Memorandum

TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
DATE: February 17, 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:

- ANTH 489 The Neandertals
- BIOL 485 Tropical Ecology in Costa Rica
- ENGL 308 History of Literary Criticism
- ENGL 350 Twentieth Century Literature, Pre-WWII
- ENGL 481 Jekyll and Hyde: Literature and Film
- NUTR 289 Current Prospectives in Nutrition
- SCSC 311 Principles of Crop Production
- ESSM 405 Forest Resource Assessment and Management

Courses submitted for W recertification:

- ECON 436 Environmental Economics
- KNFB 416 Middle and Secondary School Physical Activities
- SCSC 429 Turfgrass Management Systems
- SOCI 230 Classical Sociological Theory

Courses submitted for C certification:

- ANTH 427 Human Variation
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sheela Athreya, Department of Anthropology
Cynthia Werner, Head, Department of Anthropology
Donald J. Curtis, AOC Dean, Liberal Arts
DATE: February 15, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: ANTH 489

We recommend that ANTH 489 The Neandertals 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: 45%
2. Course content appropriate to the major
3. Total number of words: 9150
4. Instructor to student ratio for one section: 1:15

Students in ANTH 489 write 13 weekly critical responses (2-3 pages each) responding to readings for the course and a longer position paper (2000 words). The weekly responses are returned every week with detailed feedback; students are given the opportunity to incorporate advice into the next week’s response. Students also lead at least one class discussion of the readings. A draft of the final paper, which follows the model of argument established in the shorter response papers, is handed three weeks before the due date so that it can get instructor comments. Class discussion about readings from peer-reviewed journals helps students understand what content to include in their writing and how anthropologists present their work. Instruction is given on the protocol for writing in physical anthropology.
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):

____________________________ ANTH 489/689 Special Topics: The Neandertals (W) __________________

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: Sheela Athreya
Printed name and signature
(Date)

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

Approvals:

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

Department Head: Cynthia Werner
Printed name and signature
(Date)
ANTHROPOLOGY 4XX/6XX
THE NEANDERTALS (W)
Fall 2012

Course Information:  Tuesday/Thursday 2:20-3:35  Room: ANTH 300/300B

Instructor:  
Dr. Sheela Athreya  
Office: Anthropology 316E  
Office hours: T 12-2 pm  
Email: athreya@tamu.edu

Prerequisite:  
ANTH 225 or permission of instructor

Course Description and Goals:  
The goal of this course is to provide students with a detailed understanding of the origin and evolution of Neandertals. While stories in the popular scientific media tend to focus on Neandertals and their relationship to early modern humans (did they go extinct, get killed off, or are they still with us?), there are many other interesting questions about their biology, adaptations to their environment, social structure, and behavior that we can answer. Students will gain a deeper understanding of Neandertals in all respects—their evolutionary history, biology and behavior. As a writing-intensive class, the course will focus on achieving these goals through weekly reading and writing assignments, as well as a detailed final paper.

By the end of the semester, students will:
1) have a detailed understanding of the anatomy, biology and behavioral abilities of Neandertals
2) be well-versed in debates about the evolutionary origins of Neandertals
3) be able to discuss in detail the debates surrounding the eventual fate of Neandertals, and their relationship to early modern humans.

Recommended Books (not required)  
Both of these will be on reserve at the library


**Weekly Course Readings:**
Course readings consist of selected journal articles and book chapters that will be made available to you via the course’s eLearning website. A detailed list of course readings is listed below with the weekly class schedule.

*If you feel that you need extra contextual information regarding the fossil record, you may find the following, or a similar source, helpful:*


*If you need extra information regarding anatomy, you may want to consult one of the following, or a similar, resource:*


*All of the above resources are available from the instructor or through the library.*

**Weekly Writing Assignments:**
Each week you will turn in a 2-3 page response sheet to the readings. This will not be a summary of the content of the readings. It will go further than that. Your response sheet should include questions, thoughts, comments, critiques, and outside examples. I have prepared a handout for you guiding you on the content. The goal is to get you to discuss and think critically about these issues and apply them to your understanding of the subject. Each week’s response sheet is worth 2 points, and you are allowed to drop the lowest grade for a total of 24 points, which will contribute to your participation grade. They are due on Tuesday at the beginning of class. *If you have a documented university approved absence, you are required to submit the response sheet to me no later than the start of class Thursday.* Failure to turn in a response sheet will result in the deduction of 2 points from your overall 24-point total.

I will give feedback on the response sheets each week so that you can incorporate my comments and suggestions into your subsequent response sheets.
Discussion/Participation:
In addition, each week one of you will be in charge of leading the class discussion. Classroom discussion is intended to explore the weekly readings and to include everyone. We will be revisiting many of the major debates regarding the place of Neandertals in human evolution. There is little about the Neandertals that is not controversial, as you will soon find from the readings. Given that, your educated opinion is important! You can use your response sheet as a jumping off point, and it is expected to be a particularly well-prepared one that week. As with the response sheets, you are expected to tie the readings in to each other and the lecture topic and prepare questions for your classmates to stimulate discussion. I will meet with you before to help you prepare. This is worth a total of 4 points, which is also added to your 15% participation grade

Exams:
There will be two written exams that will integrate material from both the lectures and the readings. The first exam will cover the material from the first half of the course, and the second exam will cover the second half of the course. Format will be short answer and short essay.

Note: your exams will be graded not just on their content, but also on the writing. You will be expected to construct logical arguments in essay form with introductions, supporting evidence, and conclusions.

Final Paper:
Students will prepare an 8-page “position” paper on a topic of their choosing. These will be expansions of the response sheets, where you provide a detailed critique of two sides of a debated issue regarding Neandertals, and ultimately defend your position on the topic. Topics for these papers MUST be chosen BEFORE THE MIDTERM EXAM and must be approved by the instructor. Drafts of these papers will be due IN MID-NOVEMBER. The specifics of this requirement will be discussed as the semester progresses.

Graduate Students: You will be required to complete all of the assignments listed above. However, the response sheets must be 3 pages, and the final paper will be a 15-20 page research paper that is hypothesis-driven, includes the analysis of data and a detailed discussion of how your results fit into the current literature on Neandertal anatomy, biology or evolution.

Grading:
Your final grade will be determined by the following:
- Attendance/Participation 15%
- Weekly Response Papers, Discussion Leader 15%
- Midterm Exam 20%
- Final Exam 20%
- Final Paper: 30%

Note that class participation IS a critical part of your grade and can make the difference in your grade. Points will be deducted each week for unexcused absences and/or failure to do the readings.
**Makeup Exam Policy**
If you must be absent for an exam, you must notify me in advance of the exam date, or no more than 48 hours later (if it was a last minute medical emergency only). You will not be allowed to make up the grade unless you can document your reason for being absent. Legitimate reasons for missing an exam, as defined in the TAMU Regulations are:
1) participation in an activity on the Authorized Activity List,
2) death or major illness in the student’s immediate family,
3) illness of a dependent family member,
4) participation in legal proceedings that require a student’s presence,
5) religious holy day (defined in Texas Tax Code Section 11.20)
6) confinement because of illness
No other excuses will be considered. Students who miss an exam and cannot document a legitimate reason will receive a score of zero for that exam. If you have a legitimate reason you will be permitted to take the exam as long as it is within five days of the midterm. Otherwise, your final exam will be counted as both your midterm and final exam grade.

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

**Copyright & Plagiarism**
All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy them, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own 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.”

**Academic Honesty and Integrity**
The Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web. Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)
## Lecture and Reading Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (to be done in order listed)</th>
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<td><strong>No response sheet</strong></td>
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<tr>
<td>Th 8/30 T 9/4</td>
<td>History of discovery and research: not our ancestors?</td>
<td>Stringer and Gamble prologue and Ch. 1&lt;br&gt;Trinkaus and Shipman prologue and Ch. 1&lt;br&gt;King W. 1864. The reputed fossil man of the Neanderthal. <em>Quarterly Journal of Science</em> 1:88-97. <strong>Response sheet 1 due: covering today’s readings (Trinkaus/Stringer Ch 1/King) only</strong></td>
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<td>T 10/2</td>
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<td>Th 10/4</td>
<td>Library Research Day</td>
<td>Up to and including Postcrania I: Upper Limbs</td>
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<td>T 10/9</td>
<td>MIDTERM EXAM</td>
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<td>Date</td>
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**Response sheet 7 due** |
**Response sheet 8 due** |
**Response sheet 9 due** |
Trinkaus E. 2003. Neandertal faces were not long; modern human faces are short. *Proc Natl Acad Sci USA* 100(14):8142-8145.  
**Response sheet 10 due** |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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TO:  Faculty Senate Executive Committee

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

CC:  David Baumgardner, Department of Biology
     U.J. McMahan, Head, Department of Biology
     Timothy Scott, AOC Dean, College of Science

DATE:  February 15, 2012

SUBJECT:  REPORT ON PROPOSED W COURSE: BIOL 485

We recommend that BIOL 485 Tropical Ecology 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: 45%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:15

This is a six-hour course held over two semesters in which students visit Costa Rica during the summer terms. In the spring semester before leaving for Costa Rica, students attend a weekly seminar where a graduate teaching assistant is available to assist and discuss individual projects, including helping them prepare their research, collect data, and write. Students work on writing throughout the semester, but write a final paper of about 10-15 pages. Students write sections of the paper (introduction and literature review, materials and methods, results, discussion) during the two semesters and receive instructor feedback four to six times on each section before they compile a final version. The instructor provides extensive instruction on how to write a scientific paper, proper grammar when writing, and details like what type of topic is realistic for their research. A scientific writing book (Scientific Writing and Communication: Papers, Proposals, and Presentations by Angelika Hofmann) supplements the course.
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):

Biol 485 - Tropical Ecology, Costa Rica

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

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

Instructor/Coordinator: David Baumgardner / David Baumgardner

Printed name and signature

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Timothy P. Scott, Ph.D.
Associate Dean for Undergraduate Programs
College of Science - Texas A&M University
3257 TAMU - College Station, TX 77843-3257
Tel. 979.845.7362 - Fax. 979.845.6077

Printed name and signature

(Date)

Department Head: J.D. VAC KNIGHT

Printed name and signature

(Date)

Received

FEB 6 2012

By UWC

COLLEGE OF SCIENCE
Biology 485 (Section 263)
Tropical Ecology Costa Rica

Primary Instructor:
David E. Baumgardner, PhD
Lecturer
Department of Biology
Texas A&M University
3258 TAMU
College Station, TX 77843-3258
e-mail: dbaumgardner@tamu.edu
979-845-4191 (phone), 979-845-2891 (fax)
Office Location: Biological Sciences Building East (BSBE), Room 325

Course Description, Summary and Prerequisites

Course Description: This is an advanced field course emphasizing the biological, ecological, natural history and philosophical attributes of tropical ecosystems, appropriate for students interested in ecology and research methods. Students will develop the skills needed to plan and conduct a research project, to include preliminary review of the scientific literature, development of a hypothesis, and design of the project. Once in Costa Rica, students will collect their data, then analyze and interpret the results after returning to the United States. Students will then present the results of their research project in both written and poster format.

Course Summary: Advanced field course taught at multiple field stations in Costa Rica emphasizing biological, ecological, natural history and philosophical attributes of tropical ecosystems. Students develop skills needed to plan and conduct a field-orientated research project. Upon completion of the project, students present the results in written and poster formats.

Prerequisites: Approval of instructor.

Course Objectives and Learning Outcomes

Course Objectives.

• Learn about the culture, history, geography, flora, fauna, and ecology of a tropical country.
• Perform field research outside the United States. Develop the skills needed to plan and conduct a research project, to include preliminary review of the scientific literature, develop a hypothesis, design the project, collect the data, and analyze and interpret the results.
• Present results of research project in both written and poster format.
• Learn to interact effectively with fellow students, workers from other countries, and enhance Spanish language skills.

**Learning Outcomes. At the completion of the course, the student will:**
• Have an increased understanding of the history, culture, and ecology of a tropical country.
• Be able to successfully perform field research in support of a hypothesis or project.
• Review the scientific literature.
• Develop a hypothesis.
• Design a research project.
• Collect and analyze data.
• Interpret results.
• Present scientific data in both written and oral formats.

**Required Textbooks**
No textbook is required for course.

**Grading Policies**
The student’s final grade will be based upon the following three criteria: (1) poster presentation of research results: 45%; (2) written report: 45%; (3) behavior, attitude: 10%.

**PLEASE NOTE:** The poster will be presented in a public format to the biology during the first month of the Fall 2011 semester. This is a course requirement. Failure to present the poster can result in a course grade change! Only students no longer registered in the Fall are exempt from this requirement.

**POLICY ON POSSESSION AND/OR CONSUMPTION OF ALCOHOLIC BEVERAGES AND ILLEGAL NARCOTICS WHILE IN COSTA RICA.**

Consumption or possession of illegal narcotics while in Costa Rica is strictly forbidden. In general, substances illegal in the United States (marijuana, cocaine, Ecstasy, etc.) are also illegal in Costa Rica. Any student caught in possession of illegal narcotics while in Costa Rica will receive a final grade of “F” in the course and will be immediately returned to College Station and referred to their academic advisor for counseling. Although some drugs or medications may be legal to purchase and possess in Costa Rica, their importation and use (with or without a prescription) may not be legal in the United States. Any questions or concerns should be immediately brought to the attention of the instructor or teaching assistant. Any prescription drugs brought into Costa Rica should stay in their original bottle, which includes the name of the student, the type of medication, and the prescribing physician.

The legal drinking age in Costa Rica is 18 years of age. For safety and security, all students are strongly cautioned against drinking alcohol. There may be occasions where social drinking is appropriate, but students are expected to behave as adults and professionals. **THE INSTRUCTOR, TEACHING ASSISTANT, OR ANY OTHER PERSON ASSOCIATED WITH TEXAS A&M UNIVERSITY RETAINS FINAL AUTHORITY IN LIMITING**
THE CONSUMPTION OF ALCOHOLIC BEVERAGES BY STUDENTS. This rule is not open to debate, and failure to follow the instructions of the instructor or teaching assistant or other instructors or administrators associated with the program may result in a final grade of “F” for the student, and expulsion from the program.

Other Pertinent Course Information
Students are required to register for a seminar course meet once a week for one to two hours during the Spring semester. Exact time and place to be determined.

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

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

THE HIGHEST ETHICAL STANDARDS ARE EXPECTED AT ALL TIMES FROM ALL STUDENTS. “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://www.tamu.edu/aggiehonor

Since this class will require written reports, a few words concerning plagiarism. Plagiarism is using another person's words or ideas without giving credit to the other person. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Plagiarism is a combination of stealing (another's words) and lying (claiming implicitly that the words are the student's own), and also shows contempt for the professor, other students, and the entire academic enterprise. Plagiarizers by their actions declare that they are not at the university to gain an education, but only to pretend to do so, and that they therefore intend to gain by fraud the credentials (the degree) of an educated person.
Course Topics, Calendar of Activities, Major Assignment Dates

Depending on the exact timing of the course (Summer I, Summer II), availability of research stations, and the needs and desires of the students, the calendar of activities may change from year to year, and as such an exact calendar of events cannot be determined. However, a detailed calendar of events will be published approximately 90 days before the first travel day, with students receiving constant updates during the Spring as to the progression of the schedule. In general, each Summer semester will follow this general outline.

Day 1: Travel from IAH (Houston International Airport) to San Jose International Airport.

Days 2-7: Travel from San Jose to Soltis Research Center. Stay six nights at Soltis Center. Day trips scheduled to Aeronal Volcano, Snake Farm.

Days 8-12: Travel from Soltis Center to an OTS (Organization of Tropical Studies) field station, where students will spend five nights. There are three OTS stations located in Costa Rica, and include Palo Verde, La Selva, and Las Cruces.

Days 13-18: Travel to a second OTS station, stay five nights.

Day 19: Return to San Jose, with two nights in the city.

Day 20: Day in San Jose.

Day 21: Return to United States via IAH.

Approximately five days after return to United States, the first draft of research paper will be due, with first draft of poster presentation expected two days later. The written drafts will be reviewed and returned to the student for corrections and changes two to three days after reception by the instructor. The poster presentation will also be reviewed and then returned to the student for corrections. Students will then be given approximately five to seven days to make corrections to the research papers and poster presentations before submitting final copies of each to the instructor. Poster presentations will be presented to the TAMU community during the following Fall semester during the biology department research presentations.
TO: Faculty Senate Executive Committee

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

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

DATE: February 16, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 308

We recommend that ENGL 308 History of Literary Criticism 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: 1:25

ENGL 308 requires two papers of at least six pages each. Students receive feedback on a rough draft of the first essay before they submit a final draft. Students also submit an outline for the second essay which is critiqued and returned before the final draft is due. Several class periods or parts of class periods are devoted to direct writing instruction on topics such as how to select a topic, how to refine a thesis, and how to develop an outline.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   ENGL 308: History of Literary Criticism

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:
   Printed name and signature
   1-24-12 (Date)

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   2/1/12 (Date)

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

   Department Head: Nancy Brauer
   Printed name and signature
   1/25/12 (Date)

   RECEIVED
   FEB 1 2012
   By
ENGL 308-500: History of Literary Criticism
Texas A&M University
Fall 2011
Lectures: TR 11:10-12:25 pm (BLOC 120)
Instructor: Apostolos Vasilakis, Ph.D.
E-mail: vasilakis@tamu.edu
Tel: 847-8550
Office: 234A Blocker Building
Office Hours: TR 8:30-9:30 am and W 12:00-1:00 pm

Course Description: This course will focus on the history of literary criticism and theory from antiquity to the present time. During the course we will read (among others) authors like Plato and Aristotle, Dante and Shelley, Marx and Freud, Wittig and Derrida, and discuss not only the evolutions and transitions in literary theory and criticism, but most importantly how theory has changed the way we think about literature, its own means of materiality, and our understanding of culture, history, and language. At the end of the semester, students will be able to articulate key concepts of the theoretical apparatus, and explain how our study of these theories enriches our understanding of literature and the culture that produces it. Students will also be able to demonstrate critical thinking and reading skills about principal themes and ideas in the history of theory and criticism.

This is a writing intensive (W) course and, as such, students must pass the written portion of the course in order to pass.

Prerequisite: 3 credits of literature at the 200-level or above.

Requirements:
- You are expected to attend class regularly. More than two (2) unexcused absences will affect your final grade (10 percentage 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 use or answer the 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 each, typed, double-spaced, 1" margins, standard font - 12 point size) written in stages and under my consultation during the semester. The first paper will be submitted in first draft form for my comments and then returned to you for revision and submission of the final draft. The second paper will require the submission of a formal outline for approval and feedback prior to the
submission of the completed final draft of the paper. 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. The papers could, for example, focus on a specific issue or concept (for example, “imitation”) and the ways that it has been understood by different writers and thinkers. A comparison between two different schools of literary theory could also be an appropriate topic for the paper. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax. Papers that are a result of plagiarism will receive an “F” grade (for a definition of plagiarism see: aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)

- There will also be a midterm (30%) based on the readings and lectures. The midterm examination will be made up 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% reduction in the grade of any late writing assignments except in the case of university excused absences.

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<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
<td>90-100%</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

**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.

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

**Required Books**

Selections from Vincent B. Leitch’s *The Norton Anthology of Theory and Criticism*, have been electronically reserved by the library. All students registered for the course should be able to access it.
**CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
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</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Introduction</td>
</tr>
<tr>
<td>9/1</td>
<td>Plato, <em>Republic</em> (Book II, III, VII, X, pgs 49-80)</td>
</tr>
<tr>
<td>9/6</td>
<td>Plato, <em>Phaedrus</em> (pgs 81-85)</td>
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<tr>
<td>9/8</td>
<td>Aristotle, <em>Poetics</em> (pgs 90-117)</td>
</tr>
<tr>
<td>9/13</td>
<td>Aristotle</td>
</tr>
<tr>
<td>9/15</td>
<td>Horace, <em>Ars Poetica</em> (pgs 124-135)</td>
</tr>
<tr>
<td></td>
<td>[Instructions and practice on selecting and refining a topic and formulating a thesis.]</td>
</tr>
<tr>
<td>9/20</td>
<td>Horace</td>
</tr>
<tr>
<td>9/29</td>
<td>Sidney</td>
</tr>
<tr>
<td></td>
<td>[First draft of First Paper due]</td>
</tr>
<tr>
<td>10/4</td>
<td>Lessing, <em>Laocoön</em> (pgs 554-570)</td>
</tr>
<tr>
<td>10/6</td>
<td>Schiller, <em>On the Aesthetic Education of Man</em> (pgs 573-582)</td>
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<tr>
<td></td>
<td>[First Paper Due]</td>
</tr>
<tr>
<td>10/11</td>
<td>Marx and Engels, selections (pgs 764-787)</td>
</tr>
<tr>
<td>10/13</td>
<td>Marx and Engels</td>
</tr>
<tr>
<td>10/18</td>
<td>Freud, <em>The Interpretation of Dreams</em> (pgs 919-928)</td>
</tr>
<tr>
<td>10/20</td>
<td>Freud, <em>The Uncanny</em> (pgs 929-951)</td>
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<tr>
<td>10/27</td>
<td>MIDTERM EXAMINATION</td>
</tr>
<tr>
<td>11/1</td>
<td>Barthes, <em>From Work to Text</em> (pgs 1470-1475)</td>
</tr>
<tr>
<td>11/3</td>
<td>Barthes, <em>The Death of the Author</em> (pgs 1466-1469)</td>
</tr>
<tr>
<td>11/8</td>
<td>Foucault, <em>What is an Author?</em> (pgs 1622-1636)</td>
</tr>
<tr>
<td>11/10</td>
<td>Foucault</td>
</tr>
<tr>
<td>11/15</td>
<td>Wittig, <em>One is not Born a Woman</em> (pgs 2014-2021)</td>
</tr>
</tbody>
</table>
Instructions on developing an outline for Second Paper


11/22 Said, from Orientalism (pgs 1991-2012), and from Culture and Imperialism (pgs 1888-1904) [Submit Paper Two outline for approval and feedback]

11/24 Thanksgiving Holiday

11/29 Gates Jr., Talking Black: Critical Signs of the Times (pgs 2424-2432)

12/1 Derrida, from Of Grammatology (pgs 1822-1830)

12/6 Derrida LAST DAY OF CLASSES [Second Paper Due]
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Emily Johansen, Department of English
     Cecelia Hawkins, Department of English
     Nancy Warren, Head, Department of English
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: February 17, 2012
SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 350

We recommend that ENGL 350 Twentieth Century Literature, Pre-WWII 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: 75%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:25

Students write two three-page response papers, a final paper proposal, and a final comparative essay. Students receive written feedback on their paper proposal one month before the final paper is due. Students also meet individually with the instructor to receive feedback on their final paper drafts. Several class periods are devoted to direct writing instruction on topics such as formulating a response or research question, writing a proposal, and constructing an annotated bibliography.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   Engl 350 - Twentieth Century Lit: Pre-WWII

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

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

   Instructor / Coordinator: Cecelia Hawkins
   Printed name and signature
   Date: 12-14-11

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

Approvals:

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

   Department Head: Nancy Warren
   Printed name and signature
   (Date)

   Received: DEC 20 2011
   By: amf

   Clea 884
   Recvd: 12-15-11
Dr. Emily Johansen
Office: Blocker 223A
Phone: 979 845 8331
E-mail: ejohansen@tamu.edu
Office Hours: Tuesday 11-12 and by appointment.

Course Description:
This course surveys British literature from (roughly) the first half of the twentieth century—a period typically characterized as Modernism. In particular, we will be examining texts (novels, poetry, plays, essays & film) that consider the alienating effects of early 20th century life in Great Britain (with a couple of detours to Germany, the U.S. and the Caribbean). We will consider the way these texts introduce alienation as a way of addressing a variety of concerns: imperialism, gender, sexuality, race, technology and class. Modernism—frequently because of its focus on alienation—is often accused of being elitist and apolitical; this course will interrogate this question and the complicated realities of alienation. We will be especially concerned with the gradations of alienation that these texts imagine—suggesting the way that alienation is altered and limited by one’s various subject positions.

This course is designated as writing intensive (W); therefore, students cannot pass the course without passing the writing portion.

Course Objectives:
- To understand the major themes & techniques of British Modernist writing from the first half of the twentieth century.
- To particularly consider how British Modernist writing engages with what it means to be a British subject and a global citizen—encouraging students to see the way cultural texts produce social meaning and intervene in public debates & concerns.
- To examine a number of different genres of cultural production (novel, drama, poetry, essay, film).
- To familiarize students with a variety of theoretical approaches (such as postcolonialism, feminism and Marxism) and their use in literary study.
- To develop critical and analytical skills by challenging students to focus on close reading of texts and the research skills necessary for senior-level English courses.
- To emphasize the process of writing by asking students to turn in written work frequently—written work that can be developed further throughout the term—and to strengthen essay writing skills by providing guidance and substantive feedback on writing throughout the term.

Prerequisites:
3 credits of literature at 200-level or above.

**Required Texts:**
Samuel Beckett—*Waiting for Godot*
Joseph Conrad—*The Secret Agent*
Noel Coward—*Private Lives*
Jean Rhys—*Wide Sargasso Sea*
Virginia Woolf—*To the Lighthouse*

*Modern Times* will be available via [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu). Students will be expected to view the film outside of class.

Shorter texts will be made available on Moodle. To join Moodle, go to [http://moodle.english.tamu.edu/](http://moodle.english.tamu.edu/) and click on “Fall 2011 Courses.” Login using your NetID and password. Select Johansen ENGL 350-500 and enter the following enrolment key: modernism. You will also submit your assignments through Turnitin within Moodle.

This class works extensively on textual passages. Students will therefore be required to have access to these texts in class—whether on a laptop or print-out. Failure to do so will affect the student’s participation grade.

**Assignments:**
- Participation: 10%
- Discussion questions: 15%
- Response papers (3 x 10%): 30%
- Essay proposal & annotated bibliography: 10%
- Essay (7-8 pages): 35%

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

**Participation:**
I approach this class as a collaborative experience, meaning that we (including me) all have much to learn from one another. As a result, I take participation seriously. The discussions we have in class greatly contribute to our learning and are central to the class itself. In other words, we will generate ideas as a group. Your classmates’ ideas will help develop your own and vice versa.

Therefore, to earn full marks for participation you are asked to do five things:
1) Attend class regularly. **More than 3 undocumented and unexcused absences will bring your grade down a letter grade (ie. from an A to a B).**

2) Make regular and thoughtful contributions to class discussion,

3) Prepare for each class (i.e. the text is read for the assigned class and is brought with you to class),

4) Contribute to (occasional) group work,

5) Be an active and respectful listener to both lectures and class discussions.

Any critical discussion of ideas inevitably leads to different ways of understanding a topic and, occasionally, disagreement. I do not expect you to agree with your fellow classmates, with me, or even with the texts we read at all moments. However, I do expect us all to treat ideas different from our own with respect and attention.

**Coming to class more than 5 minutes late, using cellphones, MP3 players and laptops for anything other than taking notes disrupts and is disrespectful to both me and your fellow classmates**

**Discussion Questions:**
Each student will be required to prepare (for a date assigned in the first week of classes) **TWO** discussion questions that will act as a kick off to that class’s discussion. These questions must be analytical in nature and require the class to think critically about the text under discussion. Therefore, neither personal response nor yes or no questions are acceptable.

Students will email their questions to me by 4 pm. the day before the assigned class and I will circulate them via email. The student will then lead our discussion of these questions the following day. While you are not required to have a definitive answer to your questions, you must demonstrate that you have given some thought to possible answers or ways of approaching the questions. **Similarly, it is the responsibility of the rest of the class to have read & thought about these questions before class. This is not just a matter of being prepared for the class but of courtesy and respect for your fellow classmates.**

**Response Papers:**
2-3 page response papers will be due in the first scheduled class for the assigned text (**September 14, October 5, and November 4**). These response papers should be a close reading of a key quotation or scene from the text with a clear argument about the passage’s significance. Students can expect to draw from these response papers in class discussion about the text. These response papers must be analytical, not simply personal responses to the novel.

**Essay Proposal & Annotated Bibliography:**
Students will be expected to hand in a 300 word proposal for their final essay one month before the essay is due (**October 31**). The proposal will offer a description of the essay’s argument and an overview of its main points. In addition to the proposal, students will hand in an annotated bibliography of at least 4 sources. For the annotated bibliography, students will
need to offer a 1-2 sentence summary and a 1-2 sentence justification for the usefulness of their sources.

Essay:
Students will write a 7-8 page comparative final essay. Students will turn in a draft of the paper on **November 14**. While this draft will be ungraded, I will meet with each student to discuss revisions for the final version. This final, revised version will be due on the final day of classes (**November 30**). While I will offer some possible topics, students are encouraged to develop their own topics in consultation with me.

I do not accept late assignments without proper documentation. Assignments are to be submitted via Turnitin.com by the beginning of class on the date they are due. Exceptions and extensions will only be made with **proper documentation** in the case of illness, family emergency or other similarly urgent circumstances. It is the student’s responsibility to inform the instructor of such circumstances—when possible, before the due date.

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

**Academic Dishonesty:** “An Aggie does not lie, cheat or steal, or tolerate those who do.”
It is your responsibility to make yourself familiar with what constitutes academic dishonesty and to avoid it at all costs. You must know the Aggie Honor Code; violations of this code will be reported to the Aggie Honor System Office. For further information, you can read the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

You will be required to write and sign the following on all exams & papers: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Reading Schedule:**
NB: Texts are to be read in their entirety by their first assigned class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>August 29</td>
<td>Introductions; What is Modernism?</td>
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<td>August 31</td>
<td>Simmel—“Metropolis and Modern Life” Marx—From <em>The Paris Manuscripts</em></td>
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<td>2</td>
<td>September 5</td>
<td>Conrad—<em>The Secret Agent</em></td>
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<td></td>
<td>September 7</td>
<td>Conrad—<em>The Secret Agent</em></td>
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<tr>
<td>3</td>
<td>September 12</td>
<td>Close reading instruction; how to formulate a response or</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>September 14</td>
<td>Conrad—<em>The Secret Agent</em></td>
<td></td>
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<td>4</td>
<td><strong>September 19</strong> Joyce—“The Dead” <strong>Response Paper #1 Due</strong></td>
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<td>September 21</td>
<td>WWI Poets: Sassoon—“Glory of Women”</td>
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<td></td>
<td>Brooke—“The Soldier”</td>
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<td></td>
<td>Owen—“Anthem for Doomed Youth”</td>
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<td>Pope—“The Call”</td>
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<td>Brittain—“The German Ward”</td>
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<td>Bedford—“Munition Wages”</td>
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<td>5</td>
<td>September 26 West—“Indissoluble Matrimony”</td>
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<td>September 28 Mansfield—“Bliss”</td>
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<td>6</td>
<td>October 3 Eliot—<em>The Wasteland</em></td>
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<td>October 5 Eliot—<em>The Wasteland</em></td>
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<td>7</td>
<td><strong>October 10</strong> Woolf — <em>To The Lighthouse</em>* <strong>Response Paper #2 Due</strong></td>
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<tr>
<td>October 12</td>
<td>Woolf — <em>To The Lighthouse</em></td>
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<tr>
<td>8</td>
<td>October 17 Woolf — <em>To The Lighthouse</em></td>
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<td></td>
<td>October 19 How to find &amp; evaluate secondary sources; Writing a proposal &amp; annotation.</td>
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<tr>
<td>9</td>
<td>October 24 Coward — <em>Private Lives</em></td>
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<tr>
<td></td>
<td>October 26 Coward — <em>Private Lives</em></td>
<td></td>
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<tr>
<td>10</td>
<td><strong>October 31</strong> Benjamin — “Work of Art in the Age of Mechanical Reproduction” <strong>Proposal &amp; Annotated Bibliography due</strong></td>
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<td></td>
<td>November 2 <em>Modern Times</em> (<a href="http://mediamatrix.tamu.edu">http://mediamatrix.tamu.edu</a>)</td>
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<tr>
<td>11</td>
<td><strong>November 7</strong> Bowen — “The Demon Lover” <strong>Response Paper #3 Due</strong></td>
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<td></td>
<td>November 9 Beckett — <em>Waiting for Godot</em></td>
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<tr>
<td>12</td>
<td><strong>November 14</strong> Beckett — <em>Waiting for Godot</em>* <strong>Draft of Paper due</strong></td>
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<td></td>
<td>November 16 Rhys — <em>Wide Sargasso Sea</em></td>
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<tr>
<td>13</td>
<td>November 21 Rhys — <em>Wide Sargasso Sea</em></td>
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<td></td>
<td>November 23 <em>Research Paper Conferences—No class</em></td>
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<tr>
<td>14</td>
<td>November 28 Rhys — <em>Wide Sargasso Sea</em></td>
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<td></td>
<td><strong>November 30</strong> Rhys — <em>Wide Sargasso Sea</em>; <strong>Essay Due</strong></td>
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<td>December 5 Redefined day – no class</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Terry Hoagwood and Cecelia Hawkins, Department of English
Nancy Warren, Head, Department of English
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: February 16, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 481

We recommend that ENGL 481 Jekyll and Hyde: Literature and Film 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: 75%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:20

The writing assignments in this course include two formal reports and two research papers. Both the research papers are submitted as drafts for instructor comment and then returned for revision. Instruction includes in-class practice and lecture on thesis statements, appropriate research, organization and writing quality at the level of paragraph and the whole-paper, evidence and logic to demonstrate critical thinking, and style, with an emphasis on clarity, sophistication, and MLA conventions.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGL 481 - Senior Seminar (Jekyll & Hyde)

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

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

   Instructor / Coordinator: Cecelia Hawkins
   Printed name and signature 1-11-12

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center) 1/19/12
   (Date)

   Approvals:

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

   Department Head: Nancy B. Warren
   Printed name and signature 1/11/12
   (Date)
Proposed Syllabus for ENGL 481:
Jekyll and Hyde: Literature and Film.
Summer 2012.

Course Description: English 481. Senior Seminar. (3-0). Credit 3. Seminar on a significant figure, movement, or issue in literature, linguistics, or rhetoric with special attention to the methods and materials of scholarship. Prerequisite: 12 credits in English, including 3 at 300-level (Texas A&M University Undergraduate Catalog).

Writing-Intensive Course: See <http://writingcenter.tamu.edu/content/view/86/119/>.

Topic of This Section of ENGL 481: “Jekyll and Hyde: Literature and Film.” In this seminar, we will study the novel, The Strange Case of Dr. Jekyll and Mr. Hyde, by Robert Louis Stevenson; three film adaptations of that work; and philosophical works whose concepts are relevant for interpretation of the novel and the films. Research and writing will include other fiction, background materials, and scholarly sources.

Learning Outcomes:

Students will write formal and finished papers displaying specific observations of the technical and formal elements of our novels and films.

In formal annotated bibliographies, students will displaying their accomplishment of library-research tasks including synthesis of multiple sources on our novels and films.

In quizzes, students will display their knowledge, recall, and comprehension of formal and thematic elements in our novels and films. These elements include historical developments, and the relationships of art (particularly literature and film) with the history of culture.

Students will write research papers of original argumentation articulating cogent interpretations with evidence including scholarly studies, observation of artistic features, knowledge of period-specific elements in the novels and films, and significant artistic and intellectual differences among the works we study in literature and in film. Each student’s research papers should interpret these works in terms of larger developments and issues in cultural history.

Textbooks:
ISBN 0393974650.

**Films:**
All of our films are available for your individual viewing in the Evans Library’s Department of Educational Media Services (fourth floor of the Evans Library Annex). These copies are available for viewing in the library only. You may, if you like, purchase your own copy of any or all of these films from your preferred vendor.

- *Dr. Jekyll and Mr. Hyde*. Dir. Rouben Mamoulian. 1932.
- *Dr. Jekyll and Mr. Hyde*. Dir. Victor Fleming. 1941.

**Requirements:**
- Attendance.
- Daily readings.
- Two formal, written reports (500 words each) on technical and formal elements in our novels and films.
- Writing instruction and workshops: three class meetings will be devoted to instruction, practice, and discussion of models and students’ writing samples, in preparation for our specific assignments.
- Quizzes on formal and thematic elements in our novels and films.
- Draft: Research Paper #1. 1,000 words.
- Research Paper #1: 1,000 words.
- Research Paper #2. 1,000 words.
- Other short writing assignments in class and out.

**How Writing Assignments Will Be Evaluated:** Each of the following criteria will be the subject of in-class instruction and practice in preparation for Research Paper #1 and Research Paper #2.

20% Quality and clarity of thesis, and relation of all parts of the paper to the thesis.
20% Extent and aptness of research.
20% Quality of organization at the level of the paragraph and of the paper as a whole.
20% Critical thinking: evidence, logic, and qualifications.
20% Style, including clarity and sophistication of syntax, diction, essential knowledge and skills in language arts, and use of MLA style for all matters of presentation.

**Grades:**
- Quizzes and short writing assignments: 25%
- Paper 1 35%
- Paper 2 40%
Services for Students with Disabilities: See <http://disability.tamu.edu/>.

Attendance: Required. Late work will not be accepted, and missed work may not be made up, except under conditions of an officially excused absence, as per Texas A&M University Student Rules. Documentation is required for instances of illness or injury. See <http://student-rules.tamu.edu/rule7.htm>. For relevant forms for obtaining an excused absence, see <http://attendance.tamu.edu>.

Requirement of Academic Honesty: The principles of academic writing require that one must provide complete bibliographical documentation for every reference to a fact or idea derived from someone else’s work, and that one must provide complete bibliographical documentation for every use of language, even phrases and sentences, from someone else’s work. You are encouraged to use sources in your writing for this course, and in every case you are required to document the source that you are using, whether you are quoting the source or stating a fact or stating another’s idea in your own words. Accordingly, neither Paper #1 nor Paper #2 will be accepted for credit unless it is accompanied by a statement, on a separate page stapled to your paper and signed by you, and dated, indicating that you have complied fully with this requirement of academic honesty.

In addition, according to Texas A&M Student Rules, “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Standards for the Quality of Writing in This Senior Seminar in English: In this course, the minimal standards for acceptable academic writing are the Texas Essential Knowledge and Skills for English Language Arts and Reading for grades 7 through 12 http://www.tea.state.tx.us/rules/tac/chapter110/ch110b.html#110.24 and the the standards for the Freshman Writing Requirement (English 104).

These standards include correct grammar, punctuation, paragraph development, formation of a thesis for argument, integration of research, and formal documentation of sources. Facility with all such matters of formal writing is considered a prerequisite for this course.

Recommended: If you no longer have your Freshman English handbook of grammar and usage and documentation: you may special-order this book or acquire it from your preferred online bookseller. This book’s principles, guidelines, and instructions for documentation and writing, including punctuation and grammar, are standard, and observance of these standards for writing is required in this course.

The University Writing Center <http://uwc.tamu.edu> offers students tutorial help with their writing. I encourage you to make use of this resource for the improvement of your writing.

Additional Recommended Resource on Writing: The University Writing Center maintains a Web page that includes useful information including information about citing and documenting sources: <http://www.writingcenter.tamu.edu/>.

Library Reserve List:

Deborah Cartmell and Imelda Whelehan, Adaptations: From Text to Screen, Screen to Text    PN1997.85 .A32 1999
Seymour Chatman, Coming To Terms: The Rhetoric of Narrative in Fiction and Film    PN212 .C47 1990
Louis Giannetti, Understanding Movies. PN1994 G47 1999
Robert Giddings, Keith Selby, and Chris Wensley, Screening the Novel    PN1995.3 .G53 1990

Library Resources:
Dictionary of Literary Biography (also available online via the Library’s Web site). Several different volumes of this work include articles about Robert Louis Stevenson and his works.
MLA International Bibliography (available in the Library’s Reference Department, and also available online via the Library’s Web site). Use this resource to find lists of articles about authors and works; then, locate the articles in the library..
Film Literature Index (available in the Library’s Reference Department, and also available
online). Use this resource to identify articles on films and filmmakers; then, locate the articles in the library.

Film Index International. Use this resource, available online at the library, for bibliographies and filmographies.

Academic Search Premier (available online via the Library’s Web site).


See also the lists of resources listed under “Film Studies,” “English,” and “Philosophy” among the Study Guides on the Library’s Web site.

See also the bibliographies in our textbooks on Stevenson and Nietzsche. You should locate in the library and then read some of the works listed in these bibliographies.

Schedule

Week One: Introduction to the course, topics, and materials.
Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde, 7-62.
Workshop on academic writing. Discussion of models and student examples.
Due: Report on formal elements in the novel: 500 words.

Week Two: Due: Annotated Bibliography for Research Paper #1.
Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde, 77-180: Composition and Reception.
Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde, 124-180: Cultural contexts.
Due: Draft of Paper #1.
Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde, 181-213: Criticism.

Due: Paper #1. Dr. Jekyll and Mr. Hyde, dir. Rouben Mamoulian, 1932. Film art: cinematography, mise en scene, art and design.
Workshop on academic writing. Discussion of models and student examples.
Due: Formal Report on formal elements in the film: 500 words.

Week Four: Due: Annotated Bibliography for Paper #2.
Workshop on academic writing. Discussion of models and student examples. Theory and research in film adaptation.
Dr. Jekyll and Mr. Hyde, dir. Victor Fleming, 1941.
Due: Draft of Paper #2.

Week Five: Valerie Martin, Mary Reilly.
Mary Reilly, dir. Frears, 1996.

Due: Paper #2.

Symposium: presentation of a one-page summary of your paper, with PowerPoint illustrations and class discussion.

Course conclusion.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Joseph Sturino and Poppy Capehart, Department of Nutrition and Food Science  
           Jimmy Keeton, Head, Department of Nutrition and Food Science  
           Kim Dooley, AOC Dean, College of Agriculture and Life Sciences  
DATE: February 15, 2012  
SUBJECT: REPORT ON PROPOSED W COURSE: NUTR 289  
We recommend that NUTR 289 Current Prospectives in Nutrition 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: 80%  
  2. Course content appropriate to the major  
  3. Total number of words: 2250  
  4. Instructor to student ratio for one section: 1:25  
NUTR 289 is designed to introduce majors to writing in nutrition and food science and to give them a foundation in science writing early in the program. Students learn to read and summarize research papers (thus, they write four short summaries of research papers) and to analyze study results critically (thus writing one longer summary comparing two papers). Since they are writing five assignments in the same genre, instructor feedback on the first papers will provide a guide for the later papers, which will be evaluated more stringently. Students engage in peer review for the first four papers. Instruction includes a class in which the results of their efforts as writers are discussed, and a discussion of model papers. Lecture is used to discuss scientific writing styles, and the discussion of the articles read helps students with their writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns NUTR 289 – Current Perspectives in Nutrition

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: Joseph Sturino
Printed name and signature
1/24/12
(Date)

Received: Valerie Balester 2/8/12
(W Course Coordinator, University Writing Center)
(Date)

Approvals:
College Dean: Kim Dooley
Printed name and signature
1/27/2012
(Date)

Department Head: Jimmy T. Keeton
Printed name and signature
1/26/2012
(Date)
NUTR 289 – Introduction to Nutritional Sciences Research
Day: TBA
Location: TBA

Instructor: Dr. Joseph Sturino
Office: 214C Cater-Mattil Hall
Office Phone: (979) 862-7767
E-mail: joseph.sturino@tamu.edu
Office Hours: By appointment

Prerequisite: Co-enrollment in NUTR 203, Chemistry 101 or equivalent

Course description: Students will be engaged in the review and discussion of current research literature in nutrition. As part of the process, students will acquire an understanding of the scientific method, current concepts in nutrition research and the tools being used to address research questions.

Learning Objectives:
1. Foster curiosity and critical thinking about nutritional science.
2. Students will be able to explore research that contributes to our understanding of the role of nutrients in health and disease.
3. Students will be able to assess the quality of research publications.
4. Students will learn to communicate their interpretation of scientific publications through short written assignments.

Text: No required text. However, either “The Elements of Style” by Strunk and White or “Little Brown Handbook” by Fowler are useful writing resources.

Evaluation: Student participation/discussion 20 points
Short Summaries 1-4 10 points each
Summary 5 40 points
TOTAL 100 points

Final grade: Based on following scale:
A 90 – 100
B 80 – 89
C 70 – 79
D 60 – 69
F < 60

Class policies: Due dates are firm - No late assignments will be accepted
**Cell phones:** Cell phones and PDA’s must be turned off or to vibrate. If it is an emergency and you must take a call, please leave the classroom.

**Attendance:** Attendance is mandatory. University rules apply governing what constitutes an excused absence. The following link lists what Texas A&M considers excusable absences: [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm). Absences caused by illness or injury will need to be accompanied by a physician's note. Please be aware that the validity of notes will be confirmed through the physician’s office.

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

Students **must upload ALL written assignments onto the “Turnitin” website** to identify places where plagiarism might exist. After submission, you must go through the report generated and **revise your assignment to address these problems BEFORE submitting it to me.** Paper evaluation will include a determination as to whether you revised the document appropriately. **If this is not done, 2 points will be deducted from your final grade for each occurrence.**

**Academic Integrity:** As stated in Texas A&M’s Student Rules (www.tamu.edu/aggiehonor):

*Student Rule 2.15:* Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.

*Student Rule 20.1:* Commission of the following acts shall constitute scholastic dishonesty.

*Student Rule 20.1.3:* Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

*Student Rule 20.1.4:* Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

To ensure your understanding of academic integrity, plagiarism, and the importance of citation, you are required to complete two online tutorials through the TAMU Libraries web page for this course. To complete each tutorial and its accompanying proficiencies:

- Go to TAMU Libraries [http://library.tamu.edu](http://library.tamu.edu).
- You must login to be able to email me the results of the proficiencies. Once you have logged in, choose Tutorials under Class Resources and select the “Academic Integrity” button from the top listing.
- Complete the *Citing Your Sources* and the *Academic Integrity & Plagiarism* tutorials. Once you have completed the tutorial, choose the “Email results” button and email me the results by the specified date (see class schedule for due dates).
- **Failure to complete them (with a grade of at least 85%) and send the results of the proficiencies to me will result in a deduction of 5 points from your final grade.**

Plagiarism on any assignment will not be tolerated, and it will be recommended that you receive an “F” in this course if evidence of plagiarism is found.
Cheating: *Aggies do not lie, cheat, or steal, nor do they tolerate those who do.* Visit [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for more information.

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).
NUTR 289 – Tentative Class Schedule

1/20  
Introduction  
**Homework – Review description of written assignments**

1/27  
*What is the Scientific Method?*  
Discussion of expectations for writing assignments

2/3  
*Research Papers – What is All This Stuff?*  
Identify aspects of papers that contribute to their written quality.  
Need for citations and reference lists  
**Homework – read article on Carbohydrates**

2/10  
*Discussion of Publication – Carbohydrates*  
**Homework: Choose one of the example papers and write Short Summary 1**

2/17  
*Discussion of Peer-review*  
**Homework – Evaluate examples and then perform peer-review of another student’s paper**

2/24  
*Why Use Models of Health/Disease?*  
**Homework – read article on Lipids**

3/2  
*Discussion of Publication – Lipids – Is this a Good Paper?*  
**Homework: Choose one of the example papers and write Short Summary 2**

3/9  
*Discuss Results of Assignments – How to Improve*  
**Homework – read article on Protein**  
Perform peer-review of another student’s paper

3/16  
Spring Break

3/23  
*Discussion of Publication - Protein*  
**Homework: Choose one of the example papers and write Short Summary 3**

3/30  
*What Evidence Does it Take to Develop Public Policy?*  
**Homework – read article on Nutrition Policy**  
Perform peer-review of another student’s paper

4/6  
*Discussion of Publication – Nutrition Policy*  
**Homework: Choose one of the example papers and write Short Summary 4**

4/13  
*Discussion of Hot New Approaches to Nutrition Research*  
**Homework – read article on “Hot topic”**  
Perform peer-review of another student’s paper
4/20  Discussion of Publication – Hot Topic
Homework: Critique the two contradictory example papers and write Summary 5

4/27  Opportunities for Nutrition Research as Undergraduates

Final date  Discussion of Class Outcomes and New Ways of Learning

ATTENDANCE

- Students are expected to attend each class session and to be in class on time.
  - The Texas A&M policy on excused absences will be followed. See Texas A&M web page at http://student-rules.tamu.edu/ under Part I: Academic Rules for a list of University excused absences.

PARTICIPATION (10 points)

- Discussion questions: Students are expected to complete homework assignments and be ready to actively participate in class discussions each week.

PEER REVIEW (10 points)

Students will participate in calibrated peer-review of other student’s assignments to gain insight into those qualities that contribute to effective writing. Assignments will have identifications removed and distributed to the class for review, along with a detailed explanation of the grading rules.

WRITING ASSIGNMENTS (80 Points)

Good writing skills are necessary for the accurate dissemination of information. Therefore, points will be deducted for spelling, punctuation, and grammar errors on all writing assignments. All documents should be double-spaced, with 1-inch margins and be in a 12-point font.

Each assignment will be evaluated to assess whether the student’s ability to convey their ideas in an effective manner and their ability to think critically is developing over the semester. Therefore, you will receive feedback on each of them that should be used in preparing the next document. The first four short summaries are worth 10 points each and the final summary is worth 40 points. If you need assistance with the writing assignments contact the University Writing Center located in 214 Evans (458-1455 or http://writingcenter.tamu.edu). They are able to help with organizing your thoughts, writing style, and proper reference utilization.

Plagiarism is unacceptable and will result in a zero on the assignment.
SHORT SUMMARIES 1-4 (10 points each)

Students must critique one of the example papers and derive a conclusion about which results are most compelling and describe their justification for that opinion.

- The summaries should be between 1 and 2 pages in length (double-spaced, 1 inch margins, 12 point font).
- The summary should include a description of the: 1) goal of the experiment, 2) type of experiment, 3) major findings, and 4) conclusion. The conclusion should represent the student’s own opinion of what the data mean.
- **Submit the paper to the Turnitin site – retrieve the report and modify the document before submitting the revised copy (to correct errors noted in the Turnitin report) to me by email. I will be grading the paper found on the Turnitin site so make sure the final version is found there.**
- **Critical thinking will be assessed by the demonstration of:**
  - The critique of study attributes, the data presented and author’s conclusions.
  - The student’s ability to derived their own conclusions based on the information discussed in the paper. (The conclusion cannot be simply that more research must be performed to derive a conclusion.)

SHORT SUMMARY 5 (40 points)

Students must critique the two contradictory papers and derive a conclusion about which results are most compelling and describe their justification for that opinion.

- This summary should be between 3 and 4 pages in length (double-spaced, 1 inch margins, 12 point font).
- The summary should include a description of the: 1) goals of each experiment, 2) types of experiments, 3) major findings, 4) discussion of compelling points, and 5) conclusions. The conclusions should represent the student’s own opinion of what the data mean.
- **Submit the paper to the Turnitin site – retrieve the report and modify the document before submitting the revised copy (to correct errors noted in the Turnitin report) to me by email. I will be grading the paper found on the Turnitin site so make sure the final version is found there.**
- **Critical thinking will be assessed by the demonstration of:**
  - The critique of the attributes of both studies, data presented and author’s conclusions.
  - Discussion of why one paper was more compelling than the other.
  - The student’s ability to derived their own conclusions based on the information discussed in the papers. (The conclusion cannot be simply that more research must be performed to derive a conclusion.)
Grading Rubric: Summaries 1-4

Paper formatting (length, margins, font, spacing) (10% of total points)   

Paper components
- Description study design (10% of total points)   
- Summation of study results (10% of total points)   
- Conclusion (10% of total points)   

Demonstrated critical thinking
- Critique of study (attributes, data, results) (20% of total points)   
- Conclusion (20% of total points)   

Coherent presentation of information (10% of total points)   
Grammar (10% of total points)   
Total   

/10
Grading Rubric – Summary 5

Paper formatting (length, margins, font, spacing) (5% of total points) ______

Paper components

   Description study designs (10% of total points) ______
   Summation of study results (10% of total points) ______
   Conclusions (10% of total points) ______

Demonstrated critical thinking

   Critique of study (attributes, data, results) (20% of total points) ______
   Conclusion (15% of total points) ______
   Argument for more compelling study (20% of points) ______

Coherent presentation of information (5% points) ______

Grammar (5% of total points) ______

Total ______/ 40
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Wayne Smith, Department of Soil and Crop Sciences
    David Baltensperger, Head, Department of Soil and Crop Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: February 17, 2012
SUBJECT: REPORT ON PROPOSED W COURSE: SCSC 311

We recommend that SCSC 311 Principles of Crop Production 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: 33%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:15

Students in SCSC 311 complete twelve writing assignments during the semester. Students choose to write summaries of a scientific or a popular press article or of plant variety release documents; interpretative accounts of visual data; or other appropriate interpretative summaries. The first assignment is collaborative to allow students to learn more about writing an interpretive summary from each other. Every assignment receives formative feedback, either from peer review or instructor comments. For instruction, the first week includes a review of writing skills; in addition, students review and discuss style guidelines from the Agronomy Society of America web site, which also includes samples of interpretive summaries.
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):

   ___SCSC 311 W  Principles of Crop Production

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

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

Instructor / Coordinator: Wayne Smith  Wayne Smith 1-23-12
    Printed name and signature    (Date)

Received: Valerie Balester 1/26/12
    (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Kim Dooley  Kim Dooley 1-25-12
    Printed name and signature
    (Date)

Department Head: Wayne Smith 1-23-12
    Printed name and signature
    (Date)
SCSC 311W: Principles of Crop Production

Dr. Wayne Smith
Professor, Cotton Breeding
Associate Department Head
217 Heep
phone 845-3450
email: cwsmith@tamu.edu

Office Hours: 8 - 5
Appointments encouraged

Texts: Crop Production: Evolution, History, and Technology by C. Wayne Smith
Available at the University Bookstore and on reserve at the West Campus Library

Additional books used in AGRO 311
Viking in the Wheat Field by Susan Dorkin

Catalog Title and Course Description: Principles of Crop Production (3-0). Credit 3. I. Review of plant physiology and crop adaptation to mesoclimates; crop management factors of planting, pest control, plant nutrition, irrigation GIS, harvesting techniques; special units on organic farming, conservation agriculture, farming in low-rainfall climates, and bioenergy crops; influence of markets, government policies, and global economy on cropping strategies.

Course Objectives and Learning Outcomes: My goal in SCSC 311W is to provide the student of agriculture with an understanding of the major row/drill crops grown in the United States (barley, corn, cotton, grain sorghum, peanuts, rice, soybean, and wheat). Students will develop a concept of:

1. the evolution of each of the eight major agronomic crops;
2. the domestication process of plant discovery by man to crop production;
3. movement from origin as man established farming;
4. evolution or development of U.S. agronomic industry and production.

Students will develop an understanding crop production concepts such as:

1. production practices that are not unique to but demonstrated by specific crops;
   a. nutrition
   b. irrigation
   c. planting patterns
   d. plant population
   e. harvest issues

2. crop development stages, crop maturity, and other physiological/environmental parameters;
SCSC 311W Syllabus

a. growth stages
b. crop maturity for harvest
c. photoperiodism
d. variety development and choice

3. crop quality parameters and practices impacting;
   a. impact of field deteriation
   b. quality grades versus nutritional or product quality

4. crop utilization and products after the farmgate.

As a Writing Intensive (W) course, one hour of the three hours of credit will be devoted to personal learning about these major crops that produce food, feed, and fiber for the world’s ever expanding population. Students will develop writing and communication skills that are pertinent to the discipline of agronomy. We will accomplish this through weekly development of interpretative summaries of scientific articles, popular press articles, government reports, specific and pertinent figures or tabular data, and one book review.

Exams and Assignments: Two major lecture exams and a comprehensive final. Test dates will be announced in class at least one week prior to the exams. Question types will be short answer and short essay. Answers should be in complete sentences when appropriate. Quizzes/exercise may be given at any time during the semester.

Assignments may be modified during the semester to more adequately reflect the learning needs of any particular set of students.

Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>40%</td>
</tr>
<tr>
<td>Written exercises</td>
<td>30%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Class participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Scale:

A: 90 - 100
B: 80 - 89
C: 70 - 79
D: 60 - 69
F: <

Grades will not be curved

GENERALIZED LECTURE SCHEDULE
SCSC 311W Syllabus

The course will cover crop production across the eight major row crops grown in the United States. Time limits usually prohibit a complete review of all eight but they will be covered in the following order.

Cotton: Origin; evolution of cultigens; cultivar development
Cotton: Impact of industrial revolution; production statistics; basics of spinning and weaving.
Cotton: Fiber development, growth, and quality parameters.
Cotton: Production practices and hazards.
Rice: Origin; types; movement to the U.S.
Rice: Impact as a world crop.
Rice: Production practices; processing; uses.

EXAM I
Peanut: Origin; introduction into U.S.; types.
Peanut: Morphology; production practices.
Peanut: Products and utilization.
Corn: Origin; introduction outside the Western Hemisphere; cultivar development, races; modern hybrids.
Corn: Historical events; development of U.S. industry; production statistics.
Corn: Production practices.
Corn: Uses.
Wheat: Domestication; species and types.
Wheat: Movement to the U.S. and development of U.S. industry; production statistics.
Wheat: Production practices; milling; uses.

EXAM II
Soybean: Origin; introduction into U.S.; cultivar development; maturity groups; photoperiod requirements.
Soybean: Products and processing; production practices.
Sorghum: Characteristics, History, Origin.
Sorghum: Evolution, Breeding and Production Practices.
Sorghum: Utilization and Quality Parameters.
SCSC 31:W Syllabus

Barley: Introduction to the U.S.; types.
Barley: Production and production practices.
Barley: Utilization/processing.

GENERALIZED WRITING INTENSIVE SCHEDULE

Week 1: Review of writing skills pertinent to agronomy with examples from popular press and scientific literature. Instructions on writing interpretative summaries.

Weeks 2-12: Weekly assignments of interpretative summaries of scientific articles, popular press articles, government reports, and specific and pertinent figures or tabular data.

Week 13: Discussion of Viking in the Wheat Field.

General assessment of writing skills: interpretative summaries will be submitted on Monday following discussion of the material on Friday. The summaries will be reviewed by the Professor and returned to student for consideration on Wednesday of that week with revisions due on Friday of that week.

Americans with Disabilities Act (ADA) Policy Statement

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

Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. www.tamu.edu/aggiehonor

Plagiarism

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (www.tamu.edu/aggiehonor <http://www.tamu.edu/aggiehonor>). 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. The Aggie Honor System
SCSC 311W Sylabus

Office processes for adjudication and appeals can be found at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
TO: Faculty Senate Executive Committee

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

CC: Jianbang Gan, Department of Ecosystem Science and Management
Steven Whisenant, Head, Department of Ecosystem Science and Management
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: February 17, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: ESSM 405

We recommend that ESSM 405 Forest Resource Assessment and Management 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: 9000
4. Instructor to student ratio for one section: 1:25

Students in ESSM 405 complete a forest management project. A graduate assistant helps with both grading writing and in writing instruction. Students work in teams of five. Each student in the team will be responsible for individually writing a minimum of 2500 words. A team leader, elected by the team and under the supervision of the instructor and graduate teaching assistant, is responsible for leading the team and coordinating the integration of individual sections into one document. The responsibilities of each team member is specified in the team’s work plan. Students and team leaders write a bi-weekly evaluation to ensure that all members are contributing. For feedback, students turn in an outline early in the semester for a grade and for instructor guidance and comments. The complete document of the forest management plan takes several stages to complete. The instructor (with help from the assistant) guides students throughout the entire process step by step. Students are also required to present their work in the class, providing opportunities for peer assessments. At the last stage, students are required to submit their management plan one week before the final week, which is thoroughly reviewed by the instructor and the assistant. Reading materials and writing samples of comprehensive forest management plans are provided to the students. Additionally, general principles and techniques for effective writing in this discipline is explained in the class. Writing samples of the students are used to illustrate effective and ineffective writing and how to improve text that is unclear. Weekly class discussions promote participatory learning in writing and writing evaluation.
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):

   ESSM 405 Forest Resource Assessment & Management

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

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

Instructor / Coordinator: Jianbang Gan  
Printed name and signature  
01/18/2012  
(Date)

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

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

Department Head:  
Printed name and signature  
1/20/2012  
(Date)
Forest Resource Assessment and Management

Course title and number  FRSC 405(revised)
Term (e.g., Fall 200X) Spring 2013
Meeting times and location TBD (suggested: Lectures 9:10-10 a.m. W, Lab 1-5 p.m. F, 124 HFSB)

Course Description and Prerequisites

Ecosystem analysis and planning (capstone course comprised of student-led case studies) to include forests, rangelands, wetlands, and other ecosystems. Integration of biophysical, economic and social factors in ecosystem analysis, management planning and decision making; applications of interdisciplinary knowledge and multiple-use principles to practical ecosystem management problems.

Prerequisites: Senior classification or approval of instructor

Learning Outcomes or Course Objectives

1. Describe how geology, climate, and soils interact with the biota to influence energy flow, hydrology, biogeochemistry, and other key ecosystem functions.
   a. Determine the biophysical attributes of an ecosystem and its management implications

2. Design management strategies for restoring and sustaining ecosystem goods and services and adaptive management concepts.
   a. Analyze specific ecosystems and design practices that will enhance production of desired ecosystem goods or services

3. Interpret socio-economic and business environments relevant to ecosystem management.
   a. Apply economic principles to planning processes

4. Illustrate critical thinking and demonstrate problem solving skills.
   a. Predict outcomes and forecast change in coupled social ecological systems

5. Demonstrate an ability to acquire, interpret, and present conclusions orally and in writing.
   a. Identify and properly reference relevant scientific information
   b. Collect data from field, electronic, and lab sources
   c. Analyze and interpret scientific data

6. Demonstrate the ability to work collaboratively in teams and exercise leadership skills on projects.
   a. Participate in group projects and make meaningful inputs
   b. Lead an aspect of a team project
Instructor Information

Name: Jianbang Gan  
Telephone number: 2-4392  
Email address: j-gan@tamu.edu  
Office hours: TBD  
Office location: 311 HFSB

Textbook and/or Resource Material


Grading Policies

Weights

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical merit</td>
<td>15%</td>
</tr>
<tr>
<td>Quality of writing</td>
<td>10%</td>
</tr>
<tr>
<td>Biweekly student self evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Biweekly team leader evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Presentations and interactions with clients/landowners</td>
<td>10%</td>
</tr>
<tr>
<td>Management plan</td>
<td></td>
</tr>
<tr>
<td>Technical merit</td>
<td>30%</td>
</tr>
<tr>
<td>Quality of writing</td>
<td>25%</td>
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</table>

Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

Late submissions of assignments

All assignments should be turned in at the time specified by the instructor. Late submissions will be discounted at a 25% daily rate. Attendance at all class sessions including labs and field trips is required unless valid written excuses are provided.

Writing requirements

This is a W course. Writing is an important and integrative part of this course. Students must pass the writing assignments in order to pass this class. There are two writing assignments: an outline and a complete document of a forest management plan. Though these are team assignments, each student will have equal participation as well as work collaboratively with his/her team members. A rubric will be provided to show the specific requirements and evaluation criteria for the writing assignments.
## Attendance Policy

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

## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction Lab: Introduction of team projects and team building</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Essential elements of a forest management plan Lab: Field trip to project sites and identifying management objectives</td>
<td>Selected management plans of private and national forests</td>
</tr>
<tr>
<td>3</td>
<td>The process for developing a forest management plan Lab: Developing a work plan for the team project</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>4</td>
<td>Forest resource assessment—approaches and applications Lab: Field data collection</td>
<td>Selected reports of regional and national forest resource assessments</td>
</tr>
<tr>
<td>5</td>
<td>Forest resource assessment—approaches and applications Lab: Field data collection</td>
<td>Selected reports of global forest resource assessments</td>
</tr>
<tr>
<td>6</td>
<td>Developing stand management prescriptions Lab: Designing management alternatives</td>
<td>Chapter 5 and selected readings on forest stand management prescriptions</td>
</tr>
<tr>
<td>7</td>
<td>Ecological criteria and evaluation in forest management Lab: Evaluating management alternatives—ecological considerations</td>
<td>Chapters 2, 4 and 5</td>
</tr>
<tr>
<td>8</td>
<td>Economic criteria and evaluation in forest management Lab: Evaluating management alternatives—economic considerations</td>
<td>Chapters 2, 4 and 5</td>
</tr>
<tr>
<td>9</td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Social criteria and evaluation in forest management Lab: Evaluating management alternatives—social considerations</td>
<td>Chapters 2, 4 and 5</td>
</tr>
</tbody>
</table>
11
Multiple-objective forest management planning
Lab: Selecting alternatives for the management plan
Selected sections from chapters 7, 8, 9, 11 & 12

12
Global change and forest management
Lab: Documenting the management plan
Chapter 15 and selected readings on impacts of global change on forests

13
Global change and forest management
Lab: Documenting the management plan
Chapter 15 and selected readings on forest management responses to global change

14
Student presentations of forest management plans
Lab: Revising and finalizing management plans

15
**Final management plan due**

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**Other Pertinent Course Information**

*Team project and evaluation*

Students in this course will be trained as professionals helping their clients (landowners or decision-makers) to conduct forest resource assessments and develop a forest management plan. They are requested to use their knowledge learnt from this and other related courses and appropriate analytical tools to fulfill the course requirements.

One major assignment is the team project, developing a management plan for an assigned forest. Students will work on this project as teams. An elected leader of each team will coordinate the team’s efforts and evaluate the members’ performance. The team leader position can be rotated if needed during the semester to ensure that each team member has an equal opportunity to serve. Each team will be assigned a specific project site (forest) with several tasks. To ensure the successful completion of the team’s tasks, each team is asked to develop a work plan (contract for each team member). The contract should clearly state each student’s responsibilities (what to do and when to complete) and will serve as a basis for evaluation.

Students should be responsible for all assignments including reports, presentations, and the entire process of forest management plan development and are held accountable for the professional and timely completion of all tasks. Each team is required to submit a professional, comprehensive, and well-documented management plan for the assigned forest at the end of the semester. Clients/Landowners should be involved in all phases of management plan development as much as possible. Each team should make arrangements with its client in a professional manner for identification of management objectives, collection of field data, review of the management plan, and other necessary consultations. The instructor will serve as facilitator to guide students in developing their forest management plan.

Students’ performance in this course will be jointly evaluated by the instructor, team
leader(s), and students themselves. Each student is required to turn in a self-evaluation every two weeks to report her/his accomplishments and contributions to the team project. Team leader(s) will also provide performance evaluation of all members in the team at the end of the semester. The self-evaluations and team leader reports plus the instructor’s observations will serve as the basis for assessing a student’s participation (efforts made) and contributions to the team project. The presentation will be judged based on contents, delivery, and responses to questions. The management plan will be evaluated based on both its technical merits and the quality of the writing.

All assignments should be turned in at the time specified by the instructor. Late submissions will be discounted at a 25% daily rate. Attendance at all class sessions including labs and field trips is required unless reasonable written excuses are provided.

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee

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

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

DATE: February 15, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 436

We recommend that ECON 436 Environmental Economics 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: 2250
4. Instructor to student ratio for one section: 1:28

In ECON 436 students write a research proposal and a final research paper. Students receive written comments from their instructor on the one-page proposals and on the rough draft of the research paper. Writing instruction is provided by in-class draft workshops and assigned readings that discuss the use of writing within the field of economics. Writing samples can then be considered in the context of the readings.

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

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

ECON 436 Environmental Economics

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: Timothy J. Gronberg
Printed name and signature 11/29/11

Received: Valerie Balester 11/29/11
(W Course Coordinator, University Writing Center)

Approvals:

Michael T. Stephenson

College Dean: Printed name and signature
(Date)

Department Head: Timothy J. Gronberg
Printed name and signature 11/29/11

Received 11/29/11
Econ 436: Environmental Economics (Fall 2010)
Section 900: TR 8:45am – 10:00am (ALLN 1003)
(Prerequisites: Econ 323: Microeconomic Theory)

Instructor: Michael Nelson
Email: mnelson@econmail.tamu.edu
Web Site: http://econweb.tamu.edu/mnelson
Office Phone: (979) 845-8506
Office: 3052 Allen Building, Bush Library Complex (ALLN 3052)
Office Hours: Tuesdays 4:15pm – 5:15pm, Thursdays 10:15am – Noon, or by appointment

Texts and Readings:
- Additional readings will be made available in class and through environmental economics web sites.

Course Website: (http://econweb.tamu.edu/mnelson)
General course information, readings, and other materials will be posted on this website.

Course Description:
A writing intensive study of economic theory and public policy as applied to environmental problems. Emphasis is given to the role of market failure in explaining the existence of pollution, to alternative strategies for pollution control and environmental management, and to global environmental issues.

Course Objectives:
- Learn the basic techniques of environmental economics and their application to real-world problems.
- Define and explain externalities and public goods as they relate to environmental economics.
- Analyze the effects of government policies for dealing with environmental issues.
- Compare and contrast non-market and market mechanisms for dealing with environmental issues.
- Understand how property rights and environmental problems are related.
- Compare and contrast the methods for valuing the environment.
- Understand the relationship between environmental issues and economic growth.
- Explain the nature of and potential solutions for global environmental issues.
- Be able to express environmental economics ideas and arguments in written form.
- Develop economic writing skills.

Grading:
Midterm exam: 20% of overall course grade
Final exam: 20% of overall course grade
In-Class Exercises: 20% of overall course grade
Research Paper: 40% of overall course grade

Grades will be distributed as follows:
A: 90%-100%; B: 80%-89.99%; C: 70%-79.99%; D: 60%-69.99%; F: below 60%. 
**Exams:**
The midterm exam covers material from approximately the first half of the course. The final exam includes material from the entire course, with a strong emphasis on those topics covered in second half of the course. **The Midterm Exam will be given in class on Thursday, October 14th, and the Final Exam will be given from 1pm to 3pm on Monday, December 13th.** The exams are comprised of essay and/or short-answer questions.

**Makeup Policy:**
If you miss an exam or an in-class exercise, you will be allowed to make-up the missed work only if the following conditions are met:

1. You have a university-approved excuse for missing the exam/exercise. You can view the list of university-approved absences here: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/). No other excuse will be accepted. As specified in the university rules, you notify me within two working days of the missed work.
2. You must provide written documentation of the valid excuse at the time of notification of missing the work.

Regardless of the excused reason for your absence, makeup exams/assignments must be completed as soon as possible. In no way should the makeup procedure give students additional time to prepare for the exam or missed work.

**Research Paper:**
This is a writing-intensive course. As such, each student is required to write a research paper. You should introduce the issue, discuss the potential consequences/ramifications, discuss potential solutions put forth, and provide concluding remarks. Be sure to focus on the economic issues of the environmental topic chosen. Potential topics for the papers will be given early in the semester. The paper must be a minimum of 2000 words in length.

A one page paper topic proposal is due by the beginning of class (8:45am) on Thursday, October 7th. Failure to submit an appropriate topic proposal by this deadline will result in a 10% penalty on the final paper. **An acceptable rough draft of your research paper is due by 5pm Thursday, November 11th.** Failure to submit an appropriate rough draft by this deadline will result in a 20% penalty on the final paper grade. The final draft of the paper is due by 5pm Thursday, December 2nd. Late papers will not be accepted. There are no exceptions to this policy.

A few notes concerning the research paper:
- Details concerning the length, style, and structure of the paper, appropriate forms of submission, and much more information will be given to you in class in a separate document.
- Please feel free to turn in any of the above work prior to the deadlines given.
- You are strongly encouraged to meet with me concerning paper topics, approaches you might want to consider, and other general paper advice.
- Do not wait until the last minute to write your rough and final drafts. The quality of the paper (and your grade) will surely suffer. Write early and often. Seek out feedback from others. Impress your professor (and yourself) with a high quality piece of work!

**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](http://writingcenter.tamu.edu), or stop by in person.
In-class Exercises:
Announced and unannounced in-class exercises will be given periodically. The topics may include recent lectures, the lecture from that day, assigned readings, and the like. Some of the exercises will be similar to quizzes. Other exercises may involve group work and writing practice. Your lowest three exercise scores will be dropped. For example, if we have 13 exercises, I will simply average your top 10 scores to determine your in-class exercise grade. If an exercise is given during the first 5 minutes of class, and you are 5 minutes late to class, then you have missed that exercise. Likewise, if the exercise is given during the last 10 minutes of class and you leave class 15 minutes early, then you have missed that exercise. Only students with valid excuses (as detailed in the “Makeup Policy” section) will be allowed to makeup a missed in-class exercise. There are no exceptions to the policy.

Classroom Demeanor:
Please respect your fellow students by helping provide a comfortable learning environment in the classroom. This means that you should turn off your cell phone, avoid excessive talking during class, and refrain from packing your belongings before the end of class. Your cooperation is expected and appreciated.

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

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

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

List of Chapters Covered in main text (Field and Field)
Chapter 1, What is Environmental Economics?
Chapter 2, The Economy and the Environment
Chapter 3, Benefits and Costs, Supply and Demand
Chapter 4, Economic Efficiency and Markets
Chapter 5, The Economics of Environmental Quality
Chapter 6, Frameworks of Analysis
Chapter 7, Benefit-Cost Analysis: Benefits
Chapter 8, Benefit-Cost Analysis: Costs
Chapter 9, Criteria for Evaluating Environmental Policies
Chapter 10, Decentralized Policies: Liability Laws, Property Rights, Voluntary Action
Chapter 11, Command-and-Control Strategies: The Case of Standards
Chapter 12, Incentive Based Strategies: Emission Charges and Subsidies
Chapter 13, Incentive Based Strategies: Transferable Discharge Permits
Chapter 20, The Global Environment
<table>
<thead>
<tr>
<th>Dates by Week (we meet on Tues/Thurs each week)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30\textsuperscript{th} - Sept 3\textsuperscript{rd}</td>
<td>Intro to course, Chaps 1 and 2</td>
</tr>
<tr>
<td>Sept 6\textsuperscript{th} – Sept 10\textsuperscript{th}</td>
<td>Chaps 3 and 4</td>
</tr>
<tr>
<td>Sept 13\textsuperscript{th} – Sept 17\textsuperscript{th}</td>
<td>Chaps 4 and 5</td>
</tr>
<tr>
<td>Sept 20\textsuperscript{th} – Sept 24\textsuperscript{th}</td>
<td>Chaps 5 and 6</td>
</tr>
<tr>
<td>Sept 27\textsuperscript{th} – Oct 1\textsuperscript{st}</td>
<td>Chap 7</td>
</tr>
<tr>
<td>Oct 4\textsuperscript{th} – Oct 8\textsuperscript{th}</td>
<td>Chap 8</td>
</tr>
<tr>
<td>Oct 11\textsuperscript{th} – Oct 15\textsuperscript{th}</td>
<td>Chap 8, MIDTERM EXAM</td>
</tr>
<tr>
<td>Oct 18\textsuperscript{th} – Oct 22\textsuperscript{rd}</td>
<td>Chaps 9 and 10</td>
</tr>
<tr>
<td>Oct 25\textsuperscript{th} – Oct 29\textsuperscript{th}</td>
<td>Chaps 11 and 12</td>
</tr>
<tr>
<td>Nov 1\textsuperscript{st} – Nov 5\textsuperscript{th}</td>
<td>Chaps 12 and 13</td>
</tr>
<tr>
<td>Nov 8\textsuperscript{th} – Nov 12\textsuperscript{th}</td>
<td>Economics of Natural Environments</td>
</tr>
<tr>
<td>Nov 15\textsuperscript{th} – Nov 19\textsuperscript{th}</td>
<td>Economics of Natural Environments, Economics of Water Resources</td>
</tr>
<tr>
<td>Nov 22\textsuperscript{rd} – Nov 26\textsuperscript{th}</td>
<td>The Environment and the Macroeconomy, No class on Nov 25\textsuperscript{th} (Thanksgiving Holiday)</td>
</tr>
<tr>
<td>Nov 29\textsuperscript{th} – Dec 3\textsuperscript{rd}</td>
<td>Chap 20</td>
</tr>
<tr>
<td>Dec 6\textsuperscript{th} – Dec 7\textsuperscript{th}</td>
<td>Chap 20</td>
</tr>
<tr>
<td>Monday, Dec 13\textsuperscript{th} from 1pm to 3pm</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

Please note: This schedule is my best estimate of how the class will unfold. While the above is a good guide for the class, it is extremely unlikely that everything while be covered and occur as detailed above. Therefore, do not trust this guide as your sole source for the dates of coverage. I will update my website weekly and make announcements in class concerning any deviations or changes to the above.

**Final Thoughts:**
- Additional documents distributed in class (concerning the paper, presentations, etc.) are considered to be part of this syllabus.
- Cheating will not be tolerated in any form and will be dealt with severely.
- I reserve the right to make changes to this syllabus, if needed. (Announcements will be made in class.)
Econ 436: Environmental Economics

(Prerequisites: Econ 323: Microeconomic Theory)

Instructor: Timothy J. Gronberg
Email: tjg@econmail.tamu.edu
Web Site: http://econweb.tamu.edu/tgronberg
Office Phone: (979) 845-7358
Office: 3070 Allen Building, Bush Library Complex (ALLN 3070a)
Office Hours: Mondays 3:00 pm – 4:30 pm, Wednesdays 10:00am – 11:30am, or by appointment

Texts and Readings:
• Additional readings will be made available in class and through environmental economics web sites.

Course Website: (http://econweb.tamu.edu/tgronberg)
General course information, readings, and other materials will be posted on this website.

Course Description:
A writing intensive study of economic theory and public policy as applied to environmental problems. Emphasis is given to the role of market failure in explaining the existence of pollution, to alternative strategies for pollution control and environmental management, and to global environmental issues.

Course Objectives:
• Learn the basic techniques of environmental economics and their application to real-world problems.
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• Develop economic writing skills.

Grading:
Midterm exam: 25 percent
Final exam: 25 percent
In-Class Exercises: 10 percent
Research Paper: 40 percent

Grades will be distributed as follows:
A: 90%-100%; B: 80%-89.99%; C: 70%-79.99%; D: 60%-69.99%; F: below 60%.

Exams:
The midterm exam covers material from the first half of the course. The final exam includes material from the entire course. The Midterm Exam will be given in class on Wednesday, October 14th, and the Final Exam will be given from 10am to noon on Friday, December 11th.
Makeup Exam Policy:
If you miss an exam, you will be allowed to take a make-up only if the following conditions are met:

1. You have a university-approved excuse for missing the exam. You can view the list of university-approved absences here: http://student-rules.tamu.edu/. No other excuse will be accepted.
2. You notify me within two working days of the exam.
3. You must provide written documentation of the valid excuse at the time of notification of missing the exam.

Regardless of the excused reason for your absence, makeup exams must be completed as soon as possible.

Research Paper:
This is a writing-intensive course. As such, each student is required to write a research paper. You should introduce the issue, discuss the potential consequences/ramifications, discuss potential solutions put forth, and provide concluding remarks. Be sure to focus on the economic issues of the environmental topic chosen. Potential topics for the papers will be given early in the semester. The paper must be a minimum of 2000 words in length.

A one page paper topic proposal is due by the beginning of class (8:35am) on Friday, October 2nd. Failure to submit an appropriate topic proposal by this deadline will result in a 10% penalty on the final paper. An acceptable rough draft of your research paper is due by 5pm Friday, November 6th. Failure to submit an appropriate rough draft by this deadline will result in a 20% penalty on the final paper grade. The final draft of the paper is due by 5pm Friday, December 4th. Late papers will not be accepted. There are no exceptions to this policy.

A few notes concerning the research paper:
- Details concerning the length, style, and structure of the paper, appropriate forms of submission, and much more information will be given to you in class in a separate document.
- Please feel free to turn in any of the above work prior to the deadlines given.
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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.

In-class Exercises:
Announced and unannounced in-class exercises will be given periodically. The topics may include recent lectures, the lecture from that day, assigned readings, and the like. Some of the exercises will be similar to quizzes. Other exercises may involve group work and writing practice. Your lowest three exercise scores will be dropped. Because you are allowed to drop your lowest three scores, there will be no makeup exercises allowed. This is true regardless of your reason for missing the exercise. If an exercise is given during the first 5 minutes of class, and you are 5 minutes late to class, then you have missed that exercise. Likewise, if the exercise is given during the last 10 minutes of class and you leave class 15 minutes early, then you have missed that exercise. Again, there are no makeup exercises, and you cannot take the exercises at any time other than that allotted in class.
Classroom Demeanor:
Please respect your fellow students by helping provide a comfortable learning environment in the classroom. This means that you should turn off your cell phone, avoid excessive talking during class, and refrain from packing your belongings before the end of class. Your cooperation is expected and appreciated.

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

List of Chapters Covered in Main Text: (Note: This topic list may change slightly during the semester.)
Chapter 1, Four Economic Questions about Global Warming
Chapter 2, Ethics and Economics
Chapter 3, Pollution and Resource Degradation as Externalities
Chapter 4, The Efficiency Standard
Chapter 5, The Safety Standard
Chapter 6, Sustainability: A Neoclassical View
Chapter 7, Sustainability: An Ecological View
Chapter 8, Measuring the Benefits of Environmental Protection
Chapter 9, Measuring the Costs of Environmental Protection
Chapter 10, Benefit-Cost in Practice: Implementing the Efficiency Standard
Chapter 11, Is More Really Better? Consumption and Welfare
Chapter 14, The Regulatory Record: Achievements and Obstacles
Chapter 15, Monitoring and Enforcement
Chapter 16, Incentive-Based Regulation: Theory
Chapter 17, Incentive-Based Regulation: Practice
Chapter 18, Promoting Clean Technology: Theory
Chapter 19, Energy Policy and the Environment
Chapter 21, Environmental Policy in Poor Countries
Chapter 22, The Economics of Global Agreements
Course Outline:

<table>
<thead>
<tr>
<th>Dates by Week (we meet on Tues/Thurs each week)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30th - Sept 3rd</td>
<td>Intro to course, Chaps 1 and 2</td>
</tr>
<tr>
<td>Sept 6th – Sept 10th</td>
<td>Chaps 3 and 4</td>
</tr>
<tr>
<td>Sept 13th – Sept 17th</td>
<td>Chaps 4 and 5</td>
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<tr>
<td>Sept 20th – Sept 24th</td>
<td>Chaps 5 and 6</td>
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<tr>
<td>Sept 27th – Oct 1st</td>
<td>Chaps 6 and 7</td>
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<tr>
<td>Oct 4th – Oct 8th</td>
<td>Chap 8</td>
</tr>
<tr>
<td>Oct 11th – Oct 15th</td>
<td>Chap 8, MIDTERM EXAM</td>
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<tr>
<td>Oct 18th – Oct 22nd</td>
<td>Chaps 9 and 10</td>
</tr>
<tr>
<td>Oct 25th – Oct 29th</td>
<td>Chaps 10 and 11</td>
</tr>
<tr>
<td>Nov 1st – Nov 5th</td>
<td>Chaps 14 and 15</td>
</tr>
<tr>
<td>Nov 8th – Nov 12th</td>
<td>Chap 16</td>
</tr>
<tr>
<td>Nov 15th – Nov 19th</td>
<td>Chapters 17 and 18</td>
</tr>
<tr>
<td>Nov 22nd – Nov 26th</td>
<td>Chapter 19 No class on Nov 25th (Thanksgiving Holiday)</td>
</tr>
<tr>
<td>Nov 29th – Dec 3rd</td>
<td>Chaps 21 and 22</td>
</tr>
<tr>
<td>Dec 6th – Dec 7th</td>
<td>Chap 22</td>
</tr>
<tr>
<td>Monday, Dec 13th from 1pm to 3pm</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

Please note: This schedule is my best estimate of how the class will unfold. While the above is a good guide for the class, it is extremely unlikely that everything will be covered and occur as detailed above. Therefore, do not trust this guide as your sole source for the dates of coverage. I will update my website weekly and make announcements in class concerning any deviations or changes to the above.

Final Thoughts:
- Additional documents distributed in class (concerning the paper, presentations, etc.) are considered to be part of this syllabus.
- Cheating will not be tolerated in any form and will be dealt with severely.
- I reserve the right to make changes to this syllabus, if needed. (Announcements will be made in class.)
TO: Faculty Senate Executive Committee

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

CC: Ron McBride, Department of Health and Kinesiology
Richard Kreider, Head, Department of Health and Kinesiology
James B. Kracht, AOC Dean, College of Education and Human Development

DATE: February 17, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: KNFB 416

We recommend that KNFB 416 Middle and Secondary School Physical Activities 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: 35%
2. Course content appropriate to the major
3. Total number of words: 5,050
4. Instructor to student ratio for one section: 1:20

KNFB 416 requires that students write six short papers (freewriting to help them focus on and think through the major elements of their final synthesis paper), a synthesis paper, and a teaching lab. Students turn in every written assignment—freewrites, post assignments in lab, synthesis paper rough and final drafts, lesson plans—and receive written feedback from the course or lab instructor. Students also critique each other’s freewrites. The class receives oral instructor comments on writing mechanics and specific examples are provided for them to apply to their own work. Occasionally, students read their written products to serve as an example for thoughtful decision making and communicating (i.e., writing) in an articulate manner; again to serve as a model and provide feedback to students. Lecture time is devoted to addressing APA and Writing Tips handouts sent to students via email prior to the beginning of class. Modeling is infused in lectures using past and present examples of student writing. Specifically, after freewrites, common errors are highlighted, presented and discussed. Students help identify and correct mechanical errors as well as provide evidence of synthesis among ideas.

No significant changes have been made since original certification was granted. Freewriting as an instruction technique has been added at regular intervals.
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):

   KNFB 416 - MIDDLE & SECONDARY SCHOOL PHYSICAL ACTIVITIES

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: Ron E. McRill Dec. 1, 2011
Printed name and signature (Date)

Received: Valerie Balester 2/8/12
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Douglas J. Palmer 1/5/12
Printed name and signature (Date)

Department Head: [Signature] 1/3/12
Printed name and signature (Date)
KNFB 416
Middle and Secondary School Kinesiology
Fall 2011

Instructors:

| Dr. Ron McBride (Dr. Mc) | GRW 204(E) | 845-8788 | rmac@tamu.edu |
| Jiling Liu | GRW 204(F) | | |

Required Text: Darst, Pangrazi, Sariscsany & Brusseau, Dynamic Physical Education for Secondary Schools (7th Ed.)

Catalog Description: Physical activities, teaching strategies, media techniques and curriculum in middle and secondary schools. Prerequisites: Completion of Phases I-III of the secondary program; admission to teacher education; approved acceptance to field experience

Attendance: Attendance to class and all teaching experiences is an expectation and therefore is not part of the points earned toward the course grade. An absence is excused if a student contacts the instructor prior to class for an illness, family emergency etc. No absences are permitted for the lab. Any absence in lab will require a make-up in another lab section.

Course Expectations: Be on time, Be prepared, Be ready to participate in a thoughtful manner. NOTE: Working hard is an expectation, not a grade criterion.

Course Approach: The course is designated as a university Writing Intensive class and written assignments represent an important part of the grade. Specifically, 35% of the final grade will be based on the quality of your written work. This includes basic writing mechanics, appropriate formatting and use of citations (i.e., APA style) and the overall effectiveness of communicating your ideas in a succinct and thoughtful manner. The course will also provide access to the university writing lab.

Course Objectives:
At the conclusion of the semester the students will be able to:
1. Plan and teach skill and concept-based lessons, using both direct and indirect teaching styles, that are safe, provide for accurate analysis/feedback of student performance, and incorporate the skills of effective teaching.
2. Describe the contemporary adolescent’s needs and how physical education programs may enhance their development.
3. List and describe the anatomy of Mosston’s spectrum of teaching styles.
4. Demonstrate through planning and teaching the ability to:
   • Select and implement strategies for building a community of learners
   • Make necessary methodological or organizational changes in a lesson as it progresses
   • Evaluate one’s own and other’s teaching
   • Motivate students to participate in physical activity and be self learners
5. List and demonstrate use of class management and discipline techniques to create a relatively uninterrupted lesson flow.
6. Plan and implement a yearly curriculum and unit plans appropriate for students in middle and secondary schools.
7. Explain the role and importance of Health Related Fitness and wellness in the program.
8. Prepare a commercial advocating physical activity.
9. Use current professional journals to inform practice on such issues as discipline and advocacy.
10. Provide evidence of critical thinking and teacher as reflective practitioner through written assignments in lecture, lab and class/group discussions.

The following three KNFB 416 projects are to be posted on your e-folio site on or before the date of the final exam:

1. Synthesis Paper
2. Advocacy Project
3. Free Write on Legal Liability

Grading Criteria: The final grade will be determined by scores in three major performance areas: Individual Performance, Group Performance, and Peer Evaluation.

NOTE: To receive an A, you must have ≥90% or better in each of the three performance areas.

1. Individual Performance
   1. Quizzes (6) Count best 5......................... *
   2. Video Analysis Final Exam .................... *
   3. Synthesis Paper ................................. 35
      100

2. Group Performance
   1. Planning project................................. 50
   2. Advocacy project............................... *
   3. Peer Evaluation................................. *
      100

3. Lab
   Post Assignments ................................. 100

*Weighting to be decided by consensus on the first day of class

Quizzes: You will have 6 chapter quizzes. The best 5 scores will count in your individual quiz score

Final Exam: This will be based on a real video taped teaching lesson. You will be asked essay questions (distributed prior to the exam) about the lesson and be expected to link theory (about effective teaching) to the video taped lesson.

Synthesis Paper: A 7-10 page synthesis paper incorporating the six effective teaching elements discussed in class and groups (see rubric) will provide your personal construct of effective teaching. This will be done by making connections between and among the various effective components and explained to an uninformed reader in a concise and articulate manner.

Planning Project: This is a group project that will demonstrate your understanding both of how to plan a yearly curriculum and one 3-week unit of instruction (see rubric).
**Advocacy Project:** This is a group activity that will use current research and information from the literature to generate a one-minute commercial.

**Peer Evaluation:** You will be asked to evaluate how helpful the other members of your team were regarding their participation in the group activities and projects. Individuals’ peer evaluation score will be the average of the points he/she receives from the members of his/her team. *Opportunities for peer evaluation of written work will also be provided.*

**Note:** An important outcome in this course and in the preparation of future teachers in general, is to teach them to become reflective practitioners. This means that teachers in the 21st century must be able to reflect on (analyze, assess) his/her teaching in an objective manner. What went well in this class? Why? What did not go so well? Why not? Are my students getting what they need to become thoughtful and productive citizens capable of competing in a global economy? These skills are in demand by business, industry, and society in general. The task of a teacher is not an easy one given the present state of our public schools (and society in general), but nevertheless this is the challenge we must meet. This course will constantly challenge you to become thoughtful and reflective teachers. Therefore, be ready to provide educationally sound rationales to support your ideas, opinions and thoughts.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8/29</td>
<td>Introduction and orientation of group work</td>
</tr>
<tr>
<td></td>
<td>Goals assignment</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Skills of teaching and teaching styles section in lab manual</td>
</tr>
<tr>
<td>8/31</td>
<td>Turn-in Goals paper</td>
</tr>
<tr>
<td></td>
<td>Lesson Planning</td>
</tr>
<tr>
<td></td>
<td>Skills of Teaching Overview</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Secondary and Middle school TEKS see class web site for URL</td>
</tr>
<tr>
<td>9/5</td>
<td>Lesson Planning (Select Middle or HS for project)</td>
</tr>
<tr>
<td></td>
<td><strong>Free write on Goals</strong></td>
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<tr>
<td></td>
<td>Compare HS and MS TEKS</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Chapter 2</td>
</tr>
<tr>
<td>9/7</td>
<td>The PE student and Dodgeball curricular recommendations</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 1:</strong> Chapter 2</td>
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<tr>
<td></td>
<td><strong>Read:</strong> Chap 3 and Blitzer article**</td>
</tr>
<tr>
<td>9/12</td>
<td>Critical and Reflective Thinking in PE</td>
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<tr>
<td></td>
<td><strong>Free write on Teaching Styles</strong></td>
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<tr>
<td></td>
<td><strong>Read:</strong> Ennis article **</td>
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<tr>
<td>9/19</td>
<td>Intro to Curriculum Project</td>
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<tr>
<td></td>
<td>Introduce Synthesis paper and APA formatting</td>
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<td></td>
<td><strong>Quiz 2:</strong> Chap 3 and Ennis article</td>
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<tr>
<td></td>
<td>Read Chapters 6 &amp; 7</td>
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<tr>
<td>9/21</td>
<td>Sociocultural Interaction Model</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Glasser article **</td>
</tr>
<tr>
<td>9/26</td>
<td>Compare and contrast D&amp;P vs. Glasser management and discipline rationale</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 3:</strong> Chapters 6 &amp; 7, Glasser article</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Chapter 5 and Mowling et.al article **</td>
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<tr>
<td>10/3</td>
<td>Involving students in learning / motivation</td>
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<td></td>
<td><strong>Free write on management/discipline</strong></td>
</tr>
<tr>
<td>10/5</td>
<td>Developing a Unit</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Chapter 10</td>
</tr>
<tr>
<td>10/10</td>
<td>Grading in PE</td>
</tr>
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<td></td>
<td><strong>Read:</strong> Worrell, Evans-Fletcher, Kovar</td>
</tr>
<tr>
<td>10/12</td>
<td>Alternative/Authentic assessment</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 4:</strong> Chap 10 and Worrell et.al.article **</td>
</tr>
<tr>
<td></td>
<td><strong>Read:</strong> Chapter 12</td>
</tr>
<tr>
<td>10/17</td>
<td>Definitions of Negligence/Review Address scenarios</td>
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<tr>
<td></td>
<td>Develop questions for guest speaker</td>
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<tr>
<td></td>
<td><strong>Free write on liability</strong></td>
</tr>
<tr>
<td>10/19</td>
<td>Guest Speaker on Liability*</td>
</tr>
<tr>
<td></td>
<td>Hand out Advocacy Project</td>
</tr>
<tr>
<td>10/24</td>
<td>Discuss and design Advocacy Commercial</td>
</tr>
<tr>
<td></td>
<td><strong>Free write on advocacy</strong></td>
</tr>
<tr>
<td>10/31</td>
<td>Work on Advocacy Project</td>
</tr>
<tr>
<td>11/7</td>
<td>Present Advocacy Commercials to class</td>
</tr>
<tr>
<td></td>
<td>Issues surrounding fitness: fitness development,</td>
</tr>
<tr>
<td>11/9</td>
<td>Indirect teaching (meet in gym)</td>
</tr>
<tr>
<td>11/2</td>
<td>Guest speaker*</td>
</tr>
<tr>
<td></td>
<td>(Developing job skills for employment)</td>
</tr>
</tbody>
</table>

*P.S.: The assignments marked with ** are due at the end of the class.*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

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."

**Academic Integrity**

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

"The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other."

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Richard White, Department of Soil and Crop Sciences
David Baltensperger, Head, Department of Soil and Crop Sciences
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: February 15, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SCSC 429

We recommend that SCSC 429 Turfgrass Managements Systems 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: 65%
2. Course content appropriate to the major
3. Total number of words: 67400
4. Instructor to student ratio for one section: 1:18

In this 4-credit course, students write individual assignments (4740 words and 45% of grade) and collaborative assignments (2,000 words and 30% of grade). Collaboration is monitored to ensure equal participation. The instructor comments on each draft of major assignments. A rubric guides assessment and provide instruction. Students are required to revise major assignments at least once but may revise up to three times. The grade on the draft and on the final revision is averaged for grade calculation. Students also benefit from peer review of one in-class writing assignment. Not only do students participate in the process of reviewing the writing of other students, they also benefit from revising and adding to the assignment based on input from peers. For instruction, the common problems observed in assignments are discussed and corrected in class. Some lecture on writing also occurs.

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):

   SCSC 429 Turfgrass Management Systems

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

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

Instructor / Coordinator: Richard H. White 2-2-2012

Printed name and signature 2-2-2012

Received: Valerie Balester 2-7-12

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

Approvals:

College Dean: Dr. Kim Dooley Kim E. Dooley 2-2-2012

(Date)

Printed name and signature

Department Head: Dr. David Baltensperger Wayne Smith 2-2-12

(Date)

Printed name and signature
WELCOME: Welcome to Turf Management Systems. This course is critical to the success of aspiring turfgrass professionals and helps students develop critical thinking skills, team work, communication, and diagnostic abilities. Through interaction in small groups, teams, and through in-class room discussion and learning activities, you will gain valuable insight that will contribute to a successful career as a turfgrass professional. You will also have the opportunity to hone your investigative skills during field diagnostic experiences and in the scientific and popular literature.

COURSE DESCRIPTION: Turf Management Systems is a capstone course targeting critical thinking, analysis, synthesis, and oral and written communication skills. These skills are developed through case studies, application of the scientific method, interaction with peers, written assignments, and discussion.

PREREQUISITES: Students should be in their junior or senior year. SCSC 428 is a prerequisite for SCSC 429.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES: After successfully completing Turfgrass Management Systems, you should be able to:

- Understand and apply the scientific process as a model for turfgrass problem resolution
- Analyze and evaluate factors that impact turfgrass performance and plant health
- Acquire, understand, analyze, and interpret information from multiple sources and from diverse origins
- Apply knowledge of agronomic principles to solve simple as well as complex problems
- Design and defend a plan to resolve issues affecting turfgrass performance and health in relation to time, equipment, human capital, and other resources.
- Effectively communicate in writing to professional peers and diverse stakeholders.
- Design and defend comprehensive plans for turfgrass management including nutrients, water, mowing, pests, and cultivation that incorporate best management practices and optimize value for relevant stakeholders based on the environment and availability of other resources.
- Effectively communicate to facilitate participation, learning, and action with professional peers.

COMMUNICATION: The best way to communicate with me about a problem or issue is face to face immediately after class or by e-mail. I will respond to e-mails as soon as possible, usually within 24 hours. I will also use the university e-mail system to send messages to you and the class. Please check your university e-mail frequently for notices or information about class activities.

TEXT: None assigned

LECTURE ROOM ASSIGNMENT: Heep Center Room 224
LAB MEETING ASSIGNMENT: 224 Heep Center, Turfgrass Field Laboratory, & TBA

OFFICE HOURS: I prefer not to establish formal office hours. I do maintain an open door policy for important matters. The best time to meet with me is immediately after class. If this is not convenient, please call or e-mail my office to make an appointment. If you just stop by my office, please understand that I may not be able to meet with you immediately and we may need to reschedule a meeting for another time. If I am not in when you come by, please leave a message in my box with a telephone number where I can reach you and several dates and times when you will be available for a meeting.

GRADING SYSTEM: Grades in this class are based on participation, timeliness of submission of assignments, and thoroughness and quality of completed assignments. Fifty percent of your grade will be based on writing. Grades in this class are not based on exams. No exams will be given. Students will be required to complete up to 8 written assignments during the semester and participate in development of a team project that requires a team oral presentation. A first draft of written assignments must be turned in by the due date. One point will be deducted from your final average for every day that the assignment is late. First drafts will be edited, graded, and returned. Students must then incorporate editorial and technical merit comments into a revised document that must be turned in by the due date. One point will be deducted from the student’s final average numerical grade for every day that written assignments are late. All document stages will be reviewed for technical merit and thoroughness as well as English and grammar and assigned a grade. All written assignments must be typed. Grades will be given to individual assignments and averaged. The grade earned on the first draft of written assignments is carried forward. Revisions help you practice writing and improve your writing skills. Revisions also help improve your grade. Students may revise a written assignment as many as three times to improve their grade. The final grade on an individual assignment is determined by the averaging the grade on the first draft and the final revision grade.

Grading scale: 90 – 100 A  80 – 89 B  70 – 79 C  60 – 69 D  < 60 F

How your grade will be determined:

5 case study reports
   Draft 50%
   Final Revision 50%
   Each 100 points
   Final Total 500 points

1 In Class Writing Assignment 50 points

Peer Review of In-class Writing 50 points

Team Project 200 points
Team Presentation 100 points
Team Member Evaluation* 50 points
Performance Within A Team** 50 points
   Total Possible 1000 Points

*Your evaluation of members on your team
**Your team member evaluations of you
MAKE-UP POLICY: Completion of assignments and participation in all activities of the class are the responsibility of the student. Participation is necessary for students to achieve the objectives of this course. Therefore, it is the responsibility of the student to present a valid reason, such as a signed medical excuse from a doctor, to be given consideration in the assessment of timeliness of submission of assignments, missed field trips, and other activities associated with this class. Missed field trips can not be made up.

Americans with Disabilities Act (ADA)  
Policy Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 if the Koldus Building, or call 845-1637.

Academic Integrity

Students in this class are expected to conduct themselves in a professional and honorable manner as outlined in the Aggie Honor Code.

Aggie Honor Code

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

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

On all course work, assignments, and examinations in this class, the following Honor Pledge shall be preprinted and signed by the student:

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

Week 1 ............................................................. Introduction
........................................................... Why are you enrolled
in this Capstone Course?

Week 2.............................................................. The Scientific Method as a Model for
Problem Diagnosis
........................................................... The Discovery Phase
........................................................... Analysis, Diagnosis, and Solutions

Week 3.............................................................. Dear John Doe: The Essence Of Writing A
Cover Letter
............................................................ Writing Technical Reports: Stating and
Supporting Your Case
............................................................ Team Work and Team Assignments

Week 4.............................................................. “A Case of Purity**” assigned
............................................................ In-class Group Discussion Hot Topic
............................................................ In-class Group Presentations

Week 5.............................................................. In-class Writing Assignment Hot Topic
............................................................ Guidelines for Critical Peer Review
............................................................ Peer Review

Week 6.............................................................. Review “A Case of Purity”
............................................................ “A Case of Black Layer**” assigned
............................................................ In-class Group Discussion Hot Topic
............................................................ In-class Group Presentations

Week 7.............................................................. “A Glow On The Horizon**” assigned

Week 8.............................................................. Review “A Case of Black Layer”

Week 9.............................................................. Review “A Glow on the Horizon”
............................................................ In-class Group Discussion & Presentation
............................................................ “Barren Dunes**” assigned

Week 10 ........................................................... “Hacked Up Between the Hashes**” assigned
............................................................ Review Team Project Progress

Week 11 ........................................................... Review “Barren Dunes”
............................................................ In-class Group Discussion & Presentation

Week 12 ........................................................... Team Report, Presentation, Discussion
and Peer Review

Week 13 ........................................................... Review “Hacked Up Between the
Hashes**”
............................................................ Team & Self Evaluation
............................................................ Course Evaluation

*Designates a case study. Case studies often change because of opportunities to introduce you to common or unique
turfgrass industry problems and issues as well to provide you with the opportunity to interact with turfgrass industry
professionals that are willing to provide invaluable insight into your chosen profession.
TO: Faculty Senate Executive Committee

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

CC: Katheryn Dietrich, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: February 17, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 230

We recommend that SOCI 230 Classical Sociological Theory 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: 35%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

There are ten short papers completed in SOCI 230, all of the same type. Feedback comes from instructor comments on each assignment. Because the papers all require summaries of the main points of the original works of classical theorists and short descriptions of how these theories can be applied to understand events in the contemporary world, much of the writing instruction occurs through class discussion of the course material. Supplemental writing instruction is given via lecture and assigned readings. Students are encouraged to visit with the instructor for personal consultation about their papers and additional writing instruction.

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 230 - CLASSICAL SOCIOLOGICAL THEORY_

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

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

Instructor / Coordinator:  Katheren Dietrich
Printed name and signature  11/27/2011  (Date)

Received:  Valerie Balester  12/19/11  (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)
INSTRUCTOR: Dr. Katheryn Dietrich  
306 Academic Building  
Office Phone: 845-9223  
e-mail: kdietrich@tamu.edu

OFFICE HOURS: M,W,F 1:30-4:30; T 1:00-4:30; R 2:30-4:30

REQUIRED READINGS:  
Required readings are posted on eLearning.

OBJECTIVES  
The objectives of SOCI 230 are to introduce the classical theories that form the foundation for contemporary explanation of social and cultural processes. We will be studying the works of especially renowned social theorists, all of whom profoundly influenced the development of sociology as a scientific discipline.

This section of SOCI 230 is a writing intensive course. This means that the course is designed to enhance students’ writing capabilities in the discipline of sociology. To accomplish this objective, the course requires ten papers in which students summarize the main points of the theorists and use the theorists’ ideas to understand events in the contemporary social world. Writing instruction will be incorporated into class lectures and discussions as needed throughout the semester. An additional source of writing instruction will be through individual conferences in my office.

GRADING  
4 Unit Exams 50%  
10 Short Papers 35%  
Final Comprehensive Exam 15%  
NOTE: Because this is a writing-intensive course, you must obtain a minimum D average on your papers to pass the course.

Exams  
Exams will consist primarily of long- and short-answer essay questions but will include some multiple choice questions. They will cover assigned readings AND class lectures. [NOTE: You can NOT expect to pass this course if you do not come to class and take good notes.]

Make-up examinations will be given only for officially excused absences (i.e., a written and signed excuse by a doctor or TAMU official).

Papers  
In TWO double-spaced pages (using Times New Roman font 12 and1 inch margins), summarize the major points of the assigned original work of a theorist, briefly describe a current event that this theory can help us understand, and list at least two questions that you have about the reading. See course schedule for paper topics and due dates. The papers are due at 8:00AM the morning before the class that is scheduled on that topic. I plan to read over the papers and use your ideas to stimulate class discussion. Late papers will be penalized 50 percent of the maximum grade.

The purpose of the papers is threefold: (1) to help you understand the theoretical ideas; (2) to develop your analytical and critical-thinking abilities; and (3) to enhance your writing skills. Your paper grade will reflect your effort to understand the logic of the theory and to apply them to contemporary situations, the organization and clarity of your written presentation, and correctness of grammar and spelling. To familiarize you with the rules of good writing, we will devote a class session to writing instruction. In addition, I will post instructions on how to correct common writing errors on our eLearning website.
ACCESSING BLACKBOARD VISTA (eLearning)
You must submit your papers as Microsoft Word attachments via the “assignment” dropbox in Blackboard Vista (eLearning). In addition, I will use Vista to post the exam review questions, syllabus, any changes to the schedule, and any other important information or announcements.

To access Vista, you need to set up a university computer account, if you have not already done so. Then simply type in the URL: elearning.tamu.edu. Click on the TAMU login, then at the prompt, type in your NetID and password.

ACADEMIC HONESTY

“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.

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 submit it as your own, even if you have the permission of that person. Any student in this class who copies the work of another person and turns it in as his or her own will receive a grade of zero on the paper or examination and be referred to the Dean for appropriate disciplinary action. 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.”

RELIGIOUS HOLY DAYS
If I have scheduled an exam during a day that is designated a holy day by your religion, you are entitled to take the exam on another date if you desire. Please notify me prior to the regularly scheduled exam.

THE AMERICAN WITH DISABILITIES ACT
The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at Cain Hall, Room B118, phone: 845-1637.
COURSE SCHEDULE

THE NATURE OF SOCIOLOGICAL THEORY

Classes 1,2


SOCIOCULTURAL FOUNDATIONS OF CLASSICAL SOCIOLOGICAL THEORY

Class 3

Social Forces


Classes 4-6

Intellectual Forces: Philosophies of the Nature of Human Action


* “Montesquieu (1689-1755).” Pp. 7-16 in Zeitlin.


Class 7

WRITING SEMINAR: PRESENTATION OF COMMON WRITING ERRORS

(Note: You absolutely MUST BE PRESENT on this date. Ten points will be deducted from your semester paper average if you fail to attend without an authorized excuse.)


** “Handout on Common Writing Errors and Corrections” by Katheryn Dietrich (Bring to class with you.)

AUGUSTE COMTE (1798-1857): A POSITIVIST STRATEGY FOR STUDYING SOCIETY

Class 8

Biographical, Social, & Intellectual Influences

* “France: Revolution and Collectivism.” Pp. 17-19 in Ashley and Orenstein

* “Background.” Pp. 47-54 in Ashley and Orenstein

Comte’s Positivism


Classes 9,10

Comte’s Sociology: Social Statics and Social Dynamics

* “Comte’s Sociology.” Pp. 88-95 in Ritzer.

Comte’s Theory in Practice


* “Contemporary Relevance.” Pp. 70-73 in Ashley and Orenstein
**HERBERT SPENCER (1820-1903): A THEORY OF NATURAL SOCIAL EVOLUTION**

**Classes 12,13**

*The Biographical, Social, and Intellectual Context of Spencer's Thought*

*Spencer’s Methodology and Philosophy*
- “Methodology.” Pp. 138-143 in Ashley and Orenstein


**Class 14**

*Study of the Superorganic: Evolution and Militant vs. Industrial Societies*

*Contemporary Relevance of Spencer’s Theory*

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**ÉMILE DURKHEIM (1858-1917): THEORIES OF SOCIAL INTEGRATION**

**Class 15**

*The Biographical, Social, and Intellectual Context of Durkheim's Thought*

*Durkheim’s Methodology: Conceptualizing ‘Society’ and ‘Social Facts’*


**Class 16**

*Division of Labor in Society*

**Class 17**

*Social Implications of Suicide*

***PAPER 5 DUE CLASS 17: “Egoistic Suicide and Anomic Suicide,” by Émile Durkheim, translated excerpt from Suicide [1897]. Pp. 78-90 in Farganis.

**Class 18**

*Functions of Religion*

**Class 19**

*Impacts and Implications of Durkheim's Sociology*

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***Class 20 EXAM 2***
KARL MARX (1818-1883): CLASS CONFLICT
Class 21  
Biographical and Social Influences  

Intellectual Influences  

Class 22  
Marx’s Theoretical Methodology: Dialectical Materialism  

Class 23  
A Class-Based Theory of History  

Class 24  
Marx’s Critique of Capitalism  

Contemporary Relevance of Marx’s Sociology  
* “Theoretical Implications of Marx’s Sociology” and “Political Implications of Marx’s Sociology.”  Pp. 162-164 in Coser.  

VILFREDO PARETO (1848-1923): SENTIMENT, POWER, AND THE ECONOMY
Class 25,26  
Biographical, Social, and Intellectual Influences  
* “Italy: City-States and Machiavellianism.”  Pp. 20-21 in Ashley and Orenstein.  

Pareto’s Theories of Power and Economy  

***Class 27  
EXAM 3  

GEORG SIMMEL (1858-1918): DIALECTIC OF THE INDIVIDUAL AND SOCIETY
Class 28  
Biographical, Social, and Intellectual Contexts  
Simmel’s Dialectical Methodology

Class 29
Forms of Sociation: Their Relation to Size, Differentiation, & Conflict
* Pp. 272-275 in Ritzer, beginning with “Interaction: Forms and Types”

Social Types: Examples of the Stranger and Secrecy

Classes 30,31
Simmel’s Philosophical Sociology: Culture, Money, the Metropolis

Contemporary Relevance of Simmel’s Sociology

MAX WEBER (1864-1920): THE SPIRIT OF CAPITALISM AND ITS IRON CAGE
Class 32
Biographical and Social Contexts
* Pp. 254-256 in Coser.

Weber’s Methodology: Verstehen, Historical Comparison, Ideal Types
* “The Problem of Values” and “Ideal Types.” Pp. 192-199 in Turner

Class 33
Social Stratification and Systems of Domination in Modern Society

Class 34
Modern Bureaucracy

Class 35
The Protestant Ethic and the Spirit of Capitalism

Class 36
The Rationalization of Society

Contemporary Relevance of Weber’s Sociology

***Class 37  EXAM 4

W. I. THOMAS AND CHARLES HORTON COOLEY: THE INDIVIDUAL AND SOCIETY
Class 38
The Social Context
W.I. Thomas’s Theory of Man’s Motivations and Perceptions

Class 39
Cooley’s Theory of the Social Self

GEORGE HERBERT MEAD (1863-1931): SOCIAL BEHAVIORISM
Class 40
Biographical and Intellectual Contexts

Mead’s Behaviorist Orientation

The Mind

Class 41
The Self

Society
* “Society.” P. 379 in Ritzer.

Class 42
REVIEW FOR COMPREHENSIVE PORTION OF FINAL EXAM

*** FINAL COMPREHENSIVE EXAM Date/Time
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee Chair
CC: Sheela Athreya, Department of Anthropology
    Cynthia Werner, Head, Department of Anthropology
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: February 17, 2012
SUBJECT: REPORT ON PROPOSED C COURSE: ANTH 427

We recommend that be certified as a communication-intensive (C) 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: 35%
2. Course content appropriate to the major
3. Total number of words: 7150
4. Minutes of individual presentation: 15 minutes
5. Instructor to student ratio for one section: 1:17

Students in ANTH 427 write 13 weekly critical responses of 2-3 pages each (responding to readings for the course) and lead a discussion related to these responses (with slides). They also do a final oral presentation with a question and answer period. Weekly responses are returned every week with detailed feedback; students are given the opportunity to incorporate advice into the next week’s response. The class discussion presentation (2 minutes) is critiqued by the instructor to give students feedback before the final oral presentation. For instruction, they review a sample reading response to demonstrate critical thinking and a handout guides them on the content. Class discussion about readings and class lectures helps students understand what content to include in their writing and presentations. Instruction is given on the protocol for writing in physical anthropology.
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):

   ANTH 427 Human Variation (c)

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: Sheela Athreya (Handwritten) 2/7/12

Printed name and signature

Received: Valerie Balester 2/10/12

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Michael T. Stephenson (Handwritten) 2/7/12

Printed name and signature

Department Head: Cynthia Werner (Handwritten) 2/7/12

Printed name and signature

Received
FEB 10 2012
By UWC 95 of 101
Anthropology 427— HUMAN VARIATION
SPRING 2011
T/Th 11:10-12:25
Room ANTH300/300B

Instructor: Dr. Sheela Athreya
email: athreya@tamu.edu
Phone: 845-4785

Office: Anthropology Building Room 316E
Office Hours: Thursday 12:30-2:30 or by appt

Teaching Assistant: Kaitlyn Stiles
Email: katstil07@tamu.edu

Office: Anthropology Building Room 316
Office Hours: Thursday 10-11 or by appointment

The goal of this course is to explain the biological basis of human variation. You will understand the factors that contribute to differences you observe among individuals and populations, as well as the underlying biological and environmental forces that shape those differences. In addition, as an upper-level course, you will also begin your transition from learning about the basic facts to learning how to critique issues. That is, not just to criticize but to think critically, analyze, and engage in further questioning. You will also refine your writing skills.

By the end of the course, students will:

a) understand the biological sources of phenotypic and genetic variation among humans
b) understand the history of the concept of “race” and biological arguments against its validity
c) be able to critically analyze studies of human variation and write about these issues


Textbook readings are best done before the day of the lecture on that topic (Thursdays). They are to help with understanding of the lectures and articles, and information in the text will be included in class discussions and the exams.

Articles are due the in the class meeting following lecture for discussion. Articles are available on the eLearning website: http://elearning.tamu.edu.

BE SURE TO READ THE SYLLABUS EACH WEEK BEFORE DOWNLOADING THE READINGS. DO NOT JUST DOWNLOAD AND READ WHATEVER IS IN THE WEEK’S FOLDER. SOME READINGS ARE RECOMMENDED VS. REQUIRED; OTHERS ARE NOT DUE IN FULL, ONLY CERTAIN PAGES ARE ASSIGNED

Assignments: Each week you will turn in a 2-3 page response sheet to the readings. This will not be a summary of the content of the readings. It will go further than that. Your response sheet should include questions, thoughts, comments, critiques, and outside examples. I have prepared a handout for you guiding you on the content. The goal is to get you to discuss and think critically about these issues and apply them to your understanding of the subject.

Each week’s response sheet is worth 2 points, and you are allowed to drop the lowest grade for a total of 24 points, which will contribute to your participation grade. They are due on Tuesday at the beginning of class unless a Thursday due-date is listed on the syllabus. If you have a documented university approved absence, you are required to submit the response sheet to me no later than the start of the next class meeting—usually a Thursday. Failure to turn in a response sheet will result in the deduction of 2 points from your overall 24-point total.

Discussion: In addition, each week one of you will be in charge of leading the class discussion. You can use your response sheet as a jumping off point, but if so it should be a particularly well-prepared one. As with the response sheets, you are expected to tie the readings in to each other and the lecture topic and prepare questions for your classmates to stimulate discussion. I will meet with you before to help you prepare. This is worth a total of 6 points, which is also added to your 15% response sheet grade.

Exams: There will be a midterm and a final exam. The exams will integrate material from both the lectures and the readings. The first exam will cover the material from the first half of the course, and the final exam will be cumulative.

Exam format will be short answer and short essay for the midterm, and essay for the final. Before the final exam I will provide you with a list of questions, from which I will choose three for the actual
The exam. There will be multiple versions of the exam so you have an equal chance of getting any of the questions on your exam, and are advised to prepare answers to all of them.

**Note:** your exams will be graded not just on their content, but also on the writing. You will be expected to construct logical arguments in essay form with introductions, supporting evidence, and conclusions.

**Presentation:** At the end of the semester each person will give an 8-10 minute presentation on a topic of their choice that was covered in class. You will present on a case study or significant publication(s) that is relevant to one of the lecture topics, and discuss its application and relevance to human variation. We will discuss the format in more detail during the semester. The content of your presentation will also be submitted for examination by turnitin.com. The icon for submission is located on the course’s eLearning home page. Everyone should register for the turnitin service by the first week of class.

**Grading:** Your final grade will be determined by the following:
- Attendance/Participation: 15%
- Weekly Response Papers/Discussion Leader: 15%
- Midterm: 20%
- Final Presentation: 20%
- Final Exam: 30%

**Note that class participation IS a critical part of your grade and can make the difference in your grade. Points will be deducted each week for unexcused absences and/or failure to do the readings.**

**Makeup Exam Policy**
If you must be absent for an exam, you must notify me in advance of the exam date, or no more than 48 hours later (if it was a last minute medical emergency only). You will not be allowed to make up the grade unless you can document your reason for being absent. Legitimate reasons for missing an exam, as defined in the TAMU Regulations are:

1. participation in an activity on the Authorized Activity List,
2. death or major illness in the student's immediate family,
3. illness of a dependent family member,
4. participation in legal proceedings that require a student's presence,
5. religious holy day (defined in Texas Tax Code Section 11.20)
6. confinement because of illness

No other excuses will be considered. Students who miss an exam and cannot document a legitimate reason will receive a score of zero for that exam. If you have a legitimate reason you will be permitted to take the exam as long as it is within five days of the midterm. Otherwise, your final exam will be counted as both your midterm and final exam grade.

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

**Copyright & Plagiarism**
All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy them, 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. 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.”

**Academic Honesty and Integrity**
The Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web. Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
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<td>Introduction</td>
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<td>History of Human Variation Studies and the Concept of “Race”</td>
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<td>T 1/25</td>
<td>The Molecular Basis of Human Variation</td>
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<td>Invisible Shapers of Morphology: Heritability, Plasticity and the Environment</td>
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<td>Is Everything Adaptive? Natural Selection, Genetic Drift and the Adaptationist Paradigm</td>
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<td>Genetic Variation in Populations</td>
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<td>T 2/8</td>
<td>Anatomical Variation: Heads and Teeth</td>
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<td>Body Size and Proportions; Thermoregulation, Thermal Responses</td>
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<td>EXAM I—up to and including Heads and Teeth</td>
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<td>Adaptation vs. Accommodation; Adjustments to High Altitude Stress</td>
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<td>Nutritional Stress; Human Disease Ecology</td>
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<td>Cultural Sources of Variation; Human Sexuality</td>
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<td>Race and IQ</td>
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*Refers to RECOMMENDED readings in *Human Biological Variation* by Mielke, Konigsberg and Relethford
ANTHROPOLOGY 427—Human Variation  
Spring 2011 Reading List  
Readings are available on: http://elearning.tamu.edu

READINGS SHOULD BE DONE IN THE ORDER IN WHICH THEY ARE LISTED

Note: Dates listed are dates readings are DUE for discussion

1/25 History of Race

2/1 Molecular Basis of Human Variation; Species, Subspecies and Populations

2/8 Invisible Shapers of Morphology: Heritability and Plasticity

2/15 Natural Selection, Genetic Drift and the Adaptationist Paradigm

2/22 Genetic Variation in Populations
Human Anatomical Variation: Heads and Teeth

EXAM I—up to and including Heads and Teeth

SPRING BREAK

Body Size and Proportions, Thermoregulation; High Altitude Stress

Body Size/Thermoregulation Readings:

High Altitude Stress Readings:

Nutritional Stress; Human Disease Ecology


Recommended:

### Cultural Sources of Variation; Human Sexuality

**Cultural Sources of Variation Readings:**


**Human Sexuality Readings:**


### Race and IQ


### Skin Pigmentation


