professional engineer. This course should facilitate the transition from classroom to professional practice and focus on current professional practice issues in the civil engineering profession. It will also enhance the student’s communication skills. Guest speakers, primarily from industry, will provide professional perspectives on a number of issues related to the professional practice of civil engineering. Topics will include (but not be limited to) the importance of professional licensure, requirements for licensure, professional responsibility, development of engineering solutions that effectively serve society, the relationship of engineering to critical contemporary issues, problem solving in management, life-long learning, leadership skills for the civil engineering profession, engineering communication, and basic concepts of business and public policy important to practicing civil engineering.

The class is conducted in one lecture period and one two-hour recitation lab each week. Students are expected to attend and participate in all lectures and recitation labs. Many of the lecture periods will include presentations by practicing professional engineers followed by discussion and writing activities in the recitation labs. The text material for this course does not include all information covered in class, and material presented in class will supplement (and in some cases supercede) that in the text. The information presented in class is the governing information for tests, writing assignments, and homework.

Students will be expected to demonstrate their ability to learn on their own without the aid of formal instruction.

COURSE LEARNING OBJECTIVES:
Students will be able to organize and deliver effective written communications
Students will be able to identify and explain the global, economic, environmental, and societal impacts of specified civil engineering system
Students will be able to explain the need for life-long learning and demonstrate the ability to learn on their own without the aid of formal instruction
Students will be able to explain how contemporary issues affect the identification, formulation, and solution of civil engineering problems including professional registration and legal aspects of civil engineering
Students will be able to explain key concepts and problem solving processes used in civil engineering management
Students will be able to explain key concepts and problem solving processes used in business, public policy, and public administration
Students will be able to explain the role of the leader, leadership principles, and attitudes conducive to effective practice of civil engineering

TEXTS:
Supplemental Text on reserve at Evans Library
The lead dog has the best view: leading your project team to success, Gordon Culp & Anne Smith, ASCE
In addition, other reading assignments, lecture notes, assignments, etc. will be posted on CENotes.

MEETING TIMES:
All sections - Mon 12:40 pm-1:30 pm, Rm 110 CEB
Recitation Sessions
Sec 901 - Mon 3:00 pm-4:50 pm, Rm 221 CEB
Sec 902 - Tue 11:10 am-1:00 pm, Rm 221 CEB
Sec 903 - Thur 11:10 am-1:00 pm, Rm 221 CEB
Sec 904 - Thur 2:20 am-4:10 pm, Rm 104 CEB

GRADING:
One examination (near mid-term), a final examination, writing assignments, and oral presentations will be the major graded activities in the course. Some work in teams will not only be allowed but encouraged. However, the work on all exams and individual writing assignments must be individual work. Survey of knowledge quizzes can be given at any time without advance warning. All writing assignments are expected to be turned in on time to facilitate the writing development process; failure to turn them in on time can result in no, or reduced, credit. **Failure to turn writing assignments in according to specifications will result in a reduction of 10 points (one letter grade).**
Grading is based on the following:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Percentage of Semester Grade</th>
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<tbody>
<tr>
<td>Examination</td>
<td>12.5</td>
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<td>Final Exam</td>
<td>12.5</td>
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<td>Individual Writing Assignments</td>
<td>55</td>
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<td>Memo 1</td>
<td>13</td>
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<td>Memo 2</td>
<td>20</td>
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<td>Proposal</td>
<td>10</td>
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<td>Report</td>
<td>12</td>
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<td>Oral Presentations (2 x 5% each)</td>
<td>10</td>
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<tr>
<td>Class Discussion, Quizzes, &amp; Evaluation of the Instructors</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Writing Intensive Course:
This is a writing intensive course that was developed with the goal to improve your overall writing skills over the course of the semester. It will include writing instruction in small groups and require submission of a series of at least four written assignments. If you are in need of additional assistance, you will be referred to the University Writing Center. You will be allowed to re-write **one of the first two assignments** if you receive instructor approval to do so. **Re-writes will only be granted if you (a) contact the instructor and request permission, (b) receive written permission to turn in a re-write of that assignment, and (c) re-submit that assignment according the instructions you receive after receiving written permission.** Written assignments will be submitted in both printed and electronic format. Electronic versions will be checked for possible plagiarism using Turnitin™. Rubrics and further discussion will be provided in class. The tentative schedule is provided in the course calendar.

Quizzes:
Because we all need to be prepared to discuss readings for each week, quizzes will be delivered via e-Learning the weekend prior to discussing assigned readings. Most quizzes will be made available on e-Learning beginning Friday afternoon and lasting until Sunday night. You will receive an email notification on Friday letting you know when you have a quiz for the coming weekend. There is no maximum number of quizzes for this class. The quizzes do not cover material cumulatively and consist of multiple-choice and short-answer questions. Survey of knowledge quizzes can be given at any time without advance warning.

Exams:
Exams may contain a combination of multiple choice, true-false, short answer and/or essay questions. Students are expected to complete their own work. Many of the concepts on the tests will come from presentations in class and are not found in the text readings; therefore, attendance and participation are extremely important to
your grades. The final exam will not be cumulative. It may contain a combination of multiple choice, true-false, short answer and/or essay questions.
**Oral Presentations:**
All students will be required to complete two oral presentations: one for the proposal and one for the recommendations in your report. The requirements and assessment rubrics will be provided prior to the presentations. The tentative schedule is provided in the course calendar.

**Grading Scale:**

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<tr>
<th>Score</th>
<th>Grade</th>
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<tr>
<td>100-90</td>
<td>A</td>
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<td>89-80</td>
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<td>79-70</td>
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<td>69-60</td>
<td>D</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
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**OFFICE HOURS:**
Open office hours will be: TBD – these will be provided at the beginning of the 2nd week and posted on CENotes
Other times are available by appointment. Contact instructor(s) by e-mail or phone for an appointment.

**ABET OUTCOMES**
The following established ABET outcomes are addressed in this course:
- Understanding of professional and ethical responsibility
- Ability to communicate effectively in oral and written forms
- Understanding of the impact of civil engineering solutions in a global, economic, environmental, and societal context
- Recognition of the need for, and an ability to engage in, life-long learning
- Knowledge of contemporary issues including current civil engineering professional practice issues; ability to explain basic concepts in management, business, public policy, and leadership; and ability to explain the importance of licensure

**COURSE TOPICS AND CALENDAR:**
A draft calendar with topics, speakers, and assignments is provided. However, the topics, assignments, tests (except for the final examination), student presentations, etc. are subject to change. The calendar and assignments will be posted on CENotes on-line at: https://cenotes.civil.tamu.edu/, and this posted calendar supersedes the one included in this initial syllabus. Students are expected to read the reading assignments prior to the class period for which they are assigned, and unannounced reading quizzes to assess reading comprehension and basic understanding of the material may be given in any class period.

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>COMMENTS</th>
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<tr>
<td>Week 1</td>
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<tr>
<td>Mon – 29 Aug</td>
<td>Introduction to course</td>
<td>R. Smith</td>
<td>Review contents of <em>Engineering Communication</em> by H. Hart</td>
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<tr>
<td>Recitation 1</td>
<td>Introduction</td>
<td>P. England &amp; R. Smith</td>
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<td>Writing expectations</td>
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<td>Available assistance and resources</td>
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<td>Grading process and rubrics</td>
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<td>What is technical communication?</td>
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<td>Week 2</td>
<td>Mon – 5 Sep</td>
<td>Contemporary issues affecting identification, formulation, and solution of civil engineering problems</td>
<td>R. Smith</td>
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<td>Recitation 2</td>
<td>Library resources Primary and secondary research Impact of contemporary issues on identifying, formulating, and solving civil engineering problems <em>Memo 1 assigned</em></td>
<td>S. Tucker, P. England &amp; R. Smith</td>
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<td>Week 3</td>
<td>Mon – 12 Sep Feb</td>
<td>Importance of communication skills to a successful career in civil engineering</td>
<td>R. Smith &amp; Ms. Diane Lorden, PE, Lorden Engineering</td>
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<td>Recitation 3</td>
<td><em>Peer editing for Memo 1: bring rough draft conforming to specs provided in class</em> Plagiarism in the classroom versus the workplace; Citation style; Discussion of importance of communication skills to a successful career in civil engineering</td>
<td>P. England &amp; R. Smith Review content of following web sites: <a href="http://www.wbdg.org/ccb/browse_org.php?o=70">http://www.wbdg.org/ccb/browse_org.php?o=70</a> <a href="http://www.dot.state.tx.us/business/specifications.htm">http://www.dot.state.tx.us/business/specifications.htm</a> <a href="http://www.bcsunited.net/index.htm#Tech">http://www.bcsunited.net/index.htm#Tech</a> <a href="http://www.spectext.com/">http://www.spectext.com/</a></td>
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<td>Week 4</td>
<td>Mon – 19 Sep</td>
<td>Economic, environmental, and societal impacts of civil engineering solutions</td>
<td>R. Smith &amp; Mr. Paul Kaspar, City Engineer, Bryan</td>
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| Week 5                     | Mon – 26 Sep | Need for life-long learning and approaches to effective life-long learning | R. Smith & Mr. Justin Reeves, LAN | Read pp 117-130 from Walesh  
|                          |             |                                                                   |                                | Browse: [http://www.tbpe.state.tx.us/CEP_Info.htm](http://www.tbpe.state.tx.us/CEP_Info.htm)  
|                          | Recitation 5| *Memo 2 assigned; Discussion of life-long learning expectations*  
|                          |             | Getting involved: participating in professional organizations | P. England & R. Smith | Read: [http://www.tbpe.state.tx.us/CEP_FAQ.htm#Hours](http://www.tbpe.state.tx.us/CEP_FAQ.htm#Hours)  

| Week 6                     | Mon – 3 Oct | Global and societal impacts of civil engineering solutions and impact on civil engineering practice | R. Smith & Mr. James Jones, Jones & Carter | Review pp 45-59 from Grigg  
|                          |             |                                                                   |                                | Read the summary of Friedman’s “The World is Flat” at Free Book Summaries page of From WikiSummaries: [http://www.wikisummaries.org/The_World_Is_Flat](http://www.wikisummaries.org/The_World_Is_Flat)  
|                          | Recitation 6| Discussion of global and societal impacts of civil engineering solutions and impact on civil engineering practice  
|                          |             | Writing genres | P. England & R. Smith | Review the summary of Friedman’s “The World is Flat” at Free Book Summaries page of From WikiSummaries: [http://www.wikisummaries.org/The_World_Is_Flat](http://www.wikisummaries.org/The_World_Is_Flat)  

| Week 7                     | Mon – 10 Oct | Importance of professional licensure to civil engineering practice | R. Smith & Mr. Josh Norton, City of College Station | Read pp 233-248 from Griggs  
|                          |             |                                                                   |                                | Read: [http://www.tbpe.state.tx.us/eng_req.htm](http://www.tbpe.state.tx.us/eng_req.htm)  
|                          | Recitation 7| *Rough draft for Memo 2: bring a rough draft that meets specifications discussed in class*  
|                          |             | Professional registration Discussion of professional registration and legal aspects of civil engineering | P. England & R. Smith | Read pp 217-231 from Griggs  
|                          |             |                                                                   |                                | Read the following including page on the 5 topics listed [http://www.nspe.org/Licensure/index.html](http://www.nspe.org/Licensure/index.html)  
|                          |             |                                                                   |                                | Read [http://www.tbpe.state.tx.us/lic.htm](http://www.tbpe.state.tx.us/lic.htm) & [http://www.tbpe.state.tx.us/lic_basic.htm](http://www.tbpe.state.tx.us/lic_basic.htm)  

| Week 8                     | Mon – 17 Oct | Importance of leadership and management skills in civil engineering practice | R. Smith & Mr. Bob Jones of Jones & Carter | Read pp 3-29 in Wales  
|                          |             |                                                                   |                                | Browse pp 30-66 in Wales  
|                          | Recitation 8| *Memo 2 due Proposal assigned*  
|                          |             | Oral presentation skills | P. England & R. Smith | Read pp 3-29 in Wales  
|                          |             |                                                                   |                                | Browse pp 30-66 in Wales  


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<tr>
<th>Week 9</th>
<th>Management skills important to civil engineering practice</th>
<th>R. Smith &amp; Dr. S. Anderson</th>
<th>Read pp 109-138 in Grigg</th>
<th>Browse pp 145-188 in Welsh</th>
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<tr>
<td>Recitation 9</td>
<td>Test</td>
<td>Review of genres</td>
<td>R. Smith &amp; P. England</td>
<td>Review readings and posted materials</td>
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<td>Proposals</td>
<td>Discussion of management skills important to civil engineering practice</td>
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<td>Week 10</td>
<td>Basic concepts of asset management important for civil engineering practice</td>
<td>R. Smith</td>
<td>Read sections 4 &amp; 5 of “A Primer on Municipal Infrastructure Asset Management” pp 16-27, NRC-CNRC Report B-5123.3</td>
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<td>Oral presentations on proposals</td>
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<tr>
<td>Week 11</td>
<td>Basic concepts of asset management important for civil engineering practice (Cont’d)</td>
<td>R. Smith</td>
<td>Read pp 83-96 in Grigg</td>
<td>Review pp 109-138 in Grigg</td>
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<td></td>
<td>Report assigned</td>
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<td>Week 12</td>
<td>Leadership skills important to civil engineering practice</td>
<td>R. Smith &amp; CDR Barney Williams, City of Bryan</td>
<td>Review pp 3-29 in Wales</td>
<td>Read pp 1-22 in Culp &amp; Smith’s “The Lead Dog Has the Best View” on reserve at Evans</td>
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<tr>
<td>Recitation 12</td>
<td>Group work on Reports</td>
<td>Discussion of leadership skills important to civil engineering practice</td>
<td>P. England &amp; R. Smith</td>
<td>Review pp 3-29 in Wales</td>
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<td></td>
<td>Oral presentation skills</td>
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<tr>
<td>Week 13</td>
<td>Impact of public policy and public administration to civil engineering practice</td>
<td>R. Smith &amp; Mr. Dale Fisseler, City of Waco</td>
<td>Read pp 163-185 in Grigg</td>
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<tr>
<td>Sections 903 &amp; 904</td>
<td>Due to Thanksgiving, sections 903 &amp; 904 will not meet this week</td>
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Week 14

<table>
<thead>
<tr>
<th>Mon – 28 Nov</th>
<th>Presentations &amp; Special Topics</th>
<th>P. England &amp; R. Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation 14</td>
<td>Oral presentations</td>
<td>P. England &amp; R. Smith</td>
</tr>
</tbody>
</table>
| Sections 903 & 904 | Student presentations & Discussion of impact of public policy and public administration to civil engineering practice | Browse pp 109-138 in Grigg
Review pp 163-185 in Grigg |

Week 15

| Mon – 5 Dec | No class – redefined day – Fri Classes meet | Final re-writes due |
| Tue – 6 Dec | Student presentations – redefined day – Thur Classes meet | Sections 903 & 904 only |
| Mon – Dec 12 | Final examination – 3:30 p.m.– 5:30 p.m | R. Smith & P. England | Rm 110 CEB |

Guest speakers and dates of specific guest speakers may change due to guest speaker schedules. The final schedule will be posted on CENotes. Students should regularly check CENotes for updates on speakers, topics, and reading assignments.

OFFICIAL NOTICES

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 Statement

“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. 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 at 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 quizzes and exams will not be tolerated. Cheating will be reported and handled in accordance with the Aggie Honor System Process. Some or all examinations will be 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 assignments and homework 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 following books are on reserve in the Media and Reserves section of the 4th floor at Evans Library Annex.

*Civil engineering practice in the twenty-first century knowledge and skills and for design and management* Neil S. Grigg, et al.

*Engineering communication*, Hart, Hillary.

*Managing and leading : 52 lessons learned for engineers*, Stuart G. Welsh

*Professional communications : a handbook for civil engineers*, Silyn-Roberts, Heather

*The lead dog has the best view : leading your project team to success*, Culp, Gordon L.
TO: Faculty Senate Executive Committee

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

CC: Edward L. Walraven, Head, Journalism Studies
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: January 24, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: JOUR 490

We recommend that JOUR 490 Journalism as a Profession be certified as a writing-intensive (W) course for four academic years (9/12 to 9/16). 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: 5500
4. Instructor to student ratio for one section: 1:14

JOUR 490 requires that students write three commentaries and a major research paper. They prepare a draft of the research paper, which receives feedback from the instructor for the first three pages and the works cited list. They also receive instructor comments on drafts of all three commentaries. Students are encouraged to attend individual conferences with the instructor to discuss progress of the research paper. Students also benefit from visiting journalists who meet with students in groups and individually. Topics include ethics, legal issues, practices, skills, economic forces, and future development of news outlets.

There have been significant changes since original certification was granted. After the summer of 2009, the course was redesigned along a more conceptual mode to include a major research paper, shorter “commentaries,” weekly readings, and student-led in-class discussion. Feedback is now offered on all written projects prior to final grading.
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):
JOUR 490 “Journalism as a Profession”

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: Ed Walraven 1/23/12
Printed name and signature

Received: Valerie Balester 1/25/12 (W Course Coordinator, University Writing Center)
(Date)

Approvals:
College Dean: Michael T Stephenson 1/24/12
Printed name and signature
(Date)

Department Head: Dale A. Rice 1/24/12
Printed name and signature
(Date)
JOUR 490 W

Journalism as a Profession
(Fall 2011)

Lecture: TR 12:45 – 2 p.m., Room 022 RDMC or as assigned
Instructor: Dr. Ed Walraven Office: Room 215 RDMC
Off. Hrs.: By appt. or as posted on office door (generally: M-R 8-8:30 a.m; MW 1-2 p.m.)
e-mail: e-walraven@neo.tamu.edu

Instruction and discussion also revolve around selected readings, some supplied by the instructor and others presented by students.

Objective: JOUR 490 W is an exit-level course for students with minors in journalism studies. Its objective is to draw on all previous classroom experience and exposure to professional journalism in order to facilitate reflection on and in-depth discussion of the profession and its issues – including ethics and legalities. Concepts and skills will be tested, and periodic interaction with professional journalists will offer additional opportunities for growth.

Course Format: Issue-oriented content is presented in lecture or through networking. Students are encouraged to enter in-depth discussions relating to the stature, practice, skills, ethics, careers and trends of journalism-related fields. Students will engage in written commentary on such topics and readings, as well as prepare a major research paper, receiving feedback and critiques. This is a writing-intensive course as well as a discussion-driven course.

Prerequisites: JOUR 490 W is designed as the capstone course for the journalism studies minor. Completion of JOUR 102 or approval of director, JOUR 200, JOUR 203 W and other classroom course work are required. Students must be in good standing in the minor.

Grading will be based on the completion of the following:

- Research paper 3-page intro., bibliog. 5%
- Research paper (15+ pages) 40 %
- Three (2-page+) commentaries 45 %
- Participation and discussion 10 %

Course average of 91.0 or higher=A; 81.0-90.9=B; 71.0-80.9=C; 61.0-70.9=D; less than 60.9=F
Grades of Incomplete are rarely given, and only if 1) there are major extenuating circumstances, and, 2) a substantial portion of the requirements has been completed. A grade of Incomplete will block graduation until resolved within the following semester.

See the Student Rules on the university Web site (www.student-rules.tamu.edu) for what are defined as university-excused absences for which makeup work is allowed, along with the time limits, documentation, etc., that must be observed. If a student is unable to make the deadline for explaining an excused absence (for example, being hospitalized, travel to an out-of-town family emergency or funeral), then the student should contact the instructor by e-mail as soon as possible so that a judgment can be made as to makeup opportunities, if any.

**Academic Honesty:** Journalists and communicators take on an important trust and must display honesty and integrity. It is important to credit all sources and not to copy or claim responsibility for the work of others. Material thought to be plagiarized, either intentionally or through sloppy attribution, will receive appropriate grade penalties and will be grounds to turn the matter over to the Aggie Honor Code system for possible sanctions. The Aggie Honor Code states that Aggies do not lie, cheat or tolerate those who do. Consult the Aggie Honor Code Web sites (www.student-rules.tamu.edu/aggiecode and http://aggiehonor.tamu.edu) for possible sanctions and procedures.

**Special Needs:** Any student who needs special accommodations or other services under the Americans with Disability Act (ADA) should so notify the instructor during the first week of classes. The ADA is a federal antidiscrimination statute that provides comprehensive civil rights protections for persons with disabilities. This law provides that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. Anyone believing he or she requires accommodations should contact Services for Students with Disabilities in Cain Hall, or phone 979-845-1637, and meet with the instructor during the first week of classes.

**Topics:** Following is a partial list of issues about which students will be expected to think, discuss and write. Other topics will be added to the list as the semester unfolds.

Corporate ownership of mass media & corporate hubris a la Rupert Murdoch
Journalism’s evolving face and the decline of mega-journalism
Attacks on the First Amendment
Do Facebook and Twitter cheapen or enhance what is important?
Celebrity coverage
Is it dangerous for reporters to have Facebook?
What are the ethics of working in P.R. for a company that has a negative impact?
Coverage of military operations
Where did the “news” in “broadcast news” go?
Where goeth serious, in-depth reporting? And who readeth?
Why are missing women of color seldom the object of coverage?
What has cable TV done to both the legal and journalistic systems?

**Research Paper (Due Nov. 1):** Students will prepare a major research paper on an issue or issues related to the practice, ethics, responsibilities, legalities, etc., of journalism as a profession. Students should generally follow this formula: identify/discuss issue, offer/discuss solutions, and project the impact of such solutions on society or the profession. Students will turn in both a stapled printed copy of the paper AND an electronic copy for scanning through TurnItIn.com. Standard acceptable sources are books, journal articles, interviews, government or other primary documents. Many of these are available on the Internet, but caution should be used in using .com or .opinion-based org sources for information. Check with your instructor if in doubt.

**Late penalties:** Nov. 2, -10 pts.; Nov. 3, -25 pts.; Nov 4 (last day accepted), -50 pts.

**Commentaries:** Students will write three 2- to 2.5-page commentaries/essays. An early draft will be turned in for instructor comment (see schedule). These essays will be on a topic, issue or idea prompted by the readings, discussions and/or presentations by guests. These should express some opinion and deeper reflection, in formal language, using outside sources to bolster your views (cite such sources internally a la MLA and in a works cited list), and not just summarize the views of others.

**Late Assignments:** Late commentaries will be penalized 10 pts. a day (weekends count as one day) unless the work is late for documentable extenuating circumstances, including excused absences.

**Participation and Attendance:** Students are expected to attend and become involved in discussions as part of the course. Students will be responsible on a regular basis for leading discussions and presenting articles of general interest in addition to those presented by the instructor.

**Tentative Schedule: (subject to minor revision)**

**WEEK ONE:**
Aug. 30, Sep 1:
Introduction; Readings: Pew’s 2011 State of the Media Summary
SPJ Leads: Survey Results, August 2010
WEEK TWO:
Sep 6, 8:
Read Luckie, Ch. 1
Read “The Reconstruction of American Journalism”
Due Sep 8: draft of Commentary I

WEEK THREE:
Feb. Sep 13, 15:
Commentary I due Sep 13
Read Luckie, Ch. 9
Readings, presentations as assigned

WEEK FOUR:
Sep 20, 22:
Read Luckie, Ch. 12
Readings, presentations as assigned

WEEK FIVE:
Sep 27, 29:
Submit first three pages of the research paper and bibliography for feedback, Sep 27
Readings, presentations as assigned

WEEK SIX:
Oct 4, 6:
Readings, presentations as assigned

WEEK SEVEN:
Oct 11, 13:
Due Oct 11: Draft of Commentary II
Readings, presentations as assigned

WEEK EIGHT:
Oct 18, 20:
Commentary II due Oct 20
Readings, presentations as assigned

WEEK NINE:
Oct 25, 27:
Readings, presentations as assigned
Q&A, workshops on research paper
WEEK TEN:
Nov 1, 3:
Due Nov 1: Research paper and electronic version (flash drive or CD)
Nov. 2: Research paper accepted, -10 pts.
Nov 3: Research paper accepted, -25 pts.
Nov 4: Research paper accepted, -50 pts.
Readings, presentations as assigned

Nov 4: Q Drop Deadline

WEEK ELEVEN:
Nov 8, 10:
Readings, presentations as assigned

WEEK TWELVE:
Nov 15, 17:
Due Nov 15: draft of Commentary III
Readings, presentations as assigned

WEEK THIRTEEN:
Nov 22, 24:
Readings, presentations as assigned
No Lecture Nov 24 … Thanksgiving Holiday

WEEK FOURTEEN:
Nov 29, Dec 1:
Due Nov. 29: Commentary III
Readings, presentations as assigned

WEEK FIFTEEN:
Dec 6 (Redefined Day…attend Thursday classes)

**Tentative Reading List:**
Following are some of the potential readings students will be expected to discuss in class.
Students are also expected to recommend readings they discover.

Begley, Sharon, “Your Brain Online: Does the Web Change the Way We Think?” Newsweek, January 8, 2010. (newsweek.com)
Hedges, Chris. Empire of Illusion: The End of Literacy and the Triumph of Spectacle, pgs. 141-176.
JOUR 490
Journalism as a Profession
(Spring 2011)

Lecture: TR 11:10 a.m. – 12:25 p.m., Room 021 RDMC or as assigned
Instructor: Dr. Ed Walraven Office: Room 215 RDMC
Off. Hrs.: By appt. or as posted on office door (generally: MW early a.m., TR early p.m.)
e-mail: e-walraven@neo.tamu.edu

Instruction and discussion also revolve around selected readings, some supplied by the instructor and others recommended by students.

Objective: JOUR 490 is an exit-level course for students with minors in journalism studies. Its objective is to draw on all previous classroom experience and exposure to professional journalism in order to facilitate reflection on and in-depth discussion of the profession and its issues – including ethics and legalities. Concepts and skills will be tested, and periodic interaction with professional journalists will offer additional opportunities for growth.

Course Format: Issue-oriented content is presented in lecture or through networking. Students are encouraged to enter in-depth discussions relating to the stature, practice, skills, ethics, careers and trends of journalism-related fields. Students will engage in written commentary on such topics and readings, as well as prepare a major research paper, receiving feedback and critiques. This is a writing-intensive course.

Prerequisites: JOUR 490 is designed as the capstone course for the journalism studies minor. Completion of JOUR 102 or approval of director, JOUR 200, JOUR 203 and other classroom course work are required. Students must be in good standing in the minor.

Grading will be based on the completion of the following:

Research paper 3-page intro., bibliog. 5%
Research paper (15+ pages) 40 %
Three (2-page+) commentaries 45 %
Participation and discussion 10 %

Course average of 91.0 or higher=A; 81.0-90.9=B; 71.0-80.9=C; 61.0-70.9=D; less than 60.9=F
Grades of Incomplete are rarely given, and only if 1) there are major extenuating circumstances, and, 2) a substantial portion of the requirements has been completed. A grade of Incomplete will block graduation until resolved within the following semester.

See the **Student Rules** on the university Web site ([www.student-rules.tamu.edu](http://www.student-rules.tamu.edu)) for what are defined as university-excused absences for which makeup work is allowed, along with the time limits, documentation, etc., that must be observed. If a student is unable to make the deadline for explaining an excused absence (for example, being hospitalized, travel to an out-of-town family emergency or funeral), then the student should contact the instructor by e-mail as soon as possible so that a judgment can be made as to makeup opportunities, if any.

**Academic Honesty:** Journalists and communicators take on an important trust and must display honesty and integrity. It is important to credit all sources and not to copy or claim responsibility for the work of others. Material thought to be plagiarized, either intentionally or through sloppy attribution, will receive appropriate grade penalties and will be grounds to turn the matter over to the **Aggie Honor Code** system for possible sanctions. The Aggie Honor Code states that Aggies do not lie, cheat or tolerate those who do. Consult the Aggie Honor Code Web sites ([www.student-rules.tamu.edu/aggiecode](http://www.student-rules.tamu.edu/aggiecode) and [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)) for possible sanctions and procedures.

**Special Needs:** Any student who needs special accommodations or other services under the Americans with Disability Act (ADA) should so notify the instructor during the first week of classes. The ADA is a federal antidiscrimination statute that provides comprehensive civil rights protections for persons with disabilities. This law provides that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. Anyone believing he or she requires accommodations should contact Services for Students with Disabilities in Cain Hall, or phone 979-845-1637, and meet with the instructor during the first week of classes.

**Topics:** Following is a partial list of issues about which students will be expected to think, discuss and write. Other topics will be added to the list as the semester unfolds.

- Corporate ownership of mass media
- Journalism’s evolving face and the decline of mega-journalism
- Attacks on the First Amendment
- Do Facebook and Twitter cheapen or enhance what is important?
- Celebrity coverage
- Is it dangerous for reporters to have Facebook?
- What are the ethics of working in P.R. for a company that has a negative impact?
- Coverage of military operations
Where did the “news” in “broadcast news” go?
Where goeth serious, in-depth reporting? And who readeth?

**Research Paper (Due March 29):** Students will prepare a major research paper on an issue or issues related to the practice, ethics, responsibilities, legalities, etc., of journalism as a profession. Students should generally follow this formula: identify/discuss issue, offer/discuss solutions, and project the impact of such solutions on society or the profession. Students will turn in both a stapled printed copy of the paper AND an electronic copy for scanning through TurnItIn.com. Standard acceptable sources are books, journal articles, interviews, government or other primary documents. Many of these are available on the Internet, but caution should be used in using .com or .opinion-based org sources for information. Check with your instructor if in doubt.

Late penalties: Mar. 30, -10 pts.; Mar. 31, -25 pts.; Apr. 1 (last day accepted), -50 pts.,

**Commentaries:** Students will write three 2- to 2.5-page commentaries/essays. An early draft will be turned in for instructor comment (see schedule). These essays will be on a topic, issue or idea prompted by the readings, discussions and/or presentations by guests. These should express some opinion and deeper reflection, in formal language, using outside sources to bolster your views (cite such sources internally a la MLA and in a works cited list), and not just summarize the views of others.

**Late Assignments:** Late commentaries will be penalized 10 pts. a day (weekends count as one day) unless the work is late for documentable extenuating circumstances, including excused absences.

**Participation and Attendance:** Students are expected to attend and become involved in discussions as part of the course. Students will be responsible on a regular basis for leading discussions and presenting articles of general interest in addition to those presented by the instructor.

**Tentative Schedule:**
(subject to minor revision)

**WEEK ONE:**
Jan. 18, 20:
Introduction; Readings: Pew’s 2010 State of the Media Summary
SPJ Leads: Survey Results, August 2010

**WEEK TWO:**
Jan. 25, 27:
Read Luckie, Ch. 1, for Jan 25
Due Jan. 25: draft of Commentary I
Other readings as assigned

WEEK THREE:
Feb. 1, 3:
Commentary I due Feb. 1
Read Luckie, Ch. 9, for Feb. 1
Other readings as assigned

WEEK FOUR:
Feb. 8, 10:
Read Luckie, Ch. 12, for Feb. 8
Other readings as assigned

WEEK FIVE:
Feb. 15, 17:
Suggested submission for first three pages, research paper and bibliography
Other readings as assigned

WEEK SIX:
Feb. 22, 24:
Due Feb. 22: First three pages, research paper, plus bibliography to date for feedback
Other readings as assigned

WEEK SEVEN:
Mar. 1, 3:
Due Mar. 1: Draft of Commentary II
Other readings as assigned

WEEK EIGHT:
Mar. 8, 10:
Commentary II due Mar. 10
Other readings as assigned

Mar. 14-18, Spring Break…no classes

WEEK NINE:
Mar 22, 24:
Readings as assigned
Q&A, workshops on research paper

WEEK TEN:
Mar. 29, 31:
Due Mar. 29: Research paper and electronic version (flash drive or CD)
Mar. 30: Research paper accepted, -10 pts.
Mar. 31: Research paper accepted, -25 pts.
Apr. 1: Research paper accepted, -50 pts.
Readings as assigned

WEEK ELEVEN:
Apr. 5, 7:
Apr. 4 (Monday) is Q Drop Deadline

WEEK TWELVE:
Apr. 12, 14:
Due Apr. 12: draft of Commentary III
Readings as assigned

WEEK THIRTEEN:
Apr. 19, 21:
Due Apr. 21: Commentary III

WEEK FOURTEEN:
Apr. 26, 28:
Readings as assigned

Last class day for JOUR 490 is Apr 28. On Tuesday, May 3, students attend their Friday classes.

Tentative Reading List:
Following are some of the potential readings students will be expected to discuss in class. Students are also expected to recommend readings they discover.

Begley, Sharon, “Your Brain Online: Does the Web Change the Way We Think?” Newsweek, January 8, 2010. (newsweek.com)
Hedges, Chris. Empire of Illusion: The End of Literacy and the Triumph of Spectacle, pgs. 141-176.
TO: Faculty Senate Executive Committee

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

CC: Herbert Walling, Department of Maritime Transportation
Vic Penuel, Writing Lab
Bill McMullen (William), Head, Department of Maritime Transportation
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: January 23, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MART 301

We recommend that MART 201 Seamanship II be certified as a writing-intensive (W) course for four academic years (1/12 to 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: 60%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:20

Students write two short papers, six weekly reports, and a casualty report of 2000 words. Students receive feedback following each of the series of short papers and are encouraged to consult with the professor or Writing Lab for guidance during their preparation. In weeks 12 and 13 students participate in directed peer review of drafts of a casualty report.

Instruction includes in-class exercises (some coordinated with the Writing Lab), review of sample papers, journal articles and USCG Casualty Reports. They are given instruction in citation style and revision and discuss how to prepare for each major assignment.

Since original certification was granted, a formal 90 minute workshop, Writing as a Professional Mariner has been added, and more class time is devoted to discuss writing strategies.
1. This request is submitted to Course Advisory Committee, Valere Balester, Chair, W and

TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status Submitted to the Chair, W Course Advisory Committee University Writing Center, MS 5000

concerns (MART 301 Seamanship 2)

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.

Signature: [Signature] 10/26/11

Herbert Walling 10/26/2011 Valere Balester 10/31/11

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

Approvals:

College Dean: [Signature] (Date)

Department Head: [Signature] (Date)
MART 301-900 Seamanship II
Fall 2011

Instructor: Captain Herbert Walling
Office: Kirkham 114
Phone: (409) 740-4583
E-Mail wallingh@tamug.edu
Office Hours: Available as class schedule permits or by appointment

Section 900
Lecture: Mon, Wed 0900-0950, PMEC 145
Lab: Wed 1300 - 1550, Kirk 206

Text (Required): Masters Handbook on Ship's Business
Shiphandling for the Mariner
Knight’s Modern Seamanship
Modern Ships
Merchant Marine Officer’s Handbook
Murphy Books # 1 & # 3
Watchstanding Guide for the Merchant Officer

Course Description: Topics of discussion will include mechanical appliances aboard ship, accident prevention, vessel sanitation, vessel operations, marine inspection laws and regulations, communications, ships business, International Conventions

Course Objective: This course is designed to provide an overview of vessel structure and systems, U.S. Laws and International Codes and Conventions, and associated professional knowledge required to operate as a licensed officer aboard today’s merchant vessels.

Writing Objective: Effective communication is a key component of future success in the Maritime Industry. Accordingly, the student must master language and writing skills associated with effective communication. This course is intended to improve the students writing skills within the Marine Transportation major in preparation for future work in the maritime industry. This is a Writing Intensive Course. Students must pass the written portion of the course in order to receive credit.

Prerequisites: MART 203 or concurrent enrollment

Grading: 3 exams 30%
Homework and Magazine synopsis 10%
Short Reports 30%
Casualty Report Term Paper 20%
Final Exam 10%
Final Grade 100%
Assignments

Short papers are to be not less than 4 full pages in length, 1 inch margins, font size 12, Times New Roman and double spaced. If you are in doubt about the length of your paper, make it longer. Identify your sources and do NOT plagiarize. Put the information in your own words so that you understand your report. The major portion of the report on OPA 90 should be about how the law changed the maritime business and on how the law affects you. Use the proper writing techniques. Keep a copy of your reports to study for your exams. I will be asking you questions from your reports on your examinations. Papers are due as per syllabus dates when you come to class or as announced.

Weekly reports are due the first class of the week and may be on any marine related magazine article that you are interested in. Magazine article reports are to be not less than 1 full page (they may be more) in length, 1 inch margins, font size 12, Times New Roman and double spaced. Identify your sources and do NOT plagiarize. Put the information in your own words so that you understand your report. Keep a copy of your reports to study for your exams.

The Casualty Report Term Paper is to be not less than 8 full pages in length, 1 inch margins, font size 12, Times New Roman and double spaced. Identify your sources and do NOT plagiarize. Put the information in your own words so that you understand your report. I will give you more specific instructions when I assign your topic.

Failure to turn in reports will result in failure of this course. Each exam will cover all of the material covered in class since the last exam. The Final Exam will cover all the material for the semester. Students must make an overall average of 70% in the course, and turn in all of their written reports to receive credit for this course.

MART 301 Seamanship II CLASS SCHEDULE

The reading/reference materials:

“M” = “Merchant Marine Officer’s Handbook”,
“A” = “American Merchant Seaman’s Manual”,
“SHM” = “Shiphandling for the Mariner”,
"KMS" = Knight’s Modern Seamanship,
"MS" = Modern Ships,
"MHSB" = Master’s Handbook on Ships Business,
“WG” = Watchstanding Guide for the Merchant Officer
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (8/29-9/2)</td>
<td>Course Introduction</td>
<td>MHSB Chapter 1</td>
</tr>
<tr>
<td>LEC</td>
<td></td>
<td>Homework Assignment: Two page paper on supporting the Master as Third Mate</td>
</tr>
<tr>
<td>LAB</td>
<td>Read Chapter 1 – start paper assignment</td>
<td></td>
</tr>
<tr>
<td>LEC</td>
<td>Ship’s Business, Tonnage,</td>
<td>MS Chap 3</td>
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<tr>
<td>Week 2 (9/5-9/9)</td>
<td>U.S. Laws, International Codes &amp; Conventions Classification Societies</td>
<td>MS Chap 4</td>
</tr>
<tr>
<td>LEC</td>
<td></td>
<td>Homework Assignment: Short paper on Classification Societies</td>
</tr>
<tr>
<td>LAB</td>
<td>Discuss writing expectations for this course and grading system. Meet with representative from TAMUG Writing Center, Library, and IT Dept. Introduction to critiquing, outlining, plagiarism</td>
<td></td>
</tr>
<tr>
<td>LEC</td>
<td>Ship’s Business, Documents and Certificates Certificate of Inspection</td>
<td>MHSB Chap 9</td>
</tr>
<tr>
<td>Week 3 (9/12-9/16)</td>
<td>U.S. Laws, International Codes &amp; Conventions IMO, SOLAS</td>
<td>MSHB Chap 2 &amp; 3</td>
</tr>
<tr>
<td>LAB</td>
<td>IMO &amp; SOLAS – Tonnage</td>
<td>MS Chap 5</td>
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<tr>
<td>LEC</td>
<td></td>
<td>Homework Assignment: Short Paper on IMO &amp; SOLAS</td>
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<tr>
<td>Week 4 (9/19-9/23)</td>
<td>U.S. Laws, International Codes &amp; Conventions ISM Code, Oil pollution – ISM</td>
<td>MHSB Chap 2</td>
</tr>
<tr>
<td>LAB</td>
<td>Oil Record Book and</td>
<td>Homework Assignment: Short Paper on ISM &amp; Safety Management System</td>
</tr>
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<td></td>
<td>Garbage Record Book</td>
<td></td>
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<tr>
<td>LEC</td>
<td>U.S. Laws, International Codes &amp; Conventions MARPOL</td>
<td>MHSB Chap 3</td>
</tr>
</tbody>
</table>
**Week 5 (9/26-9/30)**

**LEC**  U.S. Laws, International Codes & Conventions
          STCW, ISM  MHSB Chap 3

**Homework Assignment:**
**Short Paper on MARPOL**

**LAB**  Shipping Articles, Crew Lists, Customs  MHSB Chap 7, 10 & 11

**LEC**  Sanitation, Garbage, Refrigeration, Dry Stores

**Week 6 (10/3-10/7)**

**LEC**  Maritime Security

**LAB**  Job Hazard Analysis  **Test #1**  **Short Paper on OPA-90**

**LEC**  Watch Standing at Sea  M Chap. 1,
          Watch Standing in Port  WG Chapter 1 & 7
          M Chap 1, WG p138-147

**Week 7 (10/10-10/14)**

**LEC**  Propulsion & Steering Gear  KMS Chap 4, A Chap 9

**LAB**  Ship’s Log Books  MHSB Chap 8
         Tug Valour Casualty Report  WG 59-72
         USCG Form 2692  **Homework Assignment:**
         **Tug Valour Casualty Report**
         **Short Paper**

**LEC**  Propulsion & Steering Gear

**Week 8 (10/17-10/21)**

**LEC**  Shipyards – Drydocking/Repairs  KMS Chapter 3

**LAB**  Discuss Tug Valour Casualty Report Short Paper

**LEC**  Ship Structure  KMS Chapter 3, HO
          A Chap 15

**Week 9 (10/24-10/28)**

**LEC**  Ship Structure

**LAB**  **Test #2**

**LEC**  Ship Maintenance – Surface Preparation  A Chap 7
Week 10 (10/31-11/4)
LEC Ship Maintenance – Paint Technology, Assign Case Studies for Casualty Application
LAB Ship Maintenance Plan
LEC Ground Tackle and Anchoring M Chap. 10, A Chap 8, SHM Chap 8, BHS C 6

Week 11 (11/7-11/11)
LEC Ground Tackle and Anchoring
LAB Vessel Accidents & Incidents MHSB Chap 4
LEC General Principles of Ship Control

Week 12 (11/14-11/18)
LEC Oral presentation of Casualty Report Term Paper for peer review
LAB Oral presentation of Casualty Report Term Paper for peer review
LEC Oral presentation of Casualty Report Term Paper for peer review

Week 13(11/21-11/25)
LEC Oral presentation of Casualty Report Term Paper for peer review
LAB Test # 3
LEC Oral Presentation of Casualty Report Term Paper for peer review

Week 14(11/28-12/2)
LEC Summarize semester – lessons learned from course
LAB Write two-page paper on the professional priorities associated with fulfilling the responsibilities of a Third Mate.
LEC Critique papers

Week 15 (12/5-12/9)
LEC TBA, Make up time
LAB Final exam review

Final Exam time and date TBA – Exam will cover all material covered during the semester
Note: The course schedule and content are subject to adjustment at the discretion of the instructor. You will be notified in advance of any adjustments.

Statement on Absences: Information concerning absences is contained in the University Student Rules, Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

In accordance to STCW, all work missed due to excused absences must be made up within one week of absence!! This includes contact hours. Any unexcused absences may result in an “F”.

Scholastic Dishonesty: For many years Aggies have followed a Code of Honor:” Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions will result in failure of this course as a minimum sanction. Aggie Honor System: Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University at Galveston, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: [http://www.tamug.edu/honorsystem/](http://www.tamug.edu/honorsystem/).

Americans with Disabilities Act (ADA) Policy Statement: The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409)740-4587.

Statement on the Family Educational Rights and Privacy Act (FERPA): FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Elisabeth Ellis, Department of Political Science
     James Rogers, Head, Department of Political Science
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: January 23, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 328

We recommend that POLS 328 Globalization and Democracy be certified as a writing-intensive (W) course for the next four academic years (1/12 to 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2500-3000
4. Instructor to student ratio for one section: 1:20

Students write a preliminary bibliography and paper proposal, an annotated bibliography, and a final paper. The instructor discusses drafts with students and comments on paper proposals and outlines in preparation for the final paper. The instructor comments on the preliminary bibliography and students later submit an annotated bibliography. The students have an assigned text on scholarly writing. In addition, writing is discussed in class and in meetings with the instructor. Whole course meetings are devoted to the following topics: “Writing an A+ Paper,” and “Sources and Validity.”

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 328 Globalization and Democracy

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: Elisabeth Ellis  
Printed name and signature  
(Date)

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

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

Department Head: James R. Roger  
Printed name and signature  
(Date)
Political Science 328: Globalization and Democracy

Office: 2049 Allen Building Wynne
Phone: 845-1442
Email: escobar@polisci.tamu.edu

Office Hours: Mon & Wed: 10:45 – 12:45

Course Description and Expectations
An American investor buys stock in an oil company in Nigeria while sitting at his computer. College students in Beirut berate U.S. foreign policy in the Middle East at a Starbucks. Teenagers around the world wear Nikes and Levis, drink Coca Cola, and listen to rock n’ roll. The world is becoming more integrated as global communication and commerce continue to breakdown barriers through a process commonly called globalization. That globalization has become a significant and “hot” policy area is easily evidenced by the protests against the WTO, IMF, World Bank, and G8. Yet while globalization affects your life on an almost daily basis, most people have only a cursory understanding of what it is.

The purpose of the course is to offer a balanced assessment of globalization. Our main focus will be on the effect that the process of globalization has within countries with a special emphasis on the political causes and consequences of globalization. The course begins by defining globalization and tracing its origins. Equipped with a historical perspective on globalization we can evaluate the economic, social and cultural, and political consequences of globalization. We will address the effects that globalization has had on advanced, industrial democracies (like the United States) as well as its effect upon countries in the so-called “developing world.” We will draw on examples from all regions of the world.

This class will be taught in a combination lecture/seminar format. I expect students to arrive on time and have done the reading BEFORE coming to class. Turn off your cell phone and put away the newspaper. This is not the class for students who wish to sit passively and take notes; it is also not a class for those who want to pretend to pay attention while they do the crossword or Sudoku. Everyone will learn more and have a much more enjoyable semester if the entire class participates not just the same three people. I encourage you to ask questions, raise points, and comment on the readings. Many of the readings express a strong opinion – you should feel free to disagree with the author, your classmates, and me, but your disagreements must be well reasoned and must show respect. Thinking, listening, and participating are essential parts of this course. If you feel “bored” by the discussion or notice it is lopsided consider expressing a different view regardless of whether or not you agree with it. Multiple points of view make for a more interesting discussion. If there is a pattern of only 2 or 3 students reading and talking I will call on people and will use pop-quizzes based on the reading.

Texts and Readings
Readings are “due” the day they are listed on the syllabus. The following texts are required for the course and are available at the bookstore:

*E-reserves – available through the library
Assignments and Grades
Your grade will be determined based on the following assignments. More detailed instructions for each one are listed below.

Mid-term Exam: (25%) The mid-term will take place in-class (with short objective questions) on October 10 with a take-home (essay) portion due on October 13, unless otherwise announced in class!!

Preliminary Bibliography and Paper Topic Proposal: (5%) You are required to turn in a preliminary statement of the topic for your paper and at least 4 scholarly sources (details below). Late bibliographies and proposals lose half a letter grade per day. Due: October 22nd

Annotated Bibliography (10%): Students are required to submit a summary of four scholarly sources they plan to use in their paper (details below). Late bibliographies lose half a letter grade per day. Due: November 5th

Paper: (25%) Each student is required to submit a 7-10 page paper that is their own work testing a hypothesis about the consequences of globalization. Very specific instructions follow. The paper is due on November 21st. Late papers will be accepted until December 1st, but they will be penalized half a letter grade per day (including weekends).

Final Exam: (35%) The final exam will be cumulative in nature and will have the same format as the mid-term exam. The essay question will be distributed on December 1st and will be due when you come to take the in-class exam (December 8, 10:30 – 12:30).

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

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty” (http://student-rules.tamu.edu/rule20.htm) for a list of acts which are scholastically dishonest.

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

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 located in B118 Cain Hall or call 845-1637.
Preliminary Bibliography and Topic Proposal

- The preliminary bibliography must include at least four sources. All must be academic sources; no webpages, popular magazines, or news dailies. These sources do not have to be used in the final paper but they should be ones you consider “promising” for the final paper. If you are not certain a reference “counts” as academic – ASK! These references are to provide “proof” that the topic you propose is researchable by you in the time available to you.
- The references must be in correct bibliographic format (APA format or any – per Harvey) or I will return it to you to be corrected and turned in late.
- The preliminary bibliography and topic is due by 4 pm. on October 22nd. The preliminary bibliography and topic proposal must be turned in hardcopy (i.e. on paper/no emails).
- Late preliminary bibliographies and topic proposals lose half a letter grade per day.
- The Topic Proposal should be no longer than half a page. It may either be in paragraph form describing the topic you would like to investigate and the argument you’ll make or it may be in the form of a thesis statement with several bullet points outlining the main arguments you will make.
- Your topic proposal will be marked "acceptable" or "needs revision". If it is marked "needs revision" when I return it to you, you must revise it and address my comments and resubmit it within one week. After one week it will lose half a letter grade per day as if it had never been submitted in the first place.
- YOU MUST RETAIN and ATTACH THE PRELIMINARY BIBLIOGRAPHY AND TOPIC PROPOSAL TO THE FINAL PAPER.
- I will cheerfully accept proposals early.

Annotated Bibliography

- The annotated bibliography is to contain at least four entries (more is okay) all of which are to be scholarly sources. These may be the same four you used in the preliminary bibliography provided they still remain relevant for your paper.
- Do not copy the abstract from an article even if you put it in quotations. The entries in the annotated bibliography are to be in your own words.
- Each entry should include: an overview of the main argument (i.e. what is the thesis of the article, what hypotheses does the author test, what argument does he/she make), a discussion of the data used, and a sentence or two explaining how this resource will be useful to you in writing your paper.
- Annotated bibliographies are due by 4pm on November 5th. I will happily accept bibliographies before Nov. 5th.
Paper Instructions

The paper is to address one consequence of globalization. Specifically it will examine how one aspect of globalization has affected two countries. You may pick two countries where the effect has been the same or two where the effect has been different. The point of the paper is to compare and contrast the experience of these two countries and to identify why the effect has been the same or different.

- Sample topics:
  - Compare the experience of China and India since joining the WTO. Which country has benefited more and why.
  - Compare IMF involvement in Thailand and Argentina following banking crises. Why was the effect not the same?
  - Compare the implementation and reaction to one of the major international (or global) environmental accords in two countries. How and why are their reactions similar and different? You might find it very interesting to compare the United States and one of the developing nations.
  - Compare the status of women in two countries. How has their position changed because of globalization? What general conclusions can you draw?
  - Will all of Latin America benefit from the Free Trade Area of the Americas? Who will win and lose?

- If you are having trouble picking a topic come and talk to me during office hours. If you come early I can usually help you come up with a topic that leads to a paper that meets my requirements and is on a topic that you care about.

- The paper must have an introduction, a thesis statement, a body, and a conclusion. The paper also needs transitions between the various sections and a clear organizational structure. If you feel you need help with your writing skills visit the Writing Center in Evans Library or on the web at [http://uwc.tamu.edu](http://uwc.tamu.edu). The Harvey book is also a helpful resource.

- Papers should be 7-10 pages in length, plus a Works Cited. They should be typed, double spaced, in 12-point font (preferably Arial or Times New Roman). Margins should be 1-inch all around. Papers that are too long or too short (or which use very large or very small fonts to stay within the page limit) will lose 10 points. Note: the words “very large” appear in Courier 14 and “very small fonts” in Times 10 while the rest of the line is in Garmond 12-point to illustrate that these changes are noticeable.

- Pages must be numbered or you will lose 5 points.

- Papers will not be accepted via email.

- All papers must have a Works Cited in A.P.A. format or you will automatically lose a letter grade (10 points). Harvey has examples of APA format; you may also use what he refers to as *ap* format. This is different from the preliminary bibliography and is the sources you actually used in writing the paper.

- You may use the Internet for information but it cannot be your only source of information. Encyclopedias and almanacs may be used for background information but they should not be the primary sources. **Your paper must use at least five scholarly resources. This means academic books and articles.** (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!) Class readings count toward this minimum. Failure to use 5 scholarly sources will cost you 5 points. A Works Cited page is not the same as bibliography – it instead is the sources you actually use in the paper.
• If you use information (quotes or paraphrasing) from any source, you must give the author credit. If you do not do so, it is plagiarism, which will cause you to get a zero for the paper. Citations should be in parenthesis at the end of the statement and should include the year of publication and the page number (unless you are citing the entire work). For instance, "State leaders establish their legitimacy in various ways" (Shively 2000, 27). The Harvey book has some excellent examples and discussion of how to effectively and appropriately use sources.

• Run spell-check, but also proof read your paper. Spell check will not catch the United States of America or revolutionary pheasants or gorilla movements. I will be amused, but you will become an example for future students.

• I will not read rough drafts, but I will discuss the paper with you and comment on an outline.

• Papers are due by 4 pm on November 21st. Late papers will lose 5 points (half a letter grade) per day. If you are turning your paper in late you should either hand it to me personally or politely ask a staff member in the department of Political Science office to time/date it. Late papers without a time/date that appear in my box are considered turned in when I pick them up.

• Remember to attach the graded preliminary bibliography and topic proposal to the back of the paper.

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<th>Tentative Reading and Lecture Schedule</th>
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<td>Dec. 8</td>
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TO: Faculty Senate Executive Committee

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

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

DATE: January 23, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 350

We recommend that POLS 350 Modern Political Thought be certified as a writing-intensive (W) course for four academic years (1/12 to 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: 2500
4. Instructor to student ratio for one section: 1:20

POLS 350 requires that students write five discussion papers throughout the semester. Papers are discussed in class, with mandatory oral presentation and defense. Students are graded on whether they incorporate feedback from earlier discussion papers into subsequent discussion papers; they learn over the course of five similar assignments. In writing workshops students analyze the papers, looking for specific areas of improvement collaboratively. These activities are cumulative, moving from basic revision and reading out loud to a final workshop on “approaching perfection.” Stylistic and rhetorical choices by the authors of the course’s texts are emphasized in lectures and discussed in class. Students participate in a series of workshops in which they improve their discussion papers collaboratively. Students receive detailed feedback on discussion papers (including written comments and grading rubrics) five times over the course of the semester.

No significant changes have been made since original certification was granted. The name was changed from Senior Research Seminar to Research Seminar to make it easier for juniors to enroll.
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 350 Modern Political Thought

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: Elisabeth Ellis
   Printed name and signature
   (Date)

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

   Approvals:

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

   Department Head: Jan T. R.
   Printed name and signature
   (Date)
POLS 350-900: **Modern Political Thought**  
Fall 2008

Elisabeth Ellis, Associate Professor

4:40-5:55 T, Th  
Allen 1016  
Office (Allen 2060) hours: 3:30-4:30 T, Th  
Office phone: 979-845-2511  
scardanelli@neo.tamu.edu

**Course Description:** Modernity should be understood as a condition presenting characteristic political dilemmas that remain both world-constructing and unresolvable. Elements of the modern condition include rejection of traditional authority, a progressive rather than cyclical notion of time, individual and collective emancipation, a broadly empiricist orientation toward understanding the world, and what John Dryzek has called a Promethean outlook that regards all difficulties as technical problems to be mastered through human endeavor. In this course, we shall examine some of the most important constructors and reflectors on modernity, first in their historical context, second in conversation with each other, and third as we evaluate them today.

**Prerequisite:** POLS 206 or approval of instructor.

**Learning Outcomes:** Students can expect to learn the following by the end of this semester:

- To define, understand, and use concepts and terms relevant to the study of the Western tradition of political ideas. (SBSEEO1)
- To critique and apply major theses in the study of political thought. (SBSEEO3)
- To differentiate and analyze historical evidence and different points of view. (SBSEEO8)

**Course Readings:** Please purchase the following texts, in the editions listed below. These readings--and the electronic readings of Kant and Marx listed on the course schedule--are all required.


Locke, ed. Shapiro, *Two Treatises of Government and A Letter Concerning Toleration* (Yale).

Rousseau, *Basic Political Writings* (Hackett).


**Course Requirements.** The course consists of readings, lectures, writing workshops, quizzes, in-class exercises, and student contributions. Most class days will include some lecture, some writing workshop, some discussion paper defense, and some general discussion. There will be regular graded quizzes and exercises, mostly covering material from lectures and writing workshops but also covering assigned readings. As participation is an essential element of the learning experience in this course, only university-excused absences will be accepted. However, each student may miss two days without penalty (these will account for ordinary illnesses and university activities). Every course activity is required; students must submit papers, participate in discussion, and complete the in-class written work, in order to pass the course.

**Grading:**

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<th>Points Range</th>
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<tr>
<td>900-1000</td>
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<td>800-899</td>
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<td>700-799</td>
<td>C</td>
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<td>600-699</td>
<td>D</td>
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<td>below 500</td>
<td>F</td>
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Discussion Papers (five two-page papers): 100 points each.  
Quizzes and in-class writing exercises: 200 points.  
Participation (attendance and engagement): 300 points.

No curve, no extra credit. Students anticipating any special circumstances need to contact the instructor without delay.

**Writing Workshops**  
Workshops early in the course address various topics including but not limited to critical reading skills, rhetorical devices, argument construction, and revising for clarity. During the later writing workshops, students bring drafts of their papers to class, evaluate them according to a checklist of standards, and share suggestions for problem-solving.

**Discussion Papers**  
Each student is responsible for preparing five two-page discussion papers throughout the course of the semester, with no more than one paper per week. Discussion paper topics will be posted at least one week in advance. Alternate topics are acceptable only with the advance permission of the instructor. The papers are prepared for discussion in class; students not defending papers are responsible for asking interesting questions of the paper presenters. No credit can be given for papers that are not defended in class on the assigned discussion day. Papers will be graded for addressing the topic, arguing well, understanding the material, and presenting it well (25% each). This last category includes spelling and grammar.

Students are expected to incorporate feedback from each paper into their next papers, demonstrating increasing facility with the construction of political argument over the course of five discussion papers. All the work in the course is to be submitted electronically by 12 noon on the day of class. Please bring a hard copy of your paper to class.
Course Success
There is a lot of quite difficult reading in this course. Students will want to set aside blocks of time to spend in a quiet, pleasant place while they read. Since all of the material consists of arguments about the environment, one very good way to learn it is to engage in such arguments yourselves. Students are encouraged to form study groups that meet regularly in some pleasant locale to discuss the material.

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, Disabilities Services in Room B118 of Cain Hall, or call 845-1637.

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

Plagiarism Statement As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Aggie Honor Code “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please visit: http://www.tamu.edu/aggiehonor/.
Course Schedule:
Each course meeting will consist of lecture, reading, writing workshop, and discussion paper defense. There will also be frequent quizzes and in-class exercises on the readings, workshop, and lecture material. Therefore, it is essential that you come prepared, with your text read, with a copy of the text in hand (free print-outs of e-texts are available in the Political Science computer labs on the second floor of the Allen Building), with drafts of your next discussion paper, and with an inclination toward sometimes spirited, but always civil, political argument.

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<tr>
<th>Week</th>
<th>Date</th>
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<tr>
<td>1</td>
<td>8/26</td>
<td>Course introduction.</td>
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<td>8/28</td>
<td>Instructor at American Political Science Association Meeting: begin reading</td>
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<td>9/4</td>
<td>Writing Workshop I</td>
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<td>9/11</td>
<td>Writing Workshop II</td>
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<td>5</td>
<td>9/23</td>
<td>Read Hobbes, <em>Leviathan</em>, 106-244.</td>
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<td>7</td>
<td>10/7</td>
<td>Read Locke, <em>A Letter Concerning Toleration</em>, 211-256.</td>
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<td>10/9</td>
<td>Instructor at the Association for Political Theory meeting: read.</td>
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<td>10/14</td>
<td>Read Rousseau, <em>Discourse on the Science and the Arts</em></td>
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<td>10/16</td>
<td>Read Rousseau, <em>Discourse on the Origin of Inequality</em></td>
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<td>9</td>
<td>10/21</td>
<td>Read Rousseau, <em>Social Contract</em>, 141-173 Writing Workshop IV</td>
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<td>10/23</td>
<td>Read Rousseau, <em>Social Contract</em>, 173-227</td>
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<td>10</td>
<td>10/28</td>
<td>Read Kant, “An Answer to the Question: What is Enlightenment?”</td>
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<td>10/30</td>
<td>Read Kant, “On the Common Saying, That May be True in Theory, But not in Practice” Writing Workshop V</td>
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<tr>
<th>Date</th>
<th>Chapter</th>
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<td>11/4</td>
<td>11/6</td>
<td>Read <em>Marx</em>, excerpt from 1844 manuscripts</td>
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<tr>
<td>11/11</td>
<td>Read <em>Marx</em>, excerpt from the <em>Communist Manifesto</em></td>
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<td>11/13</td>
<td>Read <em>Nietzsche, On the Genealogy of Morality</em>, 3-34.</td>
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<td>11/18</td>
<td>Read <em>Nietzsche, On the Genealogy of Morality</em>, 35-120.</td>
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<td>12/2</td>
<td>Thanksgiving.</td>
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<td>12/4</td>
<td>Last Class Meeting.</td>
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12/4  Any make-up quizzes or exercises (excused absences only) will be given on this day.
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 & Culture
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: January 23, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RDNG 461

We recommend that RDNG 461 Teaching Reading through Children’s Literature be certified as a writing-intensive (W) course for four academic years (9/1/12 to 9/1/16). 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: 49%
2. Course content appropriate to the major
3. Total number of words: 2000
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 461 include a letter to parents, an essay on a reading-writing workshop, and three annotated bibliographies for a picture storybook project, all related to teaching reading through children’s literature. Several opportunities exist for formative feedback. The letters are reviewed by a mentor and the workshop essays are 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 with a copy of the editing checklist to the W Instructor. For instruction, class time is devoted to discussion of good writing.

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
corresponds (enter prefix, number, and complete course title):

   RDNG 441 (Re-certification) Teaching Reading through Children's Literature

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. Wiese  
   Printed name and signature  
   (Date)

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

   Approvals:

   College Dean: James B. Kranich  
   Printed name and signature  
   (Date)

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

   Received  
   By  
   Nov 23 2011  
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Texas A&M University

College of Education and Human Development

Department of Teaching, Learning, & Culture

Reading 461

Teaching Reading Through Children's Literature

Fall 2011

Professor Name: April G. Douglass, Ph.D.

Title: Lecturer

Office: 213 Harrington Tower

Office Hours: Thursdays 10:00 a.m. - 12:00 p.m. or by appointment

E-mail address: awicker@tamu.edu or aprilgdouglass@gmail.com (I am likely to respond faster on the gmail account, just don't forget to type the "g" in the middle!). I will also check eLearning mail regularly, but probably not as often!

Class Meeting:

Section 901: R 12:45 - 3:35 HECC 104

Section 902: M 9:10 - 12:20 HECC 104

Section 902: W 9:10 - 12:20 HECC 104

Required Textbooks:

Required Texts:


Chosen text(s) for Literary Elements Project and other readings

Additional articles/websites/videos assigned by Dr. Douglass

Recommended:

The Little, Brown Handbook. NY: Longman. (any edition is o-k—newest preferable)

Course Description:

This introductory children’s literature course is designed to prepare teachers in Early Childhood Education (Preschool – Grade 4) to teach critical reading, language arts, and children’s literature in heterogeneous classrooms. This course is designed to connect the teaching and learning of the four language processes: listening/viewing, speaking, reading, and writing. Literature forms a central focus for the goals and instruction in the four language processes. It also offers teachers insights into the needs and capacities of children. As a writing-intensive (W) course, the course also emphasizes both competent writing skills and effective methods to teach and assess writing in early childhood-4th grade classrooms.

Prerequisites: Junior Classification

Objectives and Standards for RDNG 461

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>SBEC - ENGLISH/LA</th>
<th>SBEC - PEDAGOGY</th>
<th>INTASC</th>
<th>ISTE</th>
<th>IDA</th>
</tr>
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<tbody>
<tr>
<td>Objective 1: 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>Standard I: Oral Language: 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>Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</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 #3: The teacher understands how students differ in their approaches to</td>
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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.
classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Standard III:**
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.

**Standard IV:**
The teacher fulfills professional roles and responsibilities learning and creates instructional opportunities that are adapted to diverse learners.
| Objective 2: Using knowledge of literacy development and practice, the beginning teacher will plan instruction that fosters a positive climate for learning, reflects students in the learning process, is developmentally appropriate, motivates students to learn, and is technology infused. | Standard IV: Literacy 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. | Standard I, II, III and IV as noted above. | Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. 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- | Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A |

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4

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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 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- | Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. |
| Objective 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. | 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. | Standard I, II, III and IV as noted above | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A |
| Objective 5: Using knowledge of written communication | Standard VIII: Development of Written Communication: | Standard I, II, III and IV as noted above | Principle #3: The teacher understands how students differ in their | Standard III: Model Digital-Age Work and Learning: | A |
communication development, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused.

| Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. | 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. | Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. |

<p>| Objective 6: Using knowledge of writing conventions, the beginning teacher will plan instruction that is culturally relevant, developmentally appropriate, and technology infused. | <strong>Standard IX:</strong> Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop these conventions. | <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. | <strong>Standard III:</strong> Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in |</p>
<table>
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<tr>
<th>infusued.</th>
<th>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>a global and digital society.</th>
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</table>

**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.

| 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 implement literacy instruction for young children. | 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. |

<p>| Standard III: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | A |
| Objective 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 inquiry and collaboration, and is technology infused. | Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills. | Standard I, II, III and IV as noted above | 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. <strong>Principle #6:</strong> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and... | 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. |</p>
<table>
<thead>
<tr>
<th><strong>Objective 9:</strong></th>
<th><strong>Standard XII:</strong> Teachers understand how to interpret, analyze, evaluate, and produce.</th>
<th><strong>Standard I, II, III and IV as noted above</strong></th>
<th><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.</th>
<th><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.</th>
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</thead>
</table>

**Other Concurrent Objectives:**

Upon completion of the course, the student should:

1. To become aware of the value of literature for all children, especially in increasing literacy.
2. To gain knowledge about the availability of literature for children, both past and present.
3. To examine literature for children as it relates to the physical, emotional, social, and intellectual dimensions of human growth and development.

4. To examine images of various groups in literature and to become aware of sexism in content and language and to examine children's literature for the treatment of racial, ethnic, and religious groups.

5. To plan and evaluate literature-related activities that will deepen and extend the meaning of literature for children, particularly as these activities promote attitudes of diversity and equity.

6. To consider techniques by which literature for children can be used to develop reading comprehension skills of children.

7. be a competent writer and be knowledgeable about methods to teach and assess writing in EC-4th grade classes.

8. To develop or nurture a love and enthusiasm for reading good books that will enrich your lives and be contagious to your future students.

9. To develop or nurture a love and enthusiasm for different kinds of writing that will enrich your lives and be contagious to your future students.

Course syllabus is subject to change at the discretion of the instructor.

Required Assignments and Grading

Your grade for this course will be determined by your involvement and productions as a result of the following activities:

"Letter to Parents" Writing Assignment 75 points

Storybook Project 75 points

Sarah, Plain and Tall group elements work 50 points

Literary Elements Project (LEP) 100 points

CPR Process (RWW draft using Sarah, Plain and Tall) 50 points

CPR Peer Review Comments 20 points

Digital Storytelling project 100 points

Final RWW Paper on Sarah, Plain and Tall 100 points

Total 570 points

511 - 570 points = A

454 - 510 points = B

397 - 453 points = C

340 - 396 points = D

339 points or less = F
Assignment Details

**ALL ASSIGNMENTS SHOULD BE TURNED IN VIA ELEARNING MAIL**

Letter to Parents - This is a writing assignment in which you will write a letter to parents asking them to read a specified book with/to their child in order to encourage language, social, and cognitive development. The purpose of this assignment is two-fold: 1) to practice incorporating children's literature to meet students' instructional goals and 2) to practice incorporating the elements of good writing that will be discussed this semester (i.e., introduction, thesis, organization, grammar, word choice, conclusion). You will be graded on the following elements:

1) Your letter should be approximately 750 words.

2) Must have a clear "thesis-type" statement (i.e., what are you trying to communicate to them with this letter?)

3) Must have clear organization – present your ideas about the book and its corresponding objectives in a clear, concise manner. Do not skip from thought to thought.

4) Good introduction - Open the letter by greeting parents and BRIEFLY introducing what your letter will be talking about. Since this will be a rather "lengthy" letter, make sure you grab parents’ attention and make them want to read further.

5) The paper must have a good conclusion that BRIEFLY summarizes the main points of the letter.

6) Proper spelling, punctuation and grammar are a MUST!

7) The letter must demonstrate effective word choice.

8) All four objectives should be included

Further details will be provided in class. This letter is due the week of September 12 by class time.

Picture Storybook Project - Teams of four or five students will be responsible for selecting THREE picture storybooks EACH (i.e., 12 - 15 books total) for the team project. The project should center on a particular focus (genre, multicultural emphasis, interdisciplinary interest, certain author/illustrator, theme or other literary element, developmental areas of language, cognitive skills, personality, social skills, bibliotherapy — i.e. helping children cope with issues
such as death, divorce, abuse, etc.). This is a wonderful opportunity to explore the world of children’s picture storybooks – to determine what you like and to develop critical skills in determining whether something is indeed high quality literature.

*Reminder: You are preparing a list of books that YOU (as individuals and as a group) are recommending for the elementary classroom. Consider what you have learned about picture storybooks, illustrations, and literary elements to make informed decisions about the texts you select!*

The project should include a brief (no more than 15 minutes) oral overview and a written project (and handout for each member of the class) that includes the following information:

- An explanation of the chosen focus for the project, including the overall learning objectives (there should be at least two), plans for assessment, and proposed action by children resulting from the project (consistent with inquiry method of learning).
- Each group member will submit an annotated bibliography for his or her three books; each book’s entry should contain a bibliography in MLA form, a short summary of the book, an explanation of its relevance to the overall focus of the project, and suggestions as to how the selected book can effectively be used to accomplish the overall learning objectives of the project. Please also include the book’s ISBN number and reading level. Annotated bibliographies are usually approximately 150 words. You may look at the project overview to see an example. These bibliographies will be compiled and printed as handouts for each class member.
- An illustration from one of the picture storybooks. Examine the illustration, why it appeals to you, and how it supports the story.

**Storybook Projects are due the week of September 19**th **and all groups will present on their section’s class day.**

**LEP Group work on *Sarah, Plain and Tall*** - In order to prepare you for the Literary Elements Project, six groups will present one of the six elements of literature (i.e., plot, setting, characterization, theme, style, and conflict). In other words, your group will be assigned ONE element and will develop and present the section according to LEP requirements. Your group’s work should serve as a model of the given element and how it should be completed for the LEP project. **Presentations of each group’s literary element will be given the week of October 10**th. A typed copy must also be turned in to Dr. Douglass via eLearning mail. These will be posted to serve as examples in completing your Literary Elements Project.
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. You will be allowed to choose a book from one of the following genres: Modern Fantasy, Contemporary Realistic Fiction, or Historical Fiction. Detailed instructions of the assignment will be provided following class discussion on Chapter Three of *Through the Eyes of a Child* and related group work concerning the literary elements of *Sarah, Plain and Tall*. 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). The Literary Elements Project will be due the week of November 14th. Additional information will be provided in class.

RWW & Calibrated Peer Review- A reading/writing workshop will be conducted using *Sarah, Plain and Tall*, 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) will be used to grade a draft of your paper. This is a peer review process and is meant to give you quality feedback regarding your paper. The goals of this peer review exercise are two fold: (1) to determine the extent to which you and/or your peers satisfied the assignment of the reading-writing workshop and (2) to provide you with a meaningful opportunity to assess your own and others' writing against a reasonable set of criteria for a well-written essay. Your RWW draft will be entered into the CPR system during week 8 and will be assessed by three of your peers. Explanation of the CPR system will take place before the deadline.

You will be required to write a paper drawing connections between the events/characters in *Sarah, Plain and Tall* and your own experiences. The main purpose of this reading/writing workshop is to connect a reading selection with your own life in such a way as to motivate you to write an essay that you care about. The paper must be between 1000 and 1200 words. Your paper will be graded on the following components: 1) Does the essay have an interesting introduction and show a clear connection to the reading selection? 2) Does the writer communicate a clear, though non-formulaic, thesis? 3) Does the essay follow an organization that is what you have been led to believe would be followed by the thesis? 4) Is vivid, “showing” as opposed to “telling” language used? 5) Are MLA guidelines followed? 6) Are grammatical and mechanical errors kept to a minimum? 7) Is the paper concluded in a satisfying way that confirms the thesis? 8) Is higher-level thinking clearly used? These are
the components you will rate your peers on in the CPR process AND the components Dr. Douglass will grade your FINAL paper on.

Additionally, you will be required to provide detailed peer review comments on each grade you give to your peers in the CPR system. The assigned Undergraduate Peer Mentor (UPM) for our class will grade these peer review comments using a detailed rubric. These comments are essential for providing your fellow classmates quality feedback they can use to improve their writing.

Additional information regarding the RWW assignment will be discussed during the semester.

CPR Text entry deadline: Tuesday, October 25th - Final assignment deadline is Thursday, November 3rd.

Final RWW papers are due November 28th.

Digital Storytelling Project - Technology continues to become a critical tool in our society. As a result, it is impacting many areas of learning including both pedagogy and literature. In groups of 3 - 4, you will be required to author a script (250-500 words maximum) and create a digital story/movie of your script using pictures, photographs, or another visual medium. Special attention will be given to your use of voice, purpose, audience, pacing, clarity, and demonstration of critical thinking. Additionally, your use of the literary elements (plot, setting, characterization, conflict, author's style, and theme) will be assessed. Further details of the assignment will be covered in class. The digital storytelling project will be turned in AND presented on the final day of class, November 28th.

Note: Completion of the course on-line evaluation is greatly appreciated and is vital to the future development of this course. You can find the evaluations at https:pica.tamu.edu.
<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
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</thead>
</table>
| **1**     | **WEEK OF:** 8/29  
Introduction to course  
Chapters 1 & 2: The Child Responds to Literature & The History of Children’s Literature, *Through the Eyes of a Child*  
Begin reading *Sarah, Plain and Tall* (must be read by September 19!) |
| **2**     | 9/5  
Chapter 5: Picture Books  
Exploring the many benefits of picture books and how to use them in your classroom  
Discuss Storybook project and assign groups  
Elements of good writing  
Discuss requirements for letter to parents |
| **3**     | 9/12  
Chapters 3 & 4: Evaluating and Selecting Children’s Literature & Artists and Their Illustrations  
Discuss Literary Elements Project & *Sarah, Plain and Tall* group work including elements of (1) plot, (2) conflict, (3) characterization, (4) setting, (5) theme, and (6) style  
**Letter to parents due**  
Discuss any questions regarding Storybook Projects |
| **4**     | 9/19  
Chapter 6: Traditional Literature  
**Storybook group projects & presentations due**  
Begin drafts of RWW paper  
Discussion of LEP and RWW requirements  
Writing elements: Getting started |
| **5**     | 9/26  
Chapter 7: Modern Fantasy vs. Traditional Literature  
Discussion of *Sarah, Plain and Tall* & drafting for RWW |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Task Description</th>
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<tr>
<td>6</td>
<td>Chapter 8: Poetry</td>
<td>Discussion of Calibrated Peer Review (CPR) process (UPM's)</td>
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<tr>
<td>10/3</td>
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<td>Writing Elements: MLA (UPM's)</td>
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<td>Grammar</td>
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<td>7</td>
<td>Review</td>
<td>Sarah, Plain and Tall group elements due / Presentation of group elements projects</td>
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<tr>
<td>10/10</td>
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<td>Writing Elements: word choice (UPM's)</td>
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<td>8</td>
<td>IN-CLASS WRITING DAY - Review writing elements &amp; work on RWW draft for CPR</td>
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<td>10/17</td>
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<tr>
<td>9</td>
<td>Chapter 9: Contemporary Realistic Fiction</td>
<td>Discuss digital storytelling process</td>
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<td>10/24</td>
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<td>Papers are due in CPR on Tuesday 10/25 at 11:55 pm.</td>
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<tr>
<td>10</td>
<td>Chapter 10: Historical Fiction</td>
<td>CPR process must be completed by Thursday 11/3 at 11:55 pm.</td>
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<td>10/31</td>
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<tr>
<td>11</td>
<td>Chapter 11: Biographies</td>
<td>Continue work on LEP</td>
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<tr>
<td>11/7</td>
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<td>Use feedback from CPR process to develop final draft of paper</td>
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<tr>
<td>12</td>
<td>Chapter 12: Informational Books</td>
<td>LEP due</td>
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<td>11/14</td>
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</table>
| 13    | NO CLASS - Thanksgiving week | Work on Digital Storytelling projects and final drafts of RWW!!!
14
11/28

Final papers due (turn in via eLearning mail, no paper copy necessary)
Digital storytelling projects & presentations due

Log on to this site for Reading 461 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.

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—I WILL COMMUNICATE WITH YOU IN CLASS AND/OR BY EMAIL OR ELEARNING TO LET YOU KNOW OF ANY CHANGES.
HELPFUL RESOURCES

The University Writing Center: This is a Writing-Intensive Course; please consider using the 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.

Undergraduate Peer Mentors (UPMs): The Undergraduate Peer Mentor (UPM) program consists of a small group of pre-service teachers hand-selected by their writing-intensive course professors for their extraordinary writing and interpersonal skills. UPM’s work to support their fellow undergraduates by offering feedback on the writing process, modeling good writing habits, and providing a supportive and encouraging voice to students’ writing concerns. They are available to assist students on a first-come, first-serve basis in the UPM Office, room 210 in Harrington Tower, for help with TLAC students’ writing or other coursework. You are encouraged to meet with the UPMs for all of your major projects in this course. http://tlac.tamu.edu/articles/upm

Children’s Books Are Available:

1. Curriculum Collection on the 4th floor Annex of the Evans Library
2. Bryan and College Station Public Libraries
3. Browsing at local bookstores is free!

Helpful links

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

Final Exam Schedule http://admissions.tamu.edu/registrar/general/finalschedule.aspx
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: (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). Confirmation of visit to a health care professional affirming date and time of visit.

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

7.1.7 Required participation in military duties.
7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

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

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

American with Disabilities Act (ADA) Policy Statement

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

Statement on Plagiarism

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

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

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

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

Telephone:  Home (____)_______-___________ Major________________________

Work (____)_______-___________ EMAIL ______________________

Class: ___________________________________________________________

Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester___________ Year ____________

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

If this is a concern what are the possible solutions

a.

b.

Professor/Advisor/Mentor/Administrator Recommendation  
________________________________________Date:____/_____/_____

Advisor/Professor/Facilitator

Department Head Recommendation  (denniesmith@tamu.edu)

Department Head /Designee________________________________________Date:____/_____/_____

Dennie L. Smith, Department Head

Action/Follow-up:
Texas A & M University

Student’s Name ___________________________ UIN ___________________________

Teaching, Learning, and Culture Instructors Name ___________________________ Date __________

Disposition Checklist 11/15/03; Revised 4/25/05 The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet.

A. Attendance and punctuality

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. Oral communication skills

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

D. 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

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

K. Interactions with professors, field work personnel, and children (if applicable)

L. Professional dress during fieldwork – if applicable

M. Attitude toward learners

A. Initiative

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

K. Interactions with professors, field work personnel, and children (if applicable)

L. Professional dress during fieldwork – if applicable

M. Attitude toward learners
E. Critical thinking skills

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.

F. Quality of work

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

N. Commitment to excellence in teaching – if applicable

G. Appropriate attributes for morals, ethics, and values for teaching

1. Exhibits behavior contrary to attributes immediately
2. Interested in teaching but displays little enthusiasm for improving one’s one skills
3. Applies suggestions from supervisors
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_____________________

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: Samuel Cohn, Department of Sociology
     Jane Sell, Head, Department of Sociology
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: January 23, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 205

We recommend that SOCI 205 Introduction to Sociology be certified as a writing-intensive (W) course for the next four academic years (1/12 to 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 (100%)
2. Course content appropriate to the major
3. Total number of words (5000+)
4. Instructor to student ratio for one section: 1:25

Students write 10-14 papers and the best 10 will determine their grades. Students receive feedback from the instructor identifying problem areas in their first few papers. In addition, the instructor lectures on writing during the first week of the course. Rather than providing formative feedback on drafts, one student paper is presented anonymously during “Prose Moment” sessions. Each week the instructor identifies a poorly written paper and distributes it to the class for editing. Students learn how to edit their work and the work of others and apply what they learn to subsequent papers.

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):

   __SOCI 205 - INTRODUCTION TO SOCIOLOGY__

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: Samuel Cohn

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

Approvals:
College Dean: Michael T. Stephenson

Department Head: Jane Sell

Printed name and signature
(Date)
SOCIOLOGY 205

INTRODUCTION TO SOCIOLOGY

HONORS WRITING INTENSIVE FORMAT

PROFESSOR SAMUEL COHN

Section 970
T,R 3:55-5:10
Bolton 018

Office: 417 Academic
Office Phone: 845-0814
Home Phone: (512) 454-8802

OFFICE HOURS

T 12:45-3:45 W 12-5 R 9:30-11, 12:45-3:45

I can also be reached at my home in Austin. Feel free to call me there at any of the following times:

Mon 8:15 AM - 10:00 PM; Fri 8:15 AM - 5:00 PM; Sat 1:00-5:00 PM; Sun 1:00-5:00 PM

If I am not home during these hours, leave a message on my machine and I will return your call as soon as possible.

BOOKS

The overwhelming majority of the material will be on Electronic Reserve at Evans library. In addition, you are expected to purchase the following books:


These books are available exclusively at Texas Aggieland Bookstore on Northgate.
GRADING AND EVALUATION

This is an Honors level introduction to the study of sociology. The course is taught at the level of intensity typical of an Ivy League education of the 1960’s and 70’s. The Ivies unfortunately abandoned some of their commitment to quality undergraduate education in the 1980’s and 90’s. The Old Ivy model was oriented around small seminar like classes in which highly intelligent undergraduates would read great books with full professors and have extended discussions about their larger significance. The books assigned were classics rather than textbooks. The pedagogical format was a balance of lecture and discussion. Evaluation was by writing, and not by exam. Students talked about the great issues with great minds (both among the faculty and the students) and then wrote frequent short papers that would stretch their analytical capacities. The level of intellectual excitement and scholarly stimulation was extraordinary.

This course follows the Old Ivy model – with some modifications in the interest of humanity and mercy. Ivy League reading lists could be bears with people being responsible for two hundred to three hundred pages a week. I dispense on the pile-on workloads, to give the Aggies some time to breathe. But with that exception, I strive to maintain the Ivy model. Readings are drawn from old classics, state-of-the-art journal articles, social scientifically sophisticated empirical texts in the original, or in a few cases at the beginning, advanced textbook treatments of advanced theorists. These advanced textbooks are from works targeted at the junior or senior level. In one pathetic case, I assign my own book. Either way, the reading you will be doing will be far more complex and profound than the cut and dry textbook assigned in the 200-students-in-a-warehouse Intro Sociology sections.

Every Thursday, I will assign a paper topic. These papers are usually only two pages long although some run longer or shorter. They will be based on a thought question, and may either be designed to evaluate your knowledge of the material just presented, or give you a preparatory pedagogical exercise for the work which is to come. The question will be based on the themes that come out of the readings, lecture and discussion. They will generally (but not always) require no outside research, but merely familiarity with the course material and intelligent thinking. Papers are to be emailed to profcohn@yahoo.com. The papers are due the next Monday morning at 9 AM.
You have to do ten of these papers. There are no other evaluations for this class. 100% of your grade is based on your grade on these papers, all of which are weighted equally in the final calculation. Repeat. There are no midterms, and there is no final. There will also be one to three papers assigned for the time that a final exam would normally be scheduled. These will be thought problems similar to the ones given throughout the semester. Note that your grade is based on the ten best papers you turn in. If you turn in more, you can drop your lowest grade.

Most Honors students have very busy schedules. Therefore, I introduce some flexibility into the evaluation system to allow people reasonable breathing space. (Some weeks you are likely to be distracted by demands from other courses, and even Honors Students get sick, have personal crises or have opportunities to fly to New York for a dream weekend.)

Here are the loopholes. Everyone only has to turn in ten papers. You can skip all the rest. You don’t have to ask the professor’s permission and you don’t have to reserve your skips in advance. If it feels good, just do it.

Likewise, everyone is allowed to take two extensions. This means they can turn in their paper, two days late. Generally this means your extension will be due on Wednesday at 9 AM. (You may not take both extensions on the same paper, and turn it in later than Wednesday.) This buys everybody a lot of flexibility for dealing with the vagaries of the A & M schedule.

**CRITERIA FOR GRADING PAPERS**

These are the skills you will be expected to master to get a good grade in the course. For most Honors Students, these will not be rocket science. Students who focus on the following areas will do well in this class:

a) The capacity to accurately summarize arguments and evidence given in lecture.

b) The ability to summarize the main arguments and evidence given in readings. The readings are incredibly difficult, and yet getting a good grade on this section should be incredibly easy.

c) The ability to identify the factual support or lack of factual support for the arguments in lecture and reading.

d) The ability to generate alternative causal chains for the phenomena discussed in the class.

e) The ability to write clear comprehensible papers with minimal grammatical and syntactical errors.

In order to achieve these goals, you will need special training in the interpretation of readings through the use of causal chains, the evaluation of material as being factual or non-factual, and the art of writing clear comprehensible prose. These will all be covered early in the semester during lecture.
THE COURSE SCHEDULE AND BASIC READING LIST

Week I. Administration and Writing Instruction

In Preparation for the Week 2 lectures, please read


Week II. Social Networks and Conformity


Granovetter, Mark. “Strength of Weak Ties”. Pp. 299-309 in HH.

Weeks III and IV: Sociology of Religion


Passim.

Week V. Talcott Parsons: the Grand Theorist of Social Cooperation


Week VI. Classical Marxism: The Grand Theory of Social Conflict


Chapter 1. Pp. 35-72 ONLY. (Pp. 35-42 are pretty easy so just read them and take them for what they are. Pp. 43-72 are very difficult so don’t kill yourself here. The whole essay consists of quotes from Marx, with the editor, Ben Agger, providing useful summaries and explanations. In Pages 43-72, read Agger’s notes very carefully and try to understand them. Then skim or read the Marx itself selectively just to make sure you follow Agger’s explanation. If some of the formulae or equations throw you, don’t worry. It’s the main point, not the details of the math that matter. The big questions you need to be able to answer are “What is Surplus Value?” “Why do Capitalist Economies Become Economically Unstable Over Time?” and “Why Don’t the Bourgeoisie and the Proletariat Get Along?”)

Week VII. Neo-Marxism: Picking Up the Pieces After the Failure of Classical Marxism


Passim.

Week VIII. Max Weber’s Fusion: the Theory of Rational Bureaucracy


Chapter 1. Pp. 1-30 ONLY.


Week IX. Suicide


FIRST Book Two, Chapter 3, pp. 208-216.
THEN Book One, Chapter 1, pp. 57-81. (Do not be put off by the primitive nineteenth century psychological terminology. Read with sensitivity substituting modern psychiatric terms yourself)
Book Two, Chapter 2, pp. 152-170.
Book Two, Chapter 3, last part, pp. 197-207.
(Incredible book with an extraordinarily profound message. The statistics here are presented in a pleasantly quaint old-fashioned style. Most of the tables are straightforward comparisons of
rankings which require no technical skill to understand. A few involve obscure measures such as coefficients of preservation which I will cover in class.)

**Weeks X – XI. Crime**


**Week XII. Sex and Fertility.**


Chapter 3. Pp. 77-147.


Chapters 4-5. Pp. 89-156.

**Weeks XIII-XIV. Social Stratification.**


Finale. Kondratieff Cycles and Long Term Global Prosperity


Chapter 11. Pp. 269-83 ONLY.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Samuel Cohn, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: January 23, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 206

We recommend that SOCI 206 Global Social Trends be certified as a writing-intensive (W) course for the next four academic years (1/12 to 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 (100%)
2. Course content appropriate to the major
3. Total number of words (5000+)
4. Instructor to student ratio for one section: 1:25

Students write 10-14 papers and the best 10 will determine their grades. Students receive feedback from the instructor identifying problem areas in their first few papers. In addition, the instructor lectures on writing during the first week of the course. Rather than providing formative feedback on drafts, one student paper is presented anonymously during “Prose Moment” sessions. Each week the instructor identifies a poorly written paper and distributes it to the class for editing. Students learn how to edit their work and the work of others and apply what they learn to subsequent papers.

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):

  _SOCI 206 - GLOBAL SOCIAL TRENDS_

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:  _Samuel Cohn_  
   Printed name and signature  _Samuel Cohn_  
   (Date)  
   Received:  
   Valerie Balester  
   (W Course Coordinator, University Writing Center)  
   (Date)

   **Approvals:**

   College Dean:  _Michael T. Stephenson_  
   Printed name and signature  
   (Date)

   Department Head:  _Jane Sell_  
   Printed name and signature  
   (Date)

   **RECEIVED**  
   DEC 6 2011
This is a course in the prediction of the future of the United States and of the world, based on the fundamental laws of social change. The course uses the history of the world from ancient times to the present to illustrate a basic set of principles that underlie the evolution of society in general. These sociological principles are then used to explain the presence of international cooperation, the dynamics of economic growth, the functionality of government, the reduction of violence in daily life, and the willingness of populations to accept particular ideologies and religious beliefs. Students are then taught how to use historical experience to make specific predictions about the future.
LEARNING OBJECTIVES

1. Learn the causes of social change and the determinants of the features of societies and world systems.

2. Learn to use historical and cross cultural materials to understand contemporary American phenomena and to predict future global dynamics.

3. Write clear error-free comprehensible prose suitable for professional communication.

GRADING AND EVALUATION

This is the writing intensive version of Sociology 206. It can be used to fulfill the writing intensive requirement for sociology majors.

The grades for the course will be based on ten papers. These papers are two to three pages long. A detailed list of paper topics and due dates can be found at the end of this syllabus.

There are no other evaluations for this class. 100% of your grade is based on your grade on these papers, all of which are weighted equally in the final calculation.

Note that more than ten paper topics are assigned. Generally, one paper is given every week, plus there are opportunities to write papers during the final exam period. Students are free to skip as many papers as they like – so long as they have turned in ten papers by the end of the semester. If they choose to write more papers than the ten paper minimum, their final grade will be based on their ten best papers. This system provides students with substantial flexibility, since, as long as they meet their quota, they can avoid writing papers on any particular week when other time demands become distracting.

Furthermore, students are allowed to take two extensions. This means they can turn in their paper up to one class late. (They may not take both extensions on the same paper, and turn it in two classes late.) Multiple drops, the provision of two extensions plus the fact that papers are only two to three pages long should allow most students to easily handle the workload of this course.

Papers are to be turned in AT THE BEGINNING OF CLASS on the day they are due. Papers turned in at the middle or end of class are viewed as being late and count as one of your extensions. This is done to prevent students from “skipping class” to write their papers.
COHN'S NO STUDENT ELECTRONIC MEDIA IN THE CLASSROOM RULE

THIS IS A NO-LAPTOP // NO CELL-PHONE // NO PDA CLASS.

STUDENTS ARE FREE TO (AND ENCOURAGED TO TAKE NOTES). HOWEVER THESE MUST BE WRITTEN NOTES ON PAPER. I WILL IMMEDIATELY STOP LECTURING ANYTIME A STUDENT HAS A LAPTOP ACTIVE OR A HANDHELD ELECTRONIC DEVICE IN OPERATION. THIS IS DONE TO RAISE STUDENT’S GRADES. STUDENTS WHO USE PHYSICAL MEDIA RATHER THAN LAPTOPS OR ELECTRONIC DEVICES TEND TO GET BETTER GRADES. THIS IS BECAUSE THEY PAY MORE ATTENTION IN CLASS.

READINGS

Most of the readings for the course can be found in the electronic course reserve section of the library. There will be a special section of the course reserves webpage with the material for this class.

There are also a number of books which students are expected to purchase. I have placed all of my book orders with the Northgate branch of the Texas Aggieland Bookstore. This is of course a free country with a free market. Students are at liberty to buy their books from whomever they choose. However, all of the books will be available at the Northgate Texas Aggieland store for those students who prefer one-stop shopping.

Here are the books that have been ordered.


AGGIE HONOR STATEMENT

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

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

ADA STATEMENT

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

Week 1:

Class A: Administrative Introduction to Class & Writing Instruction

Class B: Writing Instruction Continuation

This week’s reading is a self-standing reading designed to prepare you for the work of Weeks 2 and 3 rather than cover the lectures of Week 1 per se.


Week 2:

Class A: The Determinants and Limits of Secularization

Class B: Social Network Models of Ideological Change


   Chapter 4. Pp. 73-93.

Week 3:
Class A: Organizational Models of Religious Change

Class B: The Internet, Globalization and Social Change


Read all the other chapters you have not read yet.


Special Mandatory Requirement for This Week Only: Physically print out this article and staple some blank sheets of paper to the end. Bring this augmented hard copy of the article with you to class both days this week. You will be taking notes right on the document itself.

Parsons will be covered in both classes this week.

This article is one of the great classics in conservative social theory. The emphasis is on the need for cooperation to produce social progress and the fundamental role of values and value enhancing institutions in creating such cooperation. His analysis of value creation has some unusual surprises.

Unfortunately, conservative social theory is often difficult to read. (Everything in life has its price.)

You do NOT want to skip class this week, because the lectures are essential to making this material comprehensible.

But the return on your effort will be extraordinary. This may be one of the most profound readings you study while at Texas A and M.

Week 5. World Systems Theory

Class A: The Historical Interrelation Between the Core and Periphery of World Systems

Class B: Classical Underdevelopment Theory


Chapter 3. Pp. 44-52 ONLY.


Week 6: Underdevelopment and Nationalism

Class A: The Secrets of Successful Late Economic Developers

Class B: Big Government That Helps Development, Big Government That Hurts Development


Chapters 2-5. Pp. 40-121.

This is one of the most left-wing readings you will get in the course. Actually, the author is a Korean economist at Cambridge University in England ... and in South Korea, these positions are enthusiastically endorsed by the business community. “Left” and “Right” don’t always mean the same thing in other cultures as they do in the United States. That said, many Texas students will find Chang’s arguments very radical. The question that has to be asked is whether his facts back him up.

Week 7: Crime

Class A: Long Term Trends in Violent Crime

Class B: Sociological Determinants of Crime Rates


Chapters 4, 6.

Week 8: Corruption

Class A: Sociological Determinants of Corruption

Class B: Determinants of State Strength and State Weakness

(Note: This is available through Electronic Reserve as a pdf made by the electronic librarian himself. You can also get this directly from the Economist website. If you do this, be aware. British Websites are often organized incompetently, and the site for the Economist is no exception. In particular, the article is filled with false End of Article marks, along with bogus requests if you wish to move to the next article. To get the real whole article, you have to keep flashing ‘See Next Article’ over and over and over and over again. Don’t stop seeing next article until the next article stops talking about Nigeria. The pdf made for our library reserve page should be clean enough.)

Week 9: Revolutions and Agrarian Uprisings

Class A: Determinants of Revolutions

Class B: Determinants of Agrarian Uprisings


Week 10: Protest

Class A: Resource Mobilization Models - Resources

Class B: Resource Mobilization Models – Mobilization


Chapter 2. Pp. 23-50 only. (Note: This is a chapter on what doesn’t predict social movement activity, not what does.)

Chapter 3. All. (The chapter on what does work.)

Week 11: Intensive Labor Conflict /Intensive Ethnic Conflict
Class A: Sturmthalian Crises
Class B: Materialist Models of Ethnic Conflict


Week 12: Decline and Fall of Civilizations

Class A: Kondratieff Cycles
Class B: The Core Model of Social Decline


Chapter 11. Pp. 269-83 ONLY.


Chapter 2. Pp. 51-118

Week 13: (Thanksgiving Half Week) Positive Solutions


Week 14: Population/Ecology

Class A: The Determinants of Population Growth
Class B: The Ecological Consequences of Population Growth

Chapters 4-5. Pp. 89-156.


Chapters 3-6. Pp. 31-62.

Week 15 (Half Week): The Coming Republican Revolution


Chapter 4. All. (pp. 97-123)

Chapter 8. Pp. 203-211 only.

Chapter 9. Pp. 221-236 only.

WRITING ASSIGNMENTS

Assignment 1: Due September 7 at the beginning of class.

1) The two chapters in Stark seem to talk about different subjects – but actually make similar points in two different arenas. What are the core similar points of these chapters? Defend your choices by referring to specifics of the reading.

2) What do these two chapters suggest about what religious groups will be successful or unsuccessful about propagating their faith in future eras?

Assignment 2: Due September 14 at the beginning of class.

1) Why are modern societies more secular than those that existed earlier in history? Use both logic and facts in your answer. Logic is theoretical reasoning. Facts are actual statistics, historical incidents or scientific studies.

2) Assume that there is one theology that is true (which is probably the case, given that most other scientific realities tend to be explainable by one basic set of causes). Why
doesn’t everyone in the world end up with the same religion? Explain this using as much reading and lecture material as possible.

Note in doing 2) that there are two “easy” arguments that are less convincing than you would think.

i) Religion is so personal that no one can really learn from anyone else. (If this was the case then if the world had 7 trillion people - which it almost does - there would be 7 trillion religions.

ii) People are born into different traditions and these don’t change. (But how do you explain religious conversions such as those discussed in class?)

Assignment 3: Due September 21 at the beginning of class.

What other factors besides those covered in weeks 1 and 2 of the course determine which religions grow and which ones decline? Take into account materials from lecture, materials from the reading for this week, and ideas that you think of yourself.

Assignment 4: Due September 28 at the beginning of class.

1) Summarize the Parsons article in approximately one page.

2) On the basis of Parsons’ arguments, what would you say is the prognosis for social progress in contemporary American society?

Assignment 5: Due October 5 at the beginning of class.

1) Use World System and Underdevelopment Theory to explain why the United States is rich and Mexico is poor. (80% of paper length and grade.)

2) Now add one other factor that these theories might have missed. (20% of paper and grade)

Hint: On part 2, don’t just jump in and say Mexico lacks education. If you think about it, world systems theory has a reason why Mexico lacks education, a reason that would look pretty good in part 1 of the assignment.
Assignment 6: Due October 12 at the beginning of class.

Write a review of the Chang reading. This means summarize the main argument, identify the claims Chang makes that are supported by factual evidence and logic, and then identify the claims Chang makes that are not supported by factual evidence and logic. Overall, how strong is his case?

Assignment 7: Due October 19 at the beginning of class.

1) Do the readings support or not support the arguments about crime made in lecture? Defend your answer.

2) On the basis of the material presented in lecture and reading, do you think crime in the United States will go up or down? Why do you think so?

Hint: Arguments that crime is likely to go up or down based on the presence of “drugs” or the presence of “my least favorite ethnic group” are not likely to be very convincing. Drugs are a form of crime, so explaining crime with drugs is like explaining crime with crime. Likewise, every ethnic group has its famous criminals. What ethnicity was Billy the Kid? What ethnicity are yakuza?

Assignment 8: Due October 26 at the beginning of class.

1) Imagine that Robin Theobald, the author of the first reading for this week, was the editor of the Economist, and was reading the article on Nigeria prior to publication. What would he agree with? What would he criticize?

2) Answer a) or b). Your choice as to which of the two options in part 2) that you write about.

a) You have just turned completely evil, and want to increase amount of corruption in the United States to Nigerian levels. How would you do this?

b) You are a courageous and dedicated reformer and want to decrease the amount of corruption in Nigeria to U.S. levels. How would you do this?

Assignment 9: Due November 2 at the beginning of class.
You are now working for the CIA on their Cuba desk. Your job is to predict the likelihood of either a full-fledged anti-communist revolution or a smaller agrarian uprising in Cuba. You are expected to submit a full analysis of this question in three months.

You are frankly totally uninformed about Cuba. Before you took the job, it was all you could do to find Cuba on a map ... and read the Wiki page on Cuba (which is not all that helpful.)

That said, you are going to do your best to get up to speed so you can do your job. You intend to have your spies deliver you historical and contemporary documents, run a scan on Cuban newspapers and internet content and have your agents talk to Cuban informants so you can do your analysis.

For this job to be at all do-able in three months, you are going to need to know “what you are looking for” before you start your scans. On the basis of the readings and lectures for this course, what should you be collecting data on ... and why?

Assignment 10: Due November 9 at the beginning of class.

Pretend that you have been hired by the (fictional) Professor Martinez as her research assistant two days before her tragic death in a car accident. She had been engaged in a study of Mexican American street protests in favor of more lenient immigration policy. She had collected an amazing dataset that listed pro-immigration-leniency protests in the United States coded by their date, their location and how big they were. The data are amazingly complete and would allow for a great analysis of what cities with Mexican American communities did or did not have pro-immigration protests.

The catch: she did not have time before her death to collect any data on the causes of protest; she only has data on the protests themselves.

The university comes to you and asks you if you can save her project.

Tell the university what factors do you think would be likely to be associated with locations with high pro-immigration protest activity as opposed to low-immigration protest activity so they can collect the rest of the data for the analysis. Use lecture and Snow and Soule as appropriate.

Assignment 11: Due November 16 at the beginning of class.

1) Does the Chan and Ngai reading illustrate a Sturmthalian crisis or is something else going on? Explain your answer.

2) Do the readings on ethnic conflict provide compelling factual support for the theories given in class? Explain your answer.
Assignment 12: Due November 23 at the beginning of class.

Warm Up Question: Provide a hand-written copy of the model of Social Decline given in class. (Pass/Fail grading on the warm-up.)

The Real Question: How near is the United States to undergoing the catastrophic declines described in the unit of social decline? What realistic scenarios would push the US into the danger zone? (2 pages please)

Assignment 13: Due November 30 at the beginning of class.

1) Does the Pearce represent a useful response to the problems associated with the core model of social decline?

2) Does the Pearce represent a useful response to the problems associated with the causes of social decline identified by Collier?

3) Over and above the factors discussed by Pearce, what else would help?

Assignment 14: Due December 7 at the beginning of class.

1) Describe the probable trends in world population in the next century. Defend your answer.

2) List as many consequences of these populations trends as you can. Consider both ecological and non-ecological effects. More is more here. Your grade on this half is based on the sheer number of effects that you find. You can keep each effect at one sentence or so to leave more space for making a long list.

Final Exam Period

There will be one to three more papers that will be assigned on the last day of class and will be due whenever your final exam for this course would be due.

Unlike the other paper topics for the course, these will be surprises. If there is only one paper, it will involve the O’Connor. Any extra papers on top of the O’Connor paper are likely to be cumulative.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Samuel Cohn, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: January 23, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 322

We recommend that SOCI 322 Industrial Sociology be certified as a writing-intensive (W) course for the next four academic years (1/12 to 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 (100%)
2. Course content appropriate to the major
3. Total number of words (5000+)
4. Instructor to student ratio for one section: 1:25

Students write 10-14 papers and the best 10 will determine their grades. Students receive feedback from the instructor identifying problem areas in their first few papers. In addition, the instructor lectures on writing during the first week of the course. Rather than providing formative feedback on drafts, one student paper is presented anonymously during “Prose Moment” sessions. Each week the instructor identifies a poorly written paper and distributes it to the class for editing. Students learn how to edit their work and the work of others and apply what they learn to subsequent papers.

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):

   __SOCI 322 - INDUSTRIAL SOCIOLOGY__

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: Samuel Cohn
Printed name and signature
(Date)

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

Approvals:

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

Department Head: Jane Sell
Printed name and signature
(Date)

RECEIVED
DEC 6 2011
SOCIOLOGY 322
INDUSTRIAL SOCIOLOGY
FALL 2010
PROFESSOR SAMUEL COHN
WRITING INTENSE FORMAT

T,R 2:25-3:35
Scoates 216

Office: 417 Academic
Office Phone: 845-0814
Home Phone: (512) 454-8802

OFFICE HOURS
T 4-6 W 12-6 R 10-2

Students may also call me at my home in Austin during the following times:
Mon 8:15 AM - 8:00 PM; Fri 8:15 AM - 5:00 PM; Sat 1:00-5:00 PM;
Sun 1:00-5:00 PM

COURSE OVERVIEW

This is an introduction to industrial sociology – with an emphasis on those subjects and literatures that have the most practical applications for students entering the labor market.

The small percent of this class that is going on to sociological graduate school will recognize the obvious relevance of these materials to the study of social stratification, macrosociology and organizational behavior. The theoretical materials covered here are not replicated anywhere else in the Texas A and M sociology curriculum.

However, the course is primarily designed to be useful for leadership development in business and in the non-profit sector. These materials are the foundation of strategic organizational design and human resource management. The course also contains a substantial amount of material on personal career management,
including the determinants of job security, upward mobility, individual performance and salary levels.

For most students, this will probably be the most practical course they take while they are at Texas A and M. That it also covers some of the most profound theoretical material in the scientific study of sociology is an extra benefit.

**GRADING AND EVALUATION**

The grades for the course will be based on ten papers. These papers are only two to three pages long. The topics and dates for these papers are given at the end of the syllabus. The papers require no outside research, but merely familiarity with the course material and intelligent thinking. (Okay, there are some exceptions to the no-research rule, which you can easily identify by reading the paper topics. But the no-research rule applies most of the time.) I grade both on content and on writing quality.

There are no other evaluations for this class. 100% of your grade is based on your grade on these papers, all of which are weighted equally in the final calculation. There will be anywhere from one to three final papers given on the last day of class, and due whenever the final exam for this course would be given. These papers can count towards one of your ten, and will have formats similar to the other papers.

Most students have busy schedules. Therefore, I introduce some flexibility into the evaluation system to allow people reasonable breathing space. (Some weeks you are likely to be distracted by demands from other courses, and everybody gets sick, has personal crises or has amazing opportunities to fly to New York for a weekend.)

Here are the loopholes. The papers given during the semester and the one given during finals week add up to more than ten papers. This means you can ignore any extra papers above and beyond your ten. You don't have to ask the professor's permission and you don't have to reserve your skips in advance. If it feels good, just do it.

Likewise, everyone is allowed to take two extensions. This means they can turn in their paper, exactly one class late. (You may not take both extensions on the same paper, and turn it in two classes late.) Several drops plus two extensions buys everybody a lot of flexibility for dealing with the vagaries of the A & M schedule. Since the papers are only two pages long, most people should have no problem managing the workload.
In some cases, I will be giving "answers" to questions given on the papers on the day the papers are turned in. This potentially could give an advantage to students who are taking extensions, since they will be getting official answers for free. I reserve the right to slightly modify paper topics for students taking extensions to insure that extension papers and non-extension papers are of the same level of difficulty.

Two House Rules

House Rule 1:

PAPERS NEED TO BE TURNED IN WITHIN THE FIRST FIVE MINUTES OF THE CLASS ON WHICH THEY ARE DUE. PAPERS TURNED IN AFTER THE FIVE MINUTE MARK ARE VIEWED AS "LATE" AND USE UP EXTENSIONS.

The reason for this rule is obvious.

House Rule 2:

NO LAPTOPS, CELL PHONES OR BLACKBERRIES IN CLASS.

This rule is designed to RAISE student’s grades. Most students vastly overestimate their ability to multitask. They are listening to lecture, taking notes, finishing their chemistry assignment and checking their email all at once - thinking that they are doing all these jobs well. Such confidence is usually misconceived. Cognitive psychologists have actually tested college students ability to multitask and have found that cognitive performance declines significantly when student attention is divided. For me, the clincher was a study reported in the Chronicle of Higher Education of a law professor who ran two sections of his law course, with and without bans on laptops. The non-laptop class turned in finals that were of much higher quality than the laptop section.

Therefore, in the interest of student learning, you cannot use any electronic devices during class time. Feel free to bring traditional paper-based notebooks to class, and to take all the notes you like. If you really need electronic versions of class materials for your own personal use, you can scan your hard copy notes into your computer after class.
**Where to Find the Readings:**

Most of the readings can be found in e-versions on a webpage for our course maintained by the TAMU Library. Go to the Course Reserve section of the Library webpage and you will find our page.

There are some books you should buy, because we are using more than we can legally reproduce on closed reserve.

The books have only been ordered in one store: the Texas Aggieland Bookstore on Northgate. (The other branches of that bookstore won’t have our books.) Naturally we live in a free market society. You have the right to buy your books anywhere you like, and from anyone you like, and the books can be new or used. The Texas Aggieland bookstore has given students in my classes a very superior level of service, so I tend to place my book orders with Texas Aggieland.


**AGGIE HONOR STATEMENT**

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

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

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

ADA STATEMENT

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

Course Outline and Reading Assignments

Week 1: Administration and Writing Instruction.


Chapter 5 Pp. 50-62

This is a fun little read that I will not be lecturing on in class. You have to write your first paper based only on what you can learn from the reading itself. If you always thought people were always rational and intelligent, this will make you think again.

(Tip: The abbreviation “MPC” in the reading means marginal propensity to consume. It roughly means what percentage of any given funds get spent on consumption. The vocabulary word “liquidity” means your ability to get money out of one investment to put in another. A rare sculpture that you can’t sell has zero liquidity. You’re stuck with the sculpture. Cash which you can turn into anything you like has high liquidity.)
Week 2: Four Ways to Be Pathological At Work


Chapters 3, 6, 7 and 8.

This was originally written as an analysis of gender differences in management. As an essay on sex discrimination, it is now somewhat out of date. Managerial occupations in the U.S. are now pretty much half male and half female, which reduces the amount of managerial gender difference that needs to be explained. However, as an analysis of weak social skills and failure in the workplace, it is a classic. Both men and women are capable of showing the bad behavior Kanter describes.

Week 3. The Origins of Stupidity at Work


Chapter 3. Pp. 30-51. (The Chapter on Goals)
Chapter 4. Pp. 52-98. (The Chapter on Expectations)

Some editions have different chapter and page numbers. In case of doubt, the chapters on goals and expectations are what you want - and you want to read the whole chapter.

The intellectual quality of these essays is outstanding. These essays are classics in an intellectual tradition known as "decision theory". Decision theory argues that economists are wrong in arguing that economic actors are perfectly rational, and identifies the forces that lead to poor decisions being made.

However, there is a downside. Both chapters illustrate bad writing - and are great examples of what not to do. They start using a great deal of jargon, and only return to basic English only at the 1/3 mark. The incomprehensible material is actually somewhat important.

Every chapter starts with identifying how the perfectly rational businesspeople in economic theory are supposed to behave, and then explains why this rationality never occurs. Unfortunately, the lead-ins are kind of important. So I will provide you with some "clues" here.
In economic theory, people are rational because

a) They have only one goal ... a goal to maximize profits.

b) They have perfect information with which to make their decisions. This information came from a search for data. In theory that search is supposed to be perfect, giving them a set of expectations about how the world really is. If their search was biased, then they will not have all the facts they need and their expectations about the world will be wrong. So if on the basis of their incomplete homework, they make a business plan under the expectation that housing prices will go up, and in real life, housing prices go down, their expectations are wrong, and they may lose money rather than gain money.

These are the ideas that the authors will be criticizing.

They also use the following technical terms quite frequently: “economics”, “neoclassicism” “microeconomic theory of the firm” and “marginalism”. All of these refer to the perfect economic model where people are 100% rational.

Once you get past the first third of each chapter, the readings get a lot easier.

**Week 4: How to Get Power in Organizations**


Chapter 1. Pp. 8-38 only.

Pfeffer is a good introduction to a broad range of sources of power in organizations. The Burt is a discussion of only one source of power. This one source is very important and often forgotten. Pfeffer writes much more clearly than Burt does. If the Burt throws you, try reading the conclusion. Afterwards, go back and figure out how the rest of the chapter leads to that conclusion.

**Week 5: How to Promote or Stifle Innovation in an Organization - and Which is Better**

Chapter 3, pp. 69-101
Chapter 6, pp. 156-179


Most of you have had Sociology 230 and know all about Max Weber and bureaucracy. Did you know that many sociologists disagree with Weber on that point? Read these essays, and judge for yourself if Weber was right.

Week 6: Double Horror Week.

Collective Horror: Disaster Avoidance


Individual Horror: Layoffs and Downsizing


(Actually, you only have to read from the beginning to the top of page 324. The rest is optional and for statistics lovers.)


Chapter 7. Pp. 194-233. (Actually you only have to read pages 228, 229, 232 and 233. The rest is optional and for statistics lovers.)
Perrow and Vaughan have easy points to make that are right on the surface. Budros is not a clear writer. Once you finish fighting with his text, you will find that about half of his points are obvious. Sometimes obvious points need to be proven rigorously; it is not a terrible thing to know that some things that you always thought to be true really are true. However, take special care to look for the non-obvious points in his essay. They are there and they are informative. Baumol is straightforward.

**Week 7: Determinants of Adverse Trends in U.S. Economic Growth**

**Kondratieff Cycles**


Chapter 11. Pp. 269-83 ONLY.

**The Fiscal Crisis of the State**


Chapter 4. All. (pp. 97-123)

Chapter 8. Pp. 203-211 only.

Chapter 9. Pp. 221-236 only.
Week 8: Can America Generate the Human Capital It Needs?

Theoretical Foundations of Human Capital


From Chapter 4. Pp. 84-87 and 111-117 Only.


The three theoretical readings are very short but technically demanding. They are NOT skimable. The twelve pages here may easily take you an hour or more to understand and absorb. So plan to invest time in these twelve pages which command respect.

Minor note: the Sowell reading ends abruptly, but it is in fact complete.

The Cole is longer but much easier to grasp.
Week 9: European Solutions to the Problem of Economic Growth

Cameron, David


For this week, you will also need a 2010 copy of the magazine the Economist – available at newsstands in many places including HEB. E-copies from the library are ok. Any 2010 date will work.

The challenge on the Cameron is figuring out WHY his proposed solution works. The data show that at least for his period, the European solutions he suggests were very effective. He is writing for a European audience that understands what he is talking about. Americans have a harder time having the main point “click” with them. So think hard about the WHY question. It is explained in the reading – so don’t gloss over it.

Streeck is written in a Germanic style that is very hard to read. However, the idea is brilliant. You may not recognize the German word “co-determination” means or know what or who IG Metall is. I recommend a Google or Wiki Search on each of these BEFORE you start.

Streeck is the answer to the economic question – “How do firms do what is talked about in Cameron and not go bankrupt? In fact, why does doing what Cameron says make German companies very wealthy?”

Pay extreme attention to any text that refers to German employer’s ability to fire workers.

Pay extreme attention to any text that refers to how German employers might get their money’s worth out of their workers.
Week 10 and 11: The Legitimate Problems of White American Anglo Males and the Very Different Problems of Everyone Who is NOT a White American Anglo Male


Chapters 1, 4, 5, 6 and 7.

Both liberals and conservatives distort reality when they talk about the labor market problems of women and minorities. The actual statistics show a reality that is not the way either political faction would like it to be.

The Morris and Western is a very fine but very technical discussion of the problems faced by white American Anglo males. Print this article out and bring a hard copy to class. We will be going over it line by line.

The other reading is magnificently written by a professor who teaches sociological writing at Texas A and M (cough, cough).

Week 12: Fundamentals of Labor Conflict


Chapter 2. Pp. 23-50 only. (Note: This is a chapter on what doesn’t work, not what does.)

Chapter 3. All. (The chapter on what does work.)

This is another example of great, easy to read sociological writing. Snow and Soule will cause you no pain.

Week 13 (Thanksgiving Half Week): Prosperity and Labor Conflict

This article is very dated. However, contemporary data confirms Rees’ analyses of the earlier periods. His findings replicate for other nations as well. This oldie represents wisdom from the past that is still useful today.

**Week 14: Sturmthalian Crises**


In 1989, South Korea had the largest strike wave in the history of capitalism. This enormous conflict was virtually ignored by the Western media, because it occurred at the same exact time as the Tienanmen Square student uprising in Beijing. Tienanmen Square had little long term impact on Communist China. In contrast, the South Korea 1989 strike wave had profound effects that completely transformed business, the state and society in Korea.

The South Korea strike wave is an example of a Sturmthalian crisis, a phenomenon that is general to all nations undergoing economic development. If you want to know what is going to happen politically and economically to industrializing nations overseas, you would be wise to learn how these crises operate.

The early chapters are set-ups designed to explain the causes of the labor explosion in Korea. The final chapters give you the history of the conflict. Make sure you know how the early chapters relate to the later ones.

**Week 15 (Half Week): Bargaining Theory - with Practical Applications**

Walton, Richard and Robert McKersie


Chapters 2 - 3.

This may easily be the most useful lecture you ever hear at Texas A and M. Don’t miss this lecture, even if you have deadlines in other courses. I can promise you that this will be very worth your while.
The reading looks more onerous than it really is. Chapter 2 requires slow careful reading. However, Chapter 3, which is most of the bulk is light fast stuff.

**Writing Assignments**

**I. Due September 7 at the beginning of class.**

1. Summarize the main point of the two chapters in Thaler with no more than two sentences per chapter.

2. Illustrate the two main ideas of these chapters with material from your own life. Explain as clearly as possible your autobiographical material is relevant to Thaler’s theoretical discussion.

   (If all the autobiographical material you have to work with disproves rather than proves Thaler’s theory, then you can give me evidence against Thaler, and show why your experience disconfirms his argument. The burden of proof will be on you, so anticipate and respond to any skeptical questions that could be raised concerning your claims.)

**II. Due September 14 at the beginning of class.**

Interview one of your parents, or some other working person over the age of 25 about a difficult person they have encountered at work.

1. Give me a short paragraph describing the person you interviewed and what this person does that makes them perceived by others as being difficult.

2. Use Kanter’s theory to explain why this person engaged in problematic behavior. Don’t just make up an application. Use material that came from responses your interviewee gave to the questions you asked; be as specific and truthful as possible.

3. Consider some other factor that might explain this person’s difficult behavior. Is that other factor more convincing than Kanter’s explanation, or less convincing? Explain your answer.

Ethics Rule. It is not nice to gossip about or slander specific people in writing, either in sociology papers or in real life. To protect the identify of your subject,
a) Use an imaginary name.

b) Change at least two unimportant details about your description of the subject to eliminate anyone being able to guess who that person is. For example, if your father is complaining about his current boss at work, keep the story the same but write as if you were writing about someone at the job your father had when he lived in New Mexico fifteen years ago. (This is especially good if your father has never been to New Mexico.)

c) Mask the identity of your informant. If your informant is your Dad (whose name is Diego), just talk about your informant as “Ronald X”.

Outside of these protections, try to be as realistic and non-fictional as possible.

III. Due September 21 at the beginning of class.

1. Summarize the main points of the two Cyert and March chapters.

2. Analyze a stupid decision that you have made that had a significant adverse effect on you. Financial decisions are the easiest to do for this assignment, but other bad decisions can work as well. Use material from the lectures and both of the Cyert and March readings to help explain how you came to make this wrong move.

Grading Criterion: Students with imperfect understandings of the course material tend to answer Question 2 in a simplistic hyper-critical fashion. The student calls himself or herself out for being dumb and lazy, writing a long tirade about being a screw-up. A deeper understanding of Cyert and March involves grasping the humanistic and logical reasons that otherwise smart and careful people make suboptimal decisions. Don’t just say “I shudda done a better and more unbiased information search.” Identify concretely what was wrong with your search strategy and also, why it seemed like a reasonable search strategy at the time.

IV. Due September 28 at the beginning of class.

1. Summarize the two main readings for the Power Unit.

2. How might a doctor use the materials in these readings to become the most powerful doctor in her clinic?

V. Due October 5 at the beginning of class.

1. Summarize the main readings for the Innovation unit.
2. How should the President of the United States organize the procedures and staff of the White House in the light of the course material for this week? Justify your answer.

VI. Due October 12 at the beginning of class.

Two mini-questions reflecting the split nature of this week’s reading.

1. You are now a parent and have three teen-aged children. For some arbitrary reason concocted for this question, the teen-agers HAVE to have a party at your house ... and for the same arbitrary reason, no adult can be in the house to supervise. Use the Perrow and Vaughan readings to design safeguards to make sure no disaster takes place while you are gone. Support your response with QUOTES from Perrow and Vaughan. (1 page should do the job here.) You will be graded both by the practicality of your answer - and by how closely your answer draws from Perrow and Vaughan.

2. Using the material from the downsizing unit, give me a list of the top warning signs that lay-offs might be imminent at your job.

VII. Due October 19 at the beginning of class.

1. What does the federal government do, if anything, that benefits economic growth? What does it do, if anything, that hurts economic growth? (Two page minimum here. This is a big question.)

2. Can the federal government do anything to mitigate the adverse effects of the bottom of a Kondratieff cycle? Explain your answer.

VIII. Due October 26 at the beginning of class.

1. Define human capital. (One sentence please.)

2. Explain the difference between firm specific and firm general human capital - and who pays for each type. (Two sentences)

3. Research at the University of Texas Austin and Texas A and M are generally paid for with federal tax dollars (from grant agencies such as the National Science Foundation), state tax dollars (direct funds from the legislature) and student tuitions.
Resolved: Paying for research is just bad public policy. Professors should be put to work teaching classes to students which is their real job – and the remaining funds should be returned to cut federal taxes, state taxes, and student tuition payments.

Argue both sides of this proposition and then pick a winner.

Grading criterion: Obviously the professor has his own strong opinions on this issue. However, the professor's opinions will not be the factor that determines your grade. I will look at how well you argue BOTH sides of the issue. The best grades will go to the papers that do the best job arguing for both the positive and the negative positions.

IX. Due November 2 at the beginning of class.

1) Compare the Cameron unemployment statistics with the statistics found in The Economist for 2010. (You did pick up a copy of the Economist for 2010 – right?) Are Cameron’s conclusions still justified, or do the modern data disprove his claims?

2) Why have Europe and Japan so frequently experienced lower unemployment and lower rates of poverty than has the United States?

X. Due November 9 at the beginning of class.

The Morris and Western data, and the data in Cohn Chapter 1 are now more than 10 years old.

Look up the most recent data you can on the various types of statistics presented in the readings. Do the most recent data support or not support the arguments made in Morris and Western, and Cohn Chapter 1? Check as many statistical tables in the two readings as possible. Actually include Xeroxes or printouts of the data you are using in your analysis.

If the data are the same, what does this imply?

If the data suggest change, what do you think has changed?
XI. Due November 16 at the beginning of class.

How much of the economic differences between men and women in the US are due to discrimination in the workplace? How about the differences between blacks and whites?

XII. Due November 23 at the beginning of class.

1) Write a one page book report on the Snow and Soule

2) Police officers in Texas tend to be somewhat conservative people. However, in many cities, they belong to police unions that are pretty active. How would you explain this using the material in reading and lecture?

XIII. Due November 30 at the beginning of class.

1) Summarize the Rees article.

2) Look up the historical trends in strike activity in the US from the time that Rees published his article to the most recent data you can find. Professor Cohn says they support Rees. Is this right or wrong? Defend your argument by referring to the strike data as specifically as possible.

3) You should immediately notice that something else besides business cycles seems to be active in those more modern numbers. What else is happening in those trends? Why do you think that might be occurring?

XIV. Due December 7 at the beginning of class.

1) What is a Sturmthalian crisis? (Two sentences maximum).

2) How did the Sturmthalian crisis play out in South Korea? (One page)

3) Imagine that Texaco were to be interested in increasing its investments in Mexico, and asked you to prepare a report on the likelihood of a Sturmthalian crisis in Mexico. How would you go about making that assessment?
**Final Exam Period**

There will be one to three more papers that will be assigned on the last day of class and will be due whenever your final exam for this course would be due.

Unlike the other paper topics for the course, these will be surprises. If there is only one paper, it will involve the Walton and McKersie. Any extra papers on top of the Walton and McKersie paper are likely to be cumulative.
TO: Faculty Senate Executive Committee

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

CC: Thomas Lacher, Department of Wildlife and Fisheries Science
    John Carey, Head, Department of Wildlife and Fisheries Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: January 24, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WFSC 304

We recommend that WFSC 304 Wildlife and Fisheries Conservation be certified as a writing-intensive (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 2100
4. Instructor to student ratio for one section: 1:25

Students write a memo, a letter to the editor, and a term paper in technical paper format. An instructor comments on drafts of each writing assignment, which are turned in with the final paper. For instruction, students read about writing topics and discuss the readings in class, and after each assignment is returned they have a discussion of writing problems noted by their instructor. Models are also used.

Since original certification was granted, the basic assignments have changed; they are now more specific as to audience considerations. Students also now learn about memo, letter, and technical paper formats.
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):

WFSC 304 Wildlife and Fisheries Conservation

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: Thomas E. Lacher, Jr. 10/17/2011
Printed name and signature (Date)

Received: Valerie Balester 10/20/11
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Kim Dooley Kim Dooley 10/18/11
Printed name and signature (Date)
Department Head: John B. Cottey 10/17/11
Printed name and signature (Date)
Syllabus
WFSC 304W: Wildlife & Fisheries Conservation
FALL 2011 - Nagle 104 (11:10 - 12:25)

Instructors:
Dr. Thomas E. Lacher, Jr., Professor
Ms. Margot Wood
Department of Wildlife & Fisheries Sciences
Department of Wildlife & Fisheries Sciences
201 Old State Chem
201 Old State Chem
E-mail: tlacher@tamu.edu
E-mail: margotwood@tamu.edu
Tel: 979-845-5750

Goal: This is a writing intensive course (W course). As a result of taking WFSC 304, Wildlife and Fisheries Conservation, students will be able to define the scope and nature of the conservation science professions. Students will know the major paradigms associated with both wildlife and fisheries conservation. Further, topics in the course will examine current issues and perspectives relevant to modern conservation. In addition, the course will include graded, written and oral assignments that foster growth in communication skills.

Texts:

Grades: Grades will be based on a percentage of total points in the course and will follow a standard 90%, 80%, 70%, 60% delineation for letter grades. 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, no matter the total number of points the student has earned for the course as a whole.

<table>
<thead>
<tr>
<th>Requirements for non-W students</th>
<th>Points</th>
<th>Percent Makeup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100 points</td>
<td>33 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
<td>33 %</td>
</tr>
<tr>
<td>Group Paper/Questions</td>
<td>70 points</td>
<td>23 %</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>30 points</td>
<td>10 %</td>
</tr>
<tr>
<td><strong>Non-W 304 total</strong></td>
<td>300 points</td>
<td>~100 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements for W students</th>
<th></th>
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<td>100 points</td>
<td>33 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
<td>33 %</td>
</tr>
<tr>
<td>Memorandum (300 words)</td>
<td>20 points</td>
<td>7 %</td>
</tr>
<tr>
<td>Opinion Paper/Editorial (600 words)</td>
<td>30 points</td>
<td>10 %</td>
</tr>
<tr>
<td>Term Paper (1200 words)</td>
<td>50 points</td>
<td>17 %</td>
</tr>
<tr>
<td><strong>W 304 Total</strong></td>
<td>300 points</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Attendance and participation at all Group Presentations is required and attendance will be taken. Missing three or more Group Presentations is a 10 point deduction on the final score.
Late work: Assignments must be turned in at the beginning of the class period. Microthemes and group project papers submitted late will be assessed a 10% (letter grade) deduction for each day the assignment is late. Group project multiple choice questions will not be accepted late.

Policy on Laptops and Cell phones: The use of cell phones (including for texting) during class is not allowed. Students should turn off cell phone ringers and put cell phones away before class. Use of laptops for other than taking notes will not be permitted.

Tentative date for the midterm examination is TBD. The final examination will be given on TBD. The final examination will be partially comprehensive (15%) and partially over material covered since the midterm examination (85%). Both the midterm and final examinations will consist of 50 multiple-choice questions. Exams will be scantron graded. You must provide your own scantrons (Form NO. 0-101607-TAMU). Make-up exams will be offered to students with authorized university excuses (see TAMU Regulations).

WRITING ASSIGNMENTS FOR THE W-SECTION

All writing assignments will be typed with the following format:
- Times New Roman font and font size 12
- Double spaced
- Margins at least 2.54 cm (1 inch) on all sides of the page.
- Your signature after your name in the heading will certify the independence and originality of your work.

For each assignment you will be expected to use a writing process to develop your writing. Each assignment will include a first draft that is reviewed and the final draft. Therefore, for each assignment you will be required to turn in the following: (1) initial draft and review; (2) final revised writing assignment. For all papers you must submit documentation (copies of the review sheets and your revisions) with the final draft that you submit for your grade.

There will be three assignments:

a) Memorandum (300 words, 20 points) - The purpose is to raise an issue in a clear, concise fashion, written in a professional style, to an individual. The memo would close with a request to the party involved to provide a response to the issue raised. The topic will be assigned in class. Use the memorandum template below.

b) Opinion Paper/Editorial (600 words, 30 points) – In this case you will write an opinion letter to the editor of the local newspaper. The objective will be to develop an argumentative piece to discuss a particular topic or issue (this will be assigned in class) that has recently made the news. Unlike the memorandum, which is addressed to a single person, the opinion piece is to reach the broader readership. It is important that you present a factual, documented argument supported by information. There would not be citations in an opinion piece unless you directly quote someone, which should be acknowledged.
c) Term Paper (1,200 words, 50 points) – The term paper will have the format of a technical paper, with the following headings:

- Introduction – Presentation of the topic and a background to the issues, fully cited.
- [Methods] – This section might or might not be relevant, and would be included only if you used some specific methodology to collect the information for the paper.
- Results – The results of your research.
- Discussion – The significance of the results in relation to the literature presented in the Introduction and other relevant additional cited work.

The topic for the term paper will also be assigned in class.

Memorandum template

MEMORANDUM

TO:
FROM:
DATE:
SUBJECT:
GROUP PROJECT

Group projects will account for 80 pts (20%) of the total grade in the course. Project Groups will be chosen by the instructor and will be composed of 4-5 individuals each. A pair of Project Groups will be assigned the same conservation issue or concern. Each group will be directed to address the issue from a different perspective. Groups will investigate the issue and develop a position paper addressing the conservation issue from the groups’ appropriate perspectives.

The group project position paper will summarize the finding of the group on the assigned conservation issue and perspectives. The format of the paper will be:
- margins of 2.54 cm (1 inch) on all sides of the page
- Times New Roman font, font size 12
- line spacing 1.5
- the position paper will be from 6 – 8 pages in length, including literature cited and any relevant tables or figures.

Each paper will include the following headings and sections:
- **Introduction** (a brief outline of the conservation issues)
- **Findings of the Conservation Issue** (a definition or description of the major findings)
- **Recommendations of the Group** (precise list of recommendations)
- **Literature Cited** (a listing of sources cited in the summary paper).

You will be expected to follow the handout below “Style Conventions for WFSC 304.”

Each group will make a class presentation (20 min in length) summarizing the group’s findings and position on the topic. At least 5 minutes of the 20 minute presentation must be allocated to questions. All presentations will be expected to use Power Point and to be informative. All members of the group will participate in the presentation.

At the time of the presentation each group will turn in its position paper. In addition, at the time of the presentation, each group will turn in 3 multiple choice questions that are related to the most significant content from the group presentation. The audience should be informed about the significant content (i.e. questions) of your presentation.

The 6 - 8 page position-paper will account for 40 points (50%) of the total 80 points. The oral presentation will be worth 30 points, the questions worth 10 points. Each group will be responsible for the following: election of **process manager** who will email me, and Ms. Wood, a record of all meetings, including those in attendance. In addition, the **process manager** will add a statement of responsibilities for the position paper. Further an **exam question coordinator; presentation coordinator;** and a **position paper coordinator** will be elected. Some groups may designate an **editor** to assist the paper coordinator.

Group projects will be assigned such that each group will have three (3) weeks from the date of the assignment to the group presentation. This procedure will ensure that all groups have the same period of time in which to complete the assignment. On the date of the assignment, I will announce the group membership and assign each group its conservation issue and specific perspective. The group position paper is due on the date of the presentation.
IMPORTANT CONCERNS

I. 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 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 Disability Services in Cain Hall, call 845-1637 or e-mail disability@tamu.edu.

II. “An Aggie does not lie, cheat or steal or tolerate those that do.”
“Integrity is a core value of a society that offers hope, the promise of security, and meaning to individuals within that society. Within the university, academic integrity is the most critical core value of the learning community. Without trust – and honesty that breeds trust – our society and our universities cannot flourish.” From: http://aggiehonor.tamu.edu/About%20Us/Philosophy/philosophy.html (retrieved 10 January 2010).

III. Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty (http://student-rules.tamu.edu/rule20). Section 20 declares, “It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.” Further, Section 20 defines various categories of scholastic dishonesty (retrieved 10 January 2010).

As a professional responsibility, and as an instructor in WFSC 304, I am obligated to follow the provisions of Section 20, Texas A&M University Student Rules on Academic Dishonesty.

If you are unsure about anything relating to scholastic honesty or academic misconduct, please ask me or Ms. Telesford, and we will help you clear up confusing issues. When in doubt, better to err on the side of caution.

IV. I would encourage all students to bookmark the University Writing Center web site (http://writingcenter.tamu.edu). This site has many helpful tips for editing your microthemes or group position papers. You may find all the help that you need on the web site or 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.
Style conventions for WFSC 304

Examples of proper citations using Journal of Wildlife Management format

Below is an example of citing literature in text:

In 1984, the Key Largo Woodrat (KL WR) was classified as a federally endangered species because of concerns over habitat loss and the impact of commercial development (U. S. Department of Interior [DOI] 1984). Forty-seven percent of the KLWR's tropical hardwood hammock habitat has been lost (Strong and Bancroft 1994), and since 1973 the KL WR has been confined to approximately 850 ha of remaining forest on the northern third of Key Largo (DOI 1973, Barbour and Humphrey 1982). Most of these 850 ha are within the bounds of 2 protected areas: the Dagny Johnson Key Largo Hammock Botanical State Park and the Crocodile Lake National Wildlife Refuge (Frank et al. 1997).

Below are examples of literature cited:

**Journal articles**

**Chapters in book**

**Books**

**Citation from the same author**

**Web citations**

Used with permission from Robert McCleery, 2004
# WFSC 304 – Wildlife & Fisheries Conservation

## Tentative Topic Outline and Examination Dates

**Fall 2011 (Example)**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lecture Topics</th>
<th>Papers/Groups</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Aug 30-Sept 1 | Conservation Biology: History and Principles  
The Conservation Ethic: Aldo Leopold |                        | *GMC* Chap 1, 4 Part I |
| Sept 6-8     | History of Wildlife and Fisheries Conservation                                | Microtheme 1 Instructions | Chap 1 Part I          |
| Sept 13-15   | Wildlife Laws, regulations and Agencies                                        |                        | Part II                |
| Sept 20-22   | The Endangered Species Act  
The IUCN Red List                                      | Letter to Editor due (Sept 20) | Chap 3 Part II          |
| Sept 27-29   | Biodiversity Patterns, Processes, and Threats                                 | Presentation of Groups and Presentation Guidelines | Chap 2, 6             |
| Oct 4-6      | Habitat Degradation  
Habitat Fragmentation                                                               |                        | Chap 6, 7              |
| Oct 11-13    | Overexploitation  
**MIDTERM EXAM I on October 13**                                                   | Editorial due (Oct 11)  | Chap 8                 |
| Oct 18-20    | Invasive Species                                                               | Group 1 presentation (Th) | Chap 9                 |
| Oct 25-27    | Climate Change                                                                  | Group 2 presentation (Th) | Chap 10                |
| Nov 1-3      | Approaches to Conservation: Populations                                         | Group 3 presentation (Th) | Chap 12                |
| Nov 8-10     | Approaches to Conservation: Genetics                                            | Group 4 presentation (Th) | Chap 11                |
| Nov 15-17    | Approaches to Conservation: Landscapes and Protected Areas                      | Group 5 presentation (Th) | Chap 12, 14            |
| Nov 22-24    | THANKSGIVING - NOVEMBER 24                                                      | Group 6 presentation (Tuesday this week) |                        |
| Nov 29-Dec 1 | Approaches to Conservation: Restoration and Sustainable Development  
Ecosystem Management                                                              |                        | Chap 15, 16            |
| Dec 6-13     | Integrating Conservation Science and Policy  
**FINAL EXAM: 12 December 2011 (Monday: 8:00 - 10:00 AM)**                         |                        | Chap 17, 18            |
