Memorandum

TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
DATE: April 19, 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.

Course submitted for W certification:

- ANTH 412 Archeological Theory

Courses submitted for W recertification:

- HORT 315 Issues in Horticulture
- ISEN 424 Systems Simulation
- MKTG 448 Marketing Management
- POLS 481 Experimental Foreign Policy Decision Making
- POLS 481 Judicial Politics
- POLS 481 Political Parties
- SEFB 320 Education and Employment Issues in Secondary Special Education
- SPAN 303 Composition and Conversation
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Susan Eckert, Department of Anthropology
     Cynthia Werner, Head, Department of Anthropology
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: April 17, 2012
SUBJECT: REPORT ON PROPOSED W COURSE: ANTH 412

We recommend that ANTH 412 Archeological 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: 75%
2. Course content appropriate to the major
3. Total number of words: 6100
4. Instructor to student ratio for one section: 1:20

Students in ANTH 412 write ten short essays to help them think about archeological theory and three longer essays on topics related to archeological theory using American Antiquity style. Since the ten essays are all in the same genre, feedback takes the form of detailed comments from the instructor; students are allowed to rewrite all assignments. In addition, peer review is practiced. As part of instruction, any writing errors made by more than four students are discussed in class on the day first drafts are returned. A variety of in-class activities help students with outlining, research ideas, style, and other writing issues. Writing handouts and model readings from anthropology are also used for writing instruction.
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 412 - Archaeological 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: Marcela Valdivia
Printed name and signature
3/30/12
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
4/3/12
(Date)

Approvals:

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

Department Head: Cynthia Werner
Printed name and signature
3/30/2012
(Date)

RECEIVED
APR 5 2012
By UWC
ANTH 412

Archaeological Theory

Section ### • TERM YEAR

Instructor:  Dr. Suzanne Eckert
Class:       TBA
Office:      ANTH 308D
Office Hours: TBA
e-mail:      dreckert@tamu.edu
voice mail:  (979) 458-1126
Prerequisites: ANTH 202 or permission of instructor

Course Description:
All archaeological fieldwork and interpretation involves the use of theory. Even such seemingly straightforward activities as determining where to dig involves the use of theoretical constructs, although we may not always make them explicit. This course is an advanced undergraduate seminar covering the history of scientific archaeological exploration, major theoretical paradigms, and current trends in archaeology. This course will also focus on practicing and improving the writing skills expected of archaeology students through guided writing assignments focused on archaeological theory.

This course will cover the major movements within archaeological theory, as well as important intellectual developments from other disciplines which influenced archaeological thought, e.g., Marxism, feminism, structuralism, etc. The purpose of this historically-oriented approach to data analysis and interpretation is to provide the students with an understanding of the context in which archaeological theory has developed and the value of the insights that each of these approaches gives to modern researchers working in the field. Such an understanding is basic to any critique of contemporary archaeology and to the training of competent field archaeologists. Without theory, we can learn nothing useful about the past.

Course Objectives:
Students should leave this course with a broad understanding of the fundamental principles, generalizations and theories in archaeological research as well as be able to analyze and critically evaluate ideas, arguments and points of view from a variety of theoretical perspectives. Further, students should leave the course with a sense of the types of writing expected of archaeologists and with a foundation for continued development of stronger writing skills.

Required Texts:
Additional essays, articles, and chapters will be made available and are expected to be read before the start of class on the day they are assigned.

Requirements:
This is not a lecture format course, but rather a course in which students actively and collectively participate in discussion of the various reading assignments; some discussions may be supplemented by short lectures. You are required to attend classes. In addition to attending class, you will be able to demonstrate mastery of course materials through the following required activities: 14 short essays, 500-750 words, roughly one per week (2) class participation in discussions and (3) 2 essays.

Attendance: Students are expected to attend class. Unless a student has a University approved excuse to be absent, attendance is defined as being in class for more than 75% of class time. Attendance will be taken daily at the beginning of class.

Class Participation: Opportunities for class participation include a variety of in-class activities including: class-wide discussion, small group conversations, active peer review, group problem solving activities, and 5-minutes reaction papers.

Short essays: Students will be asked to write short in-class essays focused on topic at hand. The purpose of these essays is to help students begin thinking and writing about certain aspects of archaeological theory. As such, they may also be useful in writing your longer essays.

Essays: Three fully developed essays are assigned for this course. These will each be 4-5 pages in length. Written and verbal instructions will be provided for each individual essay. All essays are to be styled according the American Antiquity style guide, available at http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx. I will not be "teaching" citation or format style, it is the student’s responsibility to consult the style guide for each assignment. A part of the writing process for the essays will be peer review. Peer review allows you to revise your writing according to others’ perspectives as well as you own, and is a vital aspect of archaeological writing. Written assignments are graded holistically, considering class participation, individual conferences, responses to peer reviews, drafts, and revisions. If you are not taking advantage of the resources the course offers, then your paper will fall short of its potential.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily attendance (60/number of class days)</td>
<td>60 points</td>
</tr>
<tr>
<td>Class participation (65/number of in-class activities)</td>
<td>65 points</td>
</tr>
<tr>
<td>10 short essays (15 points each)</td>
<td>150 points</td>
</tr>
<tr>
<td>3 essays (75 points each)</td>
<td>225 points</td>
</tr>
<tr>
<td>Total Possible</td>
<td>500 points</td>
</tr>
</tbody>
</table>

Grade scale (points): 450+: A, 400-449: B, 350-399: C, 300-349: D, 299-: F
Student Rights and Responsibilities:
Texas A&M University has outlined the specific rights that students are guaranteed and the responsibilities students have as community members. If you have any questions regarding such issues, consult the latest issue of the TAMU Student Rules (http://student-rules.tamu.edu). TAMU has also specifically outlined the procedures for hearing cases of student misconduct, grievances, and academic dishonesty issues. All students are expected to uphold the Aggie Honor Code: an Aggie does not lie, cheat, or steal or tolerate those who do. For more information on the rights and responsibilities of all students, please contact the Office of the Aggie Honor System (www.tamu.edu/aggiehonor).

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 cheating. An act of plagiarism, at best, will result in a 0 on the assignment. An act of plagiarism, at worse, will result in an F in the course and notification of cheating to the Office of the Aggie Honor System. If you have any questions regarding plagiarism, consult the "Scholastic Dishonesty" section of the TAMU Student Rules (http://student-rules.tamu.edu) or the Academic Integrity Resources that can be linked from the Aggie Honor System Office (http://aggiehonor.tamu.edu).

Make-up Attendance Policies:
If you miss a day of class, and its corresponding activity without a University approved excuse, you will be assigned a zero for that day. University excused absences are defined in the TAMU Regulations (http://student-rules.tamu.edu); an excuse is not required prior to absence. If your reason for missing class fulfills one of the conditions listed in the regulations, you should notify me as soon as possible and then provide documentation for your excuse. You will then be allowed to make-up any missed activity within 30 days from your last date of absence.

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

Copyright:
All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the handouts, unless the instructor expressly grants permission.

Grievances:
If at any time you have questions concerning this course, Anthropology in general, or other issues that are not answered in the lectures or readings please arrange to see me outside of
class. If you have an unresolved conflict concerning myself, or the class, you should first contact me in an attempt to resolve the problem. If the results are unsatisfactory, you should next contact the Anthropology Academic Advisor or Cynthia Werner, interim Department Head.

**Schedule:**

NOTE: Assigned readings should be read by the class time on the date indicated and will be the focus of writing assignments.

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**MODULE 1: WHY THEORY? (I JUST WANT TO DIG)**

**READINGS FOR THIS MODULE:** Preucel and Mrozowski (= P/M) Part I

**Week 1** Course introduction, expectations, and initial discussion

**Week 2** Where's the theory?

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**MODULE 2: CULTURAL-HISTORICAL ARCHAEOLOGY**


**Week 3** Early history of archaeology and cultural-historical archaeology

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**MODULE 3: THE “NEW” ARCHAEOLOGY (A.K.A. PROCESSUALISM)**

**READINGS FOR THIS MODULE:** Hill (1968), Longacre/Ayres (1968), Flannery (1982), P/M Part III, Binford (1980), Casella (in P/M), Erickson (in P/M), Pauketat (in P/M), Dobres (in P/M), Sassaman (in P/M), Lightfoot et al. (in P/M), Surovell (2009), Hodder (1989)

**Week 4** Binfords critique of archaeological practice
Processual explanations in archaeology and the adoption of the scientific method
**DUE:** First Writing Assignment

**Week 5** How do we get from pots and rocks to human behavior?
Formation processes, analogy, systems theory

**Week 6** Environmental Archaeology
**DUE:** Rewrite of First Writing Assignment

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**MODULE 4: POST-PROCESSUAL ARCHAEOLGY**


**Week 7** Did processual archaeology succeed? What were its shortcomings?
Are individual actions important in interpreting past human behavior?

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**DRAFT**
Week 8  Cognitive Archaeology
How can we understand ancient ideology? Should this even be a goal?
DUE: Second Writing Assignment

Week 9  Agency, Meaning and Practice
Marxism and Neo-Marxism

MODULE 5: APPLICATIONS OF THEORY
READINGS FOR THIS MODULE: Students select from previous readings to discuss these issues

Week 10  Processual+: Can Processualism and Post Processualism be integrated?
DUE: Rewrite of Second Writing Assignment

Week 11  Does evolutionary theory get us anywhere?
Darwinian, Neo-Darwinian, and biological evolutionary interpretations

Week 12  Sexual Division of Labor
How have feminist and gender theories affected archaeology?
DUE: Third Writing Assignment

MODULE 6: ETHICS AND PROFESSIONALISM
READINGS FOR THIS MODULE: P/M Part VI, P/M Part VII, P/M Part IX, Keane (in P/M), Mills (in P/M), Diaz-
Andreu (in P/M), Sinopoli (in P/M), Bahrami (in P/M), Handsman and Richmond (in P/M), Blakey (in P/M), Homing
(in P/M), Atalay (in P/M), Talalay (in P/M), Hodder (in P/M), Kintigh (2005)

Week 13  Public archaeology
How do we interpret the past for non-archaeologists?

Week 14  Should archaeologists care about the living descendants of who we study?
NAGPRA, SAA and AAA statements on ethics
DUE: Rewrite of Third Writing Assignment

Week 15  Archaeology is inherently destructive
Preservation and conservation of the past
ARTICLES NOT IN TEXTBOOK (ARITICLES ON WRITING AT END OF LIST)


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DRAFT


TO: Faculty Senate Executive Committee

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

CC: Charles Hall, Department of Horticultural Sciences
Tim Davis, Head, Department of Horticultural Sciences
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: April 17, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HORT 315

We recommend that HORT 315 Issues in Horticulture be certified as a writing-intensive (W) course for four academic years (9/12 to 9/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 10,000
4. Instructor to student ratio for one section: 1:25

A Writing Assistant from the University Writing Center has always helped with this class and addresses grammar in papers. Students in HORT 315 write five essays (minimum of 2000 words each) that address an issue facing the horticultural industry. A 12-point rubric is used in grading and papers are checked for originality through Turnitin. Because Turnitin tracks student performance during the semester, students can apply feedback from earlier essays to improve on subsequent work. (All essays are in the same genre.) Students with recurring writing problems schedule individual conferences with the instructor or Writing Assistant. Writing instruction includes lectures to help students with the content (current issues in horticulture), writing-related lectures, and a sample essay provided as a model.

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):

HORT 315 Issues in Horticulture

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: Dr. Charles R. Hall  
Printed name and signature  
(Date)

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

Approvals:

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

Department Head: R. Daniel Landrum  
Printed name and signature  
(Date)
HORTICULTURE 315 Issues in Horticulture

INSTRUCTOR:

Dr. Charlie Hall, Professor, Holder of the Ellison Chair in International Floriculture
Website: ellisonchair.tamu.edu; Phone: 458-3277; Email: charliehall@tamu.edu
Office hours are arranged by appointment only. My office is located in Room 215 HFSB.

COURSE DESCRIPTION:

*Issues in Horticulture* is a 3 credit hour course taught in a pseudo-hybridized Web-based format. The course describes and analyzes factors that impinge on modern horticultural systems, including technological, environmental, economic, societal and ethical issues. While a brief overview of current practices and technical background information is presented, the focus is on critical issues that are affecting managerial decision-making in horticultural operations and how graduates can prepare themselves to function in a continuously changing business environment.

CLASS MEETINGS:

Class meets on selected Tuesdays, 8:00 a.m. - 9:15 a.m. Attendance is required at the introductory session, selected weekly class discussions on Tuesday mornings, and at other special sessions that may be announced (in class and/or in the news forum section of this website). The remainder of the course is self-paced.

COURSE OBJECTIVES AND EXPECTATIONS:

Successful completion of HORT 315 requires a great deal of discipline and self-motivation. Since the background material is auto-tutorial, students must explore the Internet for information and "pull" themselves through the course material. Students are expected to attend all specified classes, complete all essays on time, and participate fully in class discussions.

COURSE ASSIGNMENTS & DEADLINES:

Your grade will be based entirely on your performance in writing topical essays addressing the topics in the course modules. All essay assignments must be developed in Microsoft Word using Times New Roman font, a font size of 12 point, 1" margins on all sides, single-spaced, with a blank line between paragraphs, with NO first line indentation. Be sure to save the document with the .doc extension, not the .docx extension. All assignments must then be uploaded to the HORT 315 section on TurnItIn.com.

The maximum length of Essays is 5 pages, not including references. This means that most essays should typically be between 2,000 to 2,500 words (again, not including references). There is no need for a title page, but **be sure to put your name at the top of your essay in a header.** I also
suggest that you name your document file as follows: Jane_Doe_Essay1.doc to make it easier to identify your paper if you forget the previous requirement. Please refer to the Sample Essay provided for an example of the required formatting.

Grades for essays will be awarded on the basis of "style" and "substance," with the latter receiving about 60% of the weight. "Style" refers to grammar, spelling, use of appropriate vocabulary, and overall writing quality. "Substance" refers to use of facts, depth of understanding, thoroughness in answering the question posed, and indication of a well-thought out position. Be sure to consult the Essay Grading Rubric in evaluating the completeness of your essays before you turn them in. Remember, the ability to write effectively is important to your success. Your essays allow you to practice abbreviated technical writing, with the focus on conveying your ideas with economy of words and clarity of organization.

Grading elements include sentence structure, punctuation, organization, use of terminology, and of course, SPELLING! The principal source for background material for HORT 315 essays is the World Wide Web. As such, the ease of "cutting and pasting" means you will have to be extra careful about citing your references. Remember to enclose the cited material in quotations if the material is a direct quote. Be sure to cite ALL work that you are using for your essay. When citing your references, use the citation style included in the ASHS Style Manual.

Be sure to check the course calendar (which is located on the Moodle course website and the TurnItIn.com website) to determine when assignments are due. You are responsible for keeping up with those deadlines, but I will be sending out reminders in the 'forum' section of the course website. Late assignments are penalized at a rate of 20% loss in points per day late, including weekends. Since this is a self-paced course and the assignment deadlines are clearly delineated, there will be NO opportunities for making up assignments after 5 days past their respective deadlines.

The instructor reserves the right to change the order and content of modules as necessary. Due dates (excluding the final) may be changed by the instructor in extreme circumstances, and students will be notified in the announcements section on the home page of the HORT 315 website.

**GRADING SCALE:**

- A = 90 to 100%
- B = 80 to 89%
- C = 70 to 79%
- D = 60 to 69%
- F = less than 60%
HOW IS THE WEB-BASED VERSION OF HORT 315 DIFFERENT FROM OTHER COURSES?

Several critical operational and organizational features make the web-based content of HORT 315 different from a traditional course.

- This course has few lectures.
- Some students prefer the structured environment that accompanies listening to a lecture, taking notes, and discussing issues that arise during class. Other students prefer a more independent approach that allows each student to progress at this or her own rate. HORT 315 is organized so that a majority of the course content is obtained independently, with a few lectures during the semester to clarify (or elaborate on) selected topics.
- This course is very technology-dependent.
- Students need excellent access to a Internet-connected computer to do well in this section. It is expected that you will spend about 5 hours per week online, but that can be done on your schedule.
- You basically read the introduction to the course modules, visit the recommended sites for background material, and complete and submit the required essays assignments.
- In return for the flexibility of scheduling that you will enjoy in this class, it will be very important for you to discipline yourself and aggressively pursue the reading materials recommended. Only you will be able to judge when you are ready to complete the essay assignments.
- Visit the Texas State Library website and read the material about traits needed to be a good distance learner.

HORT 315 IS AN APPROVED "W" COURSE. WHAT DOES THIS MEAN?

The Core Curriculum Review Committee report entitled "Educational Leadership at the Beginning of the 21st Century" (March 28, 2000, as amended and approved by the Faculty Senate, May 8, 2000), establishes the writing-intensive (W) course graduation requirement at Texas A&M University. The first W course graduation requirement went into effect for Catalog 127 (Fall 2004). The requirement for a second course was instituted in Catalog 130 (Fall 2007). Faculty Senate Resolution 20.108 established the guidelines for implementation of W courses at Texas A&M University. Resolution 20.18, submitted by the Academic Affairs Committee, was approved at the regular meeting of the Faculty Senate on March 17, 2003. President Gates approved the resolution on April 1, 2003.
A "W" course meets the following criteria:

- Bases a significant percentage of the final course grade on written products. This does not generally include Power Points or essay examinations unless they are a very minor percentage of the grade and other written products are required. Specifically, a one-credit course should base at least 80% (preferably more) of the final course grade on written products; a three-credit course, at least 33%, and a 4-credit course, at least 25%.

- Has a reasonable instructor-to-student ratio (1:25) to ensure course quality. The ratio is determined by including the instructor(s) plus any aides, graduate or undergraduate, on the instructor side. In cases where a higher ratio may be proposed, the committee will ask for compelling evidence that it will not adversely affect course quality.

- Requires writing significant to and essential for the major. (As a guideline, the name of the major appears in the course title, the course figures into the GPR for the major, or the course is part of a College Core Curriculum.) The W course is integral to and prepared specifically for the major. Writing assignments are of the type students will encounter in their academic careers or in the workplace.

- Assigns at least 2000 words (eight pages) of graded, finished writing.

- Includes some writing instruction, not just the assignment of writing with comments on finished products. Instruction can be defined as, but is not limited to, providing opportunities for practice, providing feedback, providing and discussing models, conducting peer response or workshop classes, and lecturing on rhetorical forms or principles. Some instruction may occur outside of class as homework, but some in-class instruction is recommended.

- Provides formative feedback on writing in progress so that students have an opportunity to improve. Feedback is structured so that students may use it to revise drafts. It is not simply comments on finished and graded papers.

- Requires demonstration of writing skill for an appropriate proportion of the final grade.

- Requires that students must pass the writing portion of the course to pass. (The W Course Advisory Committee wants to prevent the case where a student might receive an A in 70% of the course but neglect the 30% that requires writing. This student, if she passed, would get credit for a graduation requirement in writing without actually writing.)

- Requires that collaborative writing projects constitute no more than 30% of the graded writing; further, the collaborative process is monitored for quality control and individual effort. If at least 33% of a three credit course is individually written and if 2000+ words are individually written, the requirement is also met.
RESOURCES AVAILABLE FOR IMPROVING YOUR WRITING

Excellence in writing is rarely a "black and white" judgment. While there are many "right and wrong" dictums in grammar, many "gray areas" also exist. The goal of emphasizing writing in HORT 315 is not to have you become accomplished literary technicians. Our goal is to introduce you to a style of writing that is acceptable in the discipline of horticulture, with an emphasis on general business and management styles rather than scientific writing style. If you have questions regarding a particular writing style, please refer to the ASHS Style Manual.

The Texas A&M University Writing Center is an outstanding resource. You may obtain assistance with your assignments either in person by setting up an appointment or by using their excellent online grammar tutorial.

Having said that, I think most of you can achieve the level of writing competence expected in this course by following some basic recommendations, allowing yourself an appropriate amount of time to do good work, researching your topic before you begin, and careful proofreading of your work.

HINTS FOR BEGINNING YOUR ESSAYS

Read the essay prompt carefully to be certain you understand the question being posed, the problem being outlined, or the analysis being requested. Don't begin your literature search until you're sure you know that which you seek. Ask for clarification from your professor or from your peers if you need to. You will be able to find ample detailed information for the essays posed in HORT 315 by doing a comprehensive Internet search. You are free to use other sources, however.

Narrow your search topic using the hints of the particular search engine you're using. If you search for "tomatoes" and your topic is really "tomato diseases" you will obtain millions of unrelated links. At the search stage, I recommend that collaboration cease. Part of the learning experience of the essay assignments is to help you learn how to "dig out" information from the Web. Organize your thoughts before you begin to write. You may not need to formalize your organization by writing an outline, but you should at least have an "outline in your head" as you write. Proofread. Proofread. Proofread. Modern day spell and grammar checkers help catch common typos, but they don't catch all errors of syntax.

University administration has advised faculty to monitor for academic dishonesty diligently and aggressively. The issue that will be confronted most commonly in the course of writing essays is plagiarism. Plagiarism occurs most frequently when one uses the work of another verbatim (word for word), but in technical terms, plagiarism also occurs when an individual "adopts" another person's ideas, passing them on for his or her own. Plagiarism is "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." [Excerpted from TAMU Library's resource on academic...
dishonesty] The ability to "copy and paste" sentences and paragraphs from a Web browser into one's word processor facilitates plagiarism. The power of search engines (and TurnItIn.com) to find the source of sentences and paragraphs anywhere on the Web facilitates apprehending plagiarism.

FREQUENTLY ENCOUNTERED PITFALLS

Listed below are some of the most frequent grammatical and general writing errors I've encountered. (I will be adding to this list during the course of the semester and posting suggestions to the forum.)

- Missed the point entirely. On very rare occasion, an individual has completely misread the essay prompt, writing an otherwise lucid response.

- Finessing the teacher – the act of basing your entire essay on feelings, emotions, opinions, half-truths, urban legends, etc. rather than searching for and interpreting facts. This one elicits severe penalties.

- Misspelled words. Technical jargon is particularly susceptible to this abuse, but it can happen to even common words. Improper proofreading is usually at fault.

- Correct spelling; wrong word. Some pairs often confused include: their/they're; to/too/two; affect/effect.

- Improper capitalization. Web is capitalized because the World Wide Web is a proper noun. The same is true for Internet, PowerPoint, etc. Horticulture is not capitalized unless it begins a sentence; DNA is capitalized because it is an acronym.

- Incomplete sentence; either the subject or verb is missing. Sometimes compound sentences are so long and convoluted that one forgets to match subjects and verbs in the clauses.

- "Commatosis"; bastardization of the word comatose. The act of placing a comma in a sentence for looks rather than effect.

- Inventing words; as in "Googling" or "Googling" a word when one actually uses the search engine, Google (http://www.google.com/), to find links using the word. Horticulturists invent words frequently. For example, we use the phrase "meristem orchids" meaning that we propagate them from meristems. This often involves inventing a noun for an action verb.

- Most of your writing will be written in past tense, but this can vary greatly depending on the subject. Just watch for consistency in verb tense.

- Most of your writing will also be written in third person; be very careful about use of first person.
• Make sure you follow the appropriate style guidelines.

• Remember to post your essay by the deadline date and time!

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.

ISSUES OF ACADEMIC INTEGRITY

This course is taught with the expectation that all students will adhere to the Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." Violations will be dealt with in accordance with the guidelines posted on the TAMU Code of Conduct website. Plagiarism will not be tolerated.

Last modified: Wednesday, August 17, 2011, 12:09 PM
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee 
CC: Richard Feldman, Department of Industrial and Systems Engineering  
Brett Peters, Head, Department of Industrial and Systems Engineering  
Ray W. James, AOC Dean, Dwight Look College of Engineering  
DATE: April 19, 2012  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ISEN 424

We recommend that ISEN 424 Systems Simulation be certified as a writing (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: 25%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:20

This five-credit course is supported by the departmental writing center. The University Writing Center works with this smaller center to train and certify their tutors. One graduate assistant from the departmental writing center is assigned to the course to work in collaboration with and under the supervision of a full-time writing coach assigned to the course. Students write a proposal, a progress report, and a final report. The first two assignments receive formative feedback on drafts. Students have the opportunity to revise one graded assignment for a new grade. For instruction, at the start of each weekly lab (except for the two labs reserved for exams), the writing coach makes a 10-15 minute presentation on writing instruction that can include a writing exercise or a quiz.

The original course design was to have a writing assignment almost every week based on a weekly lab assignment. The current course design is a semester long project in which three writing assignments are due: a proposal, a progress report, and a final report. Another change is the addition of a professionally staffed department writing center. Students working in the center are certified by the College Reading and Learning Association through the University Writing Center.
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):

ISEN 424, Systems Simulation

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 Feldman
Printed name and signature

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

Approvals:

College Dean: Ray James
Printed name and signature
(Date)

Department Head: Cesar Malave
Printed name and signature
(Date)
ISEN 424 – System Simulation

Richard M. Feldman
José Vázquez


Catalog Description: Systems simulation structure, logic and methodologies; generation of random numbers and variates; system simulation languages, models and analysis; applications to industrial situations.

Objectives: That students (1) understand the fundamental methodologies of discrete event (process-oriented) simulation modeling, (2) understand the key statistical issues involved in simulation data preparation and the analysis of simulation output, and (3) become familiar with modeling using a commercial language (ARENA).

Prerequisites: STAT 211, 212 and knowledge of Excel

Course Topics:
- **Week 1 (8/29)** Introduction to the course, discussion of writing assignments and the project, some statistical basics and the use of Excel.
- **Week 2 (9/05)** Random number generation, mechanics and statistical tests
- **Week 3 (9/12)** Introduction to SIMAN, simple blocks and elements
- **Week 4 (9/19)** Use of resources. Test tentatively on Wed, Sept 21
- **Week 5 (9/26)** Use of Arena’s basic process template. First writing assignment due Mon, Sept 26
- **Week 6 (10/03)** Goodness of fit tests. Second test (in lab) tentatively on Mon, Oct 3
- **Week 7 (10/10)** Non-stationary arrival processes.
- **Week 8 (10/17)** Resource schedules, failures, shift work
- **Week 9 (10/24)** Statistical analysis, comparing systems.
- **Week 11 (11/07)** Stations and material handling issues.
- **Week 12 (11/14)** Transporters. Third test tentatively on Wed, Nov 16
- **Week 13 (11/21)** Use of VBA. Third writing assignment due Wed, Nov 23 (hard copy, Nov 24)
- **Week 14 (11/28)** Arena output through VBA. Fourth test (in lab) tentatively on Mon, Nov 28

Final Exam – Monday, December 12 at 3:30 PM (Optional)

Note: *a job interview is not an excused absence on a test day or on a day the report is due.*

Office Hours Policy: I am usually in my office most mornings (8AM – 11:30AM) Monday through Thursday, and you do not need an appointment to see me. If you are in the area and you have questions (or just want to talk) feel free to check and see if I am in, morning or afternoon. I will be glad to discuss anything with you except material covered during an unexcused absence.

Quizzes, Homework, and Lab: At any time, without warning, a short quiz based on the homework or in-class examples might be given. Quizzes and homework are 5 points and labs are 10 points, although some of the more complex homework assignments may be worth more than 5 points. All assignments must be handed in at the start of class, at the start of lab, or at the end of lab depending on the assignment. An assignment due at the start of class but turned in after class has started and before the end of class will lose one points. No work is accepted after class or lab is over without a
valid university approved reason. Always use only one side of the paper, staple all pages together, and put your name on assignments (full name on front of first page, one name on back of last page). Hardcopies of homework and lab assignments are required. Email copies are not accepted unless specific permission is obtained ahead of time.

Classroom Computers: During lectures, the monitor in front of you should be turned off unless you have been asked to use the computers as part of the lecture.

Class Attendance: Class attendance is not optional. You are expected to attend all class lectures and labs except for university excused absences. With an excused absence, it is still the student’s responsibility to find out the homework assignment and be ready for a quiz. Because we often begin class or labs with computer work, it is also important that you arrive on time. Students arriving to lab after 1:50 will receive a two point deduction for that day’s lab assignment. If you have an excused absence or want to review lectures, you may view most lectures online at http://mediamatrix.tamu.edu

Reviews for tests and comments about what will be on a test are not recorded. There are also periodic equipment failures, so it is likely that some lectures will not be recorded. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Grade: The course grade is 25% for the project (this is the writing portion of the course and includes all writing assignments and supporting data collection, calculations, modeling, and analyses), 5% lab assignments, 5% in-class quizzes and homework, 12% for the first and third exams each, 13% for the second and fourth exams each, and 15% for the final. (Without the final, the first and third exams will count for 15.6% of the final grade and the second and third exams will count for 16.9% of the final grade.) However, since this is a writing intensive course, you must pass writing to pass the course; thus, if your project grade is less than 60%, your course grade will be an F even if all other grades are 100%.

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%. Without the final, grades are truncated; thus, 89.99% is a B without the final. If a test is missed, you must have a written excuse that meets university requirements for an excused absence. Note that a job interview is not an excused absence on a test day. If possible, please let me know if you have an excused absence before the test; otherwise, I must be notified within two days of your return to school. Any disagreements regarding a grade received on any graded material must be discussed within one week of the return of the graded material. No grade will be changed beyond the one week limit.

Grades will be maintained online at http://elearning.tamu.edu

Cell Phone Use: If you use your cell phone during lectures, you may be asked to leave the room. This includes texting on your phone. Use of your cell phone, including texting, during a test will automatically be considered an act of academic dishonesty unless I am notified ahead of time of special circumstances.

Academic Integrity: “An Aggie does not lie, cheat, or steal or tolerate those who do.” It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. (See the web site http://aggiehonor.tamu.edu for the Honor Council Rules and Procedures.)

It is acceptable for you to discuss both lab assignments and homework with colleagues; it is also permissible to show another student your code as long as you DO NOT COPY each other’s work. After discussing an assignment with someone else, do not write anything that you do not understand and always use your own language on the assignments. Obviously, you may not discuss exams with anyone else until after the exam is over and you know that every student you are discussing the
exam with has already taken it. No leniency is given for academic dishonesty during a test. A report will be made to the Aggie Honors Office regarding academic dishonesty during a test with a recommended course grade of F*. For the project, once data collection is complete, you may not collaborate, discuss programming specifics, or discuss your written reports with others; however, you may discuss numerical results.

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, Service for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.

Simulation Course Project
Fall 2011 Semester

A semester-long project divided into three phases is part of this course. At the end of each phase, you are required to submit a written report. The viewpoint of all reports is that you are a consultant and are writing your reports for the owner of the system you are simulating. After receiving a grade for the first two reports, you may re-submit them for an improved grade. (The schedule for re-submissions will be announced during the semester.) There will not be time to re-submit your final report, but you may seek help from the writing coach or his assistants on this product before its due date. All reports are submitted on line in Microsoft Word using eLearning. A hard copy of your final report is due the morning after the due date for the final report. (If you do not give me a hard copy of your report in class ahead of time, you may put it in my mailbox in room 4030 ETED or drop it by my office before noon.)

PHASE I: Due date for this report is September 26, 2011.

1. Form groups of three or four students ASAP and send me an email with your team member’s names by 5 PM on Friday, September 9. You MUST Cc all team members.

2. Select a dynamic system such as a fast food restaurant, coffee shop, grocery store, bank or post office you believe needs to be “fixed” because of unacceptably long times spent by customers in the system. Hint: You do not get extra points for complex systems, so pick a simple system.

3. As soon as you decide on your system, obtain permission from the manager(s) or owner(s) to allow your data collection. Let them know the data is for a TAMU course on simulation. (Note that there is an Institutional Review Board (IRB) that must approve research projects involving human participants. IRB approval is not required for the class projects because the project is used primarily for teaching purposes and is not designed to develop or contribute to generalizable knowledge.)

4. Each of you will write your own report that will include, among other things, a justification of why your group chose that system. In this first report, which is a proposal, you need to make a convincing argument that would persuade a manager to hire you as a consultant after reading it. Make sure to describe the system in detail in your report. Identify entities, attributes, activities, events, and state variables for the system. In your opinion (and this could be different from that of your group members) what would “fix” the problems the system is having? State that clearly in the report. Essentially your report is a proposal to solve, using simulation, the problem of long waiting times spent in the system in a real-life situation. An outline with more detailed instructions regarding the content of the report will be provided during the first week of the semester.
PHASE II: Due date for this report is October 31, 2011.

1. During this phase, start collecting data as a group that you could use in your simulations. Make sure to collect plenty of data so that your estimates are statistically reliable. Also be sure you collect everything you need – you will not be able to collect more information later. Be sure you start the data collection when the system is empty and end when the system is empty. For best results, be sure the system empties out at least three times during the data collection. Since your objective would be to propose design changes that would result in reducing the average time spent in the system, it is crucial to collect data to estimate the time spent in the system although this is not an input to the simulation. From this point, you must work individually on the project. In your report, describe how you collected data and what exactly your team collected.

For example, consider a small fast-food place where there was just one person who took the order, fixed the meal and took care of the payments. Some customers arrived individually and some in groups, waited in a line, and were served one by one. Data collected for this system, starting at 13:00:00 hours, are as follows:

<table>
<thead>
<tr>
<th>Customer number</th>
<th>Number in group</th>
<th>Time of arrival</th>
<th>Time start service</th>
<th>Time finish service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>13:00:10</td>
<td>13:00:10</td>
<td>13:00:11</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>13:00:56</td>
<td>13:00:56</td>
<td>13:01:08</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>13:01:12</td>
<td>13:01:12</td>
<td>13:01:22</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>13:01:17</td>
<td>13:01:22</td>
<td>13:01:30</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>13:01:33</td>
<td>13:01:33</td>
<td>13:01:58</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>13:01:36</td>
<td>13:01:58</td>
<td>13:02:03</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>13:01:36</td>
<td>13:02:03</td>
<td>13:02:08</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>13:01:46</td>
<td>13:02:08</td>
<td>13:02:09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>150</td>
<td>14:12:56</td>
<td>14:13:02</td>
</tr>
</tbody>
</table>

(The table above is just as an example; your system may be more complex. Nonetheless, follow this example when you tabulate data in your report.)

2. Use ARENA's input analyzer to characterize the random quantities by specifying the distributions and their parameters. In the example above, the distributions for the inter-arrival times and service times would be required to build a simulation. Notice that the customer waiting times are NOT needed for building the simulation since waiting times are a result that would be generated from the inter-arrivals and service times. However, it would be helpful to have the mean and standard deviation of the waiting times since these can be used to help validate the simulation. In your report, also known as an interim or progress report, make sure to comment on how good the fits were, how you evaluated alternatives, and any anomalies.


1. Run multiple replications of the system's simulation. Comment in the report on how the real system compared to the model by running animations. This is meant to be a subjective or qualitative comparison; the quantitative comparisons are next.

2. Compare the simulation model against the real system by evaluating the average time in the system in either case. Comment on the comparison in your report.
3. Consider a design alternative that you believe would reduce the average time in the system. This does not have to be the one you originally proposed if you are convinced that it is not a good idea. In any case, you must first justify the choice of the appropriate design alternative. Make sure the alternative is something you have data to support. As an example, a complete revamping of the system might result in your not having data to create a simulation model. Once you have identified the alternative, run a simulation with multiple replications to illustrate the improvement in average time in the system (note that you do not have real data on the time in the system). Is the improvement significant? Tabulate your observations and explain your insights in your report.

4. An example final report (without the appendices) is available on the G Drive and on the eLearning website. Follow the structure and formatting shown in this example.

Grading: There are two grades associated with the project: a writing grade and a technical grade. The writing grade for the project is the average grade from the final graded version of each report. The technical grade for the project will be given after the final report is submitted. The final project grade is the minimum of the writing grade and the technical grade. (I believe this reflects reality since poor writing makes excellent technical ability worthless, and great writing should never be used to cover up poor technical content.)

After the grade has been assigned to each report, points will be deducted for late reports. All reports are submitted electronically, using Microsoft Word, through the eLearning website. Three points will be deducted from the final grade for each day beyond the due date that a report is turned in. The same deduction will be made for re-graded submissions. For example, assume a report was assessed as an 85 and was two days late. This report would receive a grade of 79. If that report is submitted for a re-grade and assessed as a 95, the first report will have a final grade of 89. For electronic submissions, midnight is the deadline. For example, if the first report is turned in at 11:59 PM or even midnight on September 26, it is not late. If the first report is turned in at 12:01 AM on September 27, it is one day late.

In addition to the final report being submitted electronically by November 23, a printed version of the final report must be turned in by noon, November 24. At 12:01 PM on November 24, a three-point per day late penalty will be applied to the final project grade.

IMPORTANT: The ONLY thing you are authorized to do as a group is to identify the system you are going to study and collect data. I expect you to do everything else individually. An exception to this is that when picking your system, it is reasonable to discuss as a group possible corrective action for reducing system waiting times. After the data collection phase is finished, collaboration will be considered academic dishonesty.

Penalties

1. First instance of plagiarism, unauthorized collaboration, or collusion in writing: The final grade of that report will be 50% of the grade obtained when the plagiarism or collusion is ignored.

2. Second instance of plagiarism, unauthorized collaboration, or collusion in writing: A report will be made to the Aggie Honors Office regarding academic dishonesty with a recommended course grade of F*.

Plagiarism and collusion are checked by means of software designed specifically to catch similarities.
TO: Faculty Senate Executive Committee

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

CC: Leslie Seipp, Department of Marketing
    Rajan Varadarajan, Head, Department of Marketing
    Nancy Simpson, Clinical Professor, Business Undergraduate Special Programs
    Martha Louder, AOC Dean, Mays Business School

DATE: April 19, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MKTG 448

We recommend that MKTG 448 Marketing Management be certified as a writing (W) course for four academic years (1/13 to 1/17). 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: 9000
4. Instructor to student ratio for one section: 1:15

A Graduate Assistant helps manage this course. Students in MKTG 448 write a case analysis (individually), a second case analysis collaboratively and also complete a collaborative project that requires writing. They are provided extensive feedback on the written assignments. Each student receives a one-page feedback on his/her performance on the paper that lists its strengths and includes suggestions on it can be improved. Students are also given the opportunity to revise their papers based on the feedback and re-submit them. Students have the option of showing their reports to the instructor before they are due. Students receive detailed instructions for writing assignments. Before every assignment is due, a significant amount of time is devoted in class explaining how the paper should be written such that it is well-organized, concise and has the relevant information. Emphasis is placed on grammar, spelling, punctuation and clarity. After an assignment is handed back to the students, a significant portion of in-class time is spent on discussing the general performance of the class, main areas of weaknesses related to writing skills, and the steps needed to remedy or improve those areas.

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):

   MKTG 448 Marketing 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: Leslie J. Siggs
Printed name and signature

(Date)

Received:
(W Course Coordinator, University Writing Center)

(Date)

Approvals:
College Dean: Dr. John Doe
Printed name and signature

(Date)

Department Head: Dr. Varadarajan
Printed name and signature

(Date)
The mission of Mays Business School is to create knowledge and develop future ethical business leaders for a global society.

Mays Business School
Texas A&M University

MKTG 448: Marketing Management
Spring 2012

Course Syllabus and Schedule

Instructor: Dr. Rishika Ramkumar
Office: Wehner 220S
Phone: (979) 845-8820
Fax: (979) 862-2811
E-mail: rrishika@mays.tamu.edu

Office Hours: Tuesdays and Thursdays: 11:00 a.m.-12:00 p.m. (or email for appointment)

Course Web Page: TAMU Elearning (http://elearning.tamu.edu/)

Class Time:
Section 903: TR 9:35 a.m. – 10:50 a.m. WCBA 154
Section 904: TR 12:45 p.m. - 2:00 p.m. WCBA 154
Section 905: TR 2:20 p.m. – 3:35 p.m. WCBA 154

Course Overview
This course examines the nature and fundamentals of marketing management. It aims to provide future managers with the frameworks, knowledge, and sensitivities to develop an effective marketing plan and with the functional tools to implement the plan. Specifically, this course will draw attention to the planning, organizing, directing, and controlling of the marketing function. Emphasis will be placed on consumer behavior and research, targeting and positioning; and the elements of the marketing mix (product, price, promotion, and place).

Course Objectives
Specifically, our goals are to: 1) Increase your understanding of the important issues in planning and evaluating marketing programs through elements of marketing analysis; 2) Provide you with the skills necessary to prioritize these issues as well as to develop compelling and creative strategies for solving these issues; 3) Introduce you to appropriate theories, frameworks and other tools for understanding, dissecting and improving marketing programs, which necessarily involves exposing you to current relevant academic research; and, 4) Provide you with a managerial perspective on creating positive, memorable consumption experiences through an integrated marketing program.

Prerequisites:
Intro to Marketing (MKTG 309/321); Marketing Research (MKTG 323)

Course Materials and Structure
1. Required Course Reader: MKTG 448 Cases and Readings
   - This is a collection of Harvard Cases and Readings and is available at the bookstore and other vendors. List of cases and readings is on page 11 of the syllabus.

The reading materials, class format, and writing assignments have been selected to help us achieve the goals set out for this course. Additional materials in the form of handouts and references to other sources will be given in the class. Class sessions will include i) lectures, ii) discussions of cases, problems, and examples, iii) demonstrations of PC-based analytical techniques and iv) in-class exercises. If questions arise during the course of reading assigned material they should be noted and asked in class, or an e-mail inquiry can be sent to the instructor.

Class Communication Tool
Lecture materials and other information relevant to the course will be posted on TAMU Elearning site: http://elearning.tamu.edu/. Students are required to periodically check the course web page. Note that the only email I will be using is rrishika@mays.tamu.edu. Also note that I will contact students mainly by email at their TAMU email account accessible from http://howdy.tamu.edu/. I will not be sending emails to any other hosts such as AOL, Hotmail etc.

Assessment
I believe in allowing many evaluation moments during the semester of different types. Though the course might become very intensive and demanding, the high number and diversity of evaluation tools also avoids each evaluation moment to impact more than 25% of the final grade (which in turn reduces the risk for students). Your final grade in the course will be based on both individual and group work. Grades are comprised of four components.
A. Individual Class Participation 10%
B. Assignments
   a. Five Individual Written Assignments (5 Cases) 40%
   b. One Group Case 5%
C. Exams
   a. Midterm 10%
   b. Final Exam 20%
D. Group Project 15%

Grading Criteria
90 + A
80-89.9 B
70-79.9 C
60-69.9 D
Below 60 F

Study Groups
Students will need to form study groups early in the semester. Groups should comprise of 4-5 members. The members of a group will work together on the group project, group assignments and in-class exercises. Groups will be assigned letters in the class.

A. Class Participation (10%)
Grading Class Participation: Some of my criteria for evaluating effective class participation include:
1. Is the participant prepared? Do comments show evidence of thoughtful analysis of the problem? Do comments add to our understanding of the situation? Does the participant go beyond simple repetition of case facts, adding analysis and conclusions? Do comments show an understanding of theories, concepts, and analytical tools presented in class lectures or reading materials?

2. Is the participant a good listener? Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?

3. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

Your grade for class participation is not a direct function of the amount of "air time" you take up. In general, I will evaluate you on how well you respond to my questions and on how effectively you take into account the comments and analyses of your classmates. In situations where multiple students have raised their hands to speak, I will try to call on the student with the least cumulative air time to that date. This procedure, carried out over the course of the semester, should help to ensure that everyone who is well prepared and wants to contribute will have the opportunity to do so. Students are encouraged to seek feedback from the instructor on their class participation performance at any time during the semester.

A necessary, but not sufficient, condition for class participation is that you come to class. In order to obtain a grade for class participation you must attend the class sessions (please let me know in advance if you cannot attend a session). Attendance will be mandatory during the days of guest lecture and project presentation and questions/comments during presentations are highly valued. Class participation is graded on a scale of 1-10. While it is extremely difficult to lay out exact criteria on how participation is graded according to above-mentioned guidelines for participation, here is a helpful rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Participated in over 90% of classes; Demonstrated excellent knowledge of course reading material; did not exhibit any disruptive behavior in class; was respectful of colleagues and their viewpoints; perfect attendance</td>
</tr>
<tr>
<td>8-8.9</td>
<td>Participated in 80% of classes; good knowledge of course material; non-disruptive; respectful; perfect attendance</td>
</tr>
<tr>
<td>7-7.9</td>
<td>Participated in 70% of classes but missed talking about key points relevant to discussion and only had some generic statements to make; perfect attendance</td>
</tr>
<tr>
<td>6-6.9</td>
<td>Participated in 60% of classes; did not have key points to help carry the discussion forward or demonstrated knowledge of reading material; perfect attendance</td>
</tr>
<tr>
<td>5-5.9</td>
<td>Spoke on a few occasions but did not have any key points to contribute; perfect attendance</td>
</tr>
<tr>
<td>1-4.9</td>
<td>Negligible participation; perfect attendance</td>
</tr>
<tr>
<td>0</td>
<td>Zero participation; perfect attendance</td>
</tr>
</tbody>
</table>

Case Discussions. The assigned case studies have been selected to fit the objectives of the course and to cover a cross section of interesting industries. All students are expected to come to class ready to discuss each case, regardless of whether or not a written assignment has been prepared. Students may be called upon at any time (a.k.a. cold called) to provide specific recommendations and analysis. At a minimum, you should be able to (i) state clearly what management should do and (ii) provide a specific, logically consistent rationale for your

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1 Missing more than 10% of the sessions will seriously affect your participation grade.

TAMU Mays Business School Dr. Rankumar Marketing Management
MKTG 448
recommendations, backed by your analysis. Even if you do not contribute to a specific case
discussion by speaking, make sure that you are comfortable with what you would have done in
the management situation described in the case and why.

Case preparation. In preparing for class, I recommend that you read the case more than once.
The first reading should give you a feeling for what the case is about and the types of data
contained in the case. Many people like to underline or otherwise mark up their cases to pick out
important points relating to the business and the situation; e.g., customer behavior and trends,
competitor's behavior and trends, and the firm's strengths and weaknesses. Be sure to pay
attention to the exhibits in the case; these often contain information that will be useful in
analyzing the situation.

Once you have a good idea of the fundamentals, you should read the case again with the goal of
understanding the specific situation. You will want to get at the root causes of problems and
gather data from the case that will allow you to make specific action recommendations. During
this reading, carefully prepare your answers to the assigned discussion questions. As is often the
situation in actual practice, cases may not have all the data you would like. Nevertheless, it is
critical that you develop a reasoned plan of attack on the basis of the data available. Moreover,
you should not attempt to find out what happened to the company or business as a basis for
making your decision.

In the class discussion, we will try to build a complete analysis of the situation and address the
problems and issues in the case. Each person is expected to be prepared to share his or her
individual views with the class. The main objective of the discussions is to examine completely
all aspects of the situation: facts, suppositions, alternatives, final action. In these sessions, it is
my job as instructor to facilitate discussion: first to obtain all views and finally to help pull
together the prevailing views of the discussion.

A typical request at the end of a case discussion is: What is the answer? Let me emphasize here
that the case method of learning does not always provide the answer. In most case discussions
several viable "answers" will be developed and supported by various participants. What is
important is that you know what you would have done in that specific marketing situation, that
you clearly communicate your marketing analysis and recommendation, and that you can defend
that analysis and recommendation. In selecting case materials, I chose cases that are relevant
(i.e., fit the pedagogical objectives of the course), interesting (i.e., topical), or both. Some of the
cases appear to be far-removed from problems pertinent to your particular industry experience,
but in general, the lessons to be learned from the cases are universally relevant and transcend
particular situations and time.

B. Assignments (45%)
A set of assignments will give you the opportunity to practice using some of the tools and
analytical techniques we will be studying during the course. Hard copy versions of the
assignments are due at the beginning of class on the day the assignment is due (late submissions
will not be accepted). Do not submit the assignments electronically in the elearning website.

**Five Individual Case Write-Ups (8% each):** Please submit a written analysis for five cases.
These cases are indicated in the course outline. The assignments are due at the start of class.
Late submissions will not be accepted. The specific due date for each case is listed in the
course outline. Your case write up should be a maximum of two single-spaced pages of text.
(with an additional maximum of two pages of exhibits). Please use standard margins (1") and conventional font size (12 point). If light cannot escape the gravitational pull of your documents, then you have made them too dense 😊

In preparing your write-up, I suggest you use the following format:
- Introduction/Background
- Statement of the Problem.
- Analysis.
- Recommendations.
- Exhibits (if any).

Some general guidelines for preparing an effective write-up are:
- Provide a coherent, well-organized analysis.
- Be concise. Do not spend time rehashing or paraphrasing the details of the case.
- Focus your specific recommendations on the important issues in the case.
- Tie your exhibits to the text of the report.

The individual case write-ups are for the following cases: Mountain Man Brewing Co., IKEA, Nestle, HEB and BMWZ3
Check the course outline in the syllabus (last page of this document) for the due dates.

**One Group Case (5%)**: Each group will be required to submit one group case write-up for the Starbucks case. Check the course outline in the syllabus (last page of this document) for the due date.

The group case write-up should follow the same structure as the individual case write-ups. It should describe the problem discussed in the case and provide a detailed analysis of the problem. Your group case should also be a maximum of two single-spaced pages of text (with an additional maximum of two pages of exhibits). Please use standard margins (1") and conventional font size (12 point).

**Case Grading Rubric:**

<table>
<thead>
<tr>
<th>Case Grading</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification and Description of Case issue/problem</td>
<td>10 %</td>
</tr>
<tr>
<td>Problem Analysis - Thoughtful and well-argued discussion with pros and cons of the problem and solution discussed in the case</td>
<td>60 %</td>
</tr>
<tr>
<td>Organization</td>
<td>5 %</td>
</tr>
<tr>
<td>Well structured and thought out arguments</td>
<td>25 %</td>
</tr>
</tbody>
</table>

**C. Exams (30%)**

There will be two (closed book/notes) exams: midterm and a final. Each exam will consist of a few essay type questions. Both exams will emphasize material covered in the lecture and their applications, and students are required to use the course reader and notes from case analyses during preparation. Information from guest speakers will not be on the exams. More information about the material for the exams will be discussed in the review classes before the exams. Make-up tests must be scheduled and approved in advance. If you face a last minute emergency that precludes you from taking the test, proper documents must be provided. Make-up tests that are not pre-arranged will be penalized 25% of the maximum points of the particular test.
D. Group Project (15%)
The deliverables of the group project include a project report and presentation. The report and hardcopy of the slides are due at the start of the class on the first day of the presentations. Please refer to the course outline in the syllabus for exact due dates. *No exceptions.* The goal of the project is to plan an integrated marketing program for a brand/product of your choice. Your group should choose a small, well-defined project and the work effort should emphasize quality over volume.

(a) Completely analyze the brand/product, focusing your analysis on marketing concepts and issues covered in this class that you feel are important in justifying your ultimate marketing program recommendations. Non-marketing reasons should be briefly mentioned. Clearly outline your assumptions and thought processes.

(b) Suggest actions and strategies (on each issue) which you feel would enable the product/brand to improve its market position. Clearly outline your assumptions and thinking.

Your selection of product/brand will have to be approved by the instructor, although you will be given considerable freedom to follow your own interests. Since the project will require a significant amount of time and effort it is *important* that you select a product/brand in which you are personally *very interested.*

Some suggestions to increase the probability of generating a very good project are:

1. Start early.
2. Pick something that interests you.
3. Attempt to develop some structure before you go about collecting information.
4. Be flexible on your sources of information. Discussions with key executives, current and potential customers, competitors, published information from public sources and the company, personal observations, etc.
5. Follow-up to the fourth point above, conduct extensive research (primary and secondary). For example, you should conduct primary research by designing a questionnaire (e.g., survey, or focus group study) to obtain the information. You may also use secondary data sources to estimate and support possible potential market predictions. Also cover the range of outcomes you will expect from your campaign such as expected effect on demographics, perceived image, branding, and so on.

The final report should present in its entirety the problem definition, research findings, recommended strategy, and proposed marketing program.

Proceed as follows:

1. Select a product category and a brand in which you are interested as a group.
2. Write up a 2-page (single spaced, 1"margins all around, 12 point font) description of your project. Refer to the course outline for the due date for this 2-page group project outline. It should identify the brand you have chosen, provide a brief overview about why you have chosen that brand and what you see as the issues with their marketing program.
3. While your plan should include creative strategy and a creative execution, be sure to keep your focus on the overall marketing strategy you are creating. The creative stuff can be distracting and fun, but a project that has a great creative product, and only a weak marketing strategy will not receive a high grade.
4. The final project report should be around 20-25 pages (double-spaced, 1 inch margins all around, 12 point font, maximum of 12 text pages), including appendices and exhibits. The first page should contain an executive summary of the paper.

5. Each group will have a maximum of 15 minutes for their presentation. Allow 2-3 minutes of question time as well. Each group is required to submit a hard copy of the slides at the start of the class.

6. The presentation schedule is as follows:

   Project Presentation Day 1—Group A, C, E, G, I
   Project Presentation Day 2—Group B, D, F, H, J

   Groups will be randomly assigned to these letter groups in class. If for some reason, you are unable to attend your group’s presentation, you should discuss this with your team members and ensure that you make up for your absence by contributing adequately towards the project.

7. Each group member will be asked to evaluate his/her peers with respect to their performance in the group. The peer evaluation form is on the next page. Please refer to the course outline for the due date. If a group member fails to turn in the form, it may result in loss of some credit for the student.
Peer Evaluation Form

Course: Marketing Management

Class Meeting Time: __________________________

Group Name: __________________________

Your Name: __________________________

Please allocate a maximum of 100 points to each individual member in your group (including yourself). As a point of reference, a 100 point allocation means this individual should receive full credit on the project. In other words, s/he pulled her/his weight (so 100 does not mean outstanding here).

Please justify your evaluations, especially if you have decided not to allocate the full 100 points to a group member.

<table>
<thead>
<tr>
<th>Group Member Name:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Your peer evaluation will be kept confidential. Failure to turn-in the peer evaluation sheet by the day on which it is due may result in loss of some credit for you. Please refer to the course outline in the syllabus for the exact due dates.

Space for Comments:
ADA AND ACADEMIC INTEGRITY

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

- **Academic Integrity**
  “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

If it is determined that scholastic dishonesty is taking place, I will follow the procedures specified in the student rules and take the appropriate disciplinary action (a minimum of which will be a zero on the work turned in). Individual assignments (quizzes, case analyses, examinations, and homework) are to be individual efforts unless otherwise instructed. Cheating, plagiarism, fabrication, and misrepresentation will not be allowed.

Note: Plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission from that person. Of particular relevance in this course, it is important to note that fabrication includes falsifying research data.

**STUDENT FEEDBACK**

I expect you to be involved with the class. You are strongly encouraged to contact me before, during or after the class to raise or clarify any issue regarding the course, especially things that are not going well. If you hesitate to raise an issue publicly during class please email me to share your concern or to schedule an appointment.

**MAYS FOOD & BEVERAGE POLICY**

We are fortunate to have beautiful and state-of-the-art classrooms in the Wehner Building. All of us want to maintain the high quality condition of these classrooms for current and future students. Thus, please do NOT bring BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) into our classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated.

**TENTATIVE SCHEDULE OF CLASS MEETINGS**

In most instances I will not lecture directly from the course readings, but will assume that you have read the relevant material prior to coming to class. Nevertheless, we will discuss issues related to the reading material during the class and there will be opportunities for clarification.
A detailed course outline as well as the due dates for the various assignments etc. appears below. Certain class sessions have been set aside for reviewing the status of the group projects during which groups will be required to present short updates on the progress of their projects.

Note that the schedule may change. It is the responsibility of each student to consult the course page and check email and elearning website for announcements, course materials, and revised schedule.
1. Case 1: Netflix, HBS Case Product # 607138
2. Reading 1: Customer Profitability and Lifetime Value, HBS Product # 503019
3. Reading 2: Reinartz, W. and V. Kumar: The Mismanagement of Customer Loyalty, Product # R0207F
5. Reading 3: Principles of Product Policy, HBS Case Product # 506018
6. Case 3: Mountain Man Brewing Co., HBS Case Product # 2069
8. Case 4: IKEA Invades America, HBS Case Product # 504094
9. Reading 5: Developing New Products and Services: The Marketer’s Role, HBS Press Chapter, HBS Case Product # 2599BC
10. Case 5: Nestle Refrigerated Foods: Contadina Pasta & Pizza (A), HBS Case Product # 595035
11. Case 6: Massachusetts Lottery, HBS Case Product # 590009
12. Reading 6: Principles of Pricing, HBS Case Product # 506021
13. Case 7: The Medicines Co., HBS Case Product # 502006
14. Reading 7: Note on Behavioral Pricing, HBS Case Product # 599114
15. Reading 8: Going to Market, HBS Case Product # 599078
16. Case 8: H-E-B Own Brands, HBS Case Product # 502053
17. Reading 9: Integrated Marketing Communications, HBS Case Product # 599087
18. Case 9: Launching the BMW Z3 Roadster, HBS Case Product # 597002
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Readings*</th>
<th>Notes/Assignments/ Tasks Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>T</td>
<td>Course Introduction</td>
<td></td>
<td>Discussion of case method</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Th</td>
<td>Marketing Environment: Case</td>
<td>Case 1: Netflix</td>
<td>Submit info cards; Submit list of group members</td>
</tr>
<tr>
<td>Jan 24</td>
<td>T</td>
<td>Customer Lifetime Value and Profitability</td>
<td>Reading 1</td>
<td></td>
</tr>
<tr>
<td>Jan 26</td>
<td>Th</td>
<td>Mismanagement of Customer Loyalty</td>
<td>Reading 2</td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>T</td>
<td>Understanding Customer Behavior: Case</td>
<td>Case 2: Starbucks</td>
<td></td>
</tr>
<tr>
<td>Feb 2</td>
<td>Th</td>
<td>Product Strategy &amp; Branding</td>
<td>Readings 3 &amp; Handout 1</td>
<td></td>
</tr>
<tr>
<td>Feb 7</td>
<td>T</td>
<td>Product Strategy &amp; Branding: Case</td>
<td>Case 3: Mountain Man Brewing Co.</td>
<td>Individual Case due</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Th</td>
<td>Market Segmentation and Positioning</td>
<td>Reading 4</td>
<td></td>
</tr>
<tr>
<td>Feb 14</td>
<td>T</td>
<td>Market Segmentation and Positioning: Case</td>
<td>Case 4: IKea</td>
<td>Individual Case due</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Th</td>
<td>New Product Development and Sales Forecasting</td>
<td>Reading 5</td>
<td></td>
</tr>
<tr>
<td>Feb 21</td>
<td>T</td>
<td>New Product and Sales Forecasting</td>
<td>Case 5: Nestle</td>
<td>Individual Case due</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Th</td>
<td>Lab – Forecasting Exercise</td>
<td></td>
<td>Details in class</td>
</tr>
<tr>
<td>Feb 28</td>
<td>T</td>
<td>Review for Midterm</td>
<td></td>
<td>Study for Midterm</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Th</td>
<td>Midterm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 6</td>
<td>T</td>
<td>Business Ethics</td>
<td>Case 6: Massachusetts Lottery</td>
<td></td>
</tr>
<tr>
<td>Mar 8</td>
<td>Th</td>
<td>Project Discussion</td>
<td></td>
<td>Project Approval</td>
</tr>
<tr>
<td>Mar 20</td>
<td>T</td>
<td>Pricing/Response to Marketing-Mix</td>
<td>Reading 6</td>
<td></td>
</tr>
<tr>
<td>Mar 22</td>
<td>Th</td>
<td>Pricing: Case</td>
<td>Case 7: The Medicines Company</td>
<td></td>
</tr>
<tr>
<td>Mar 27</td>
<td>T</td>
<td>Behavioral Pricing</td>
<td>Reading 7</td>
<td></td>
</tr>
<tr>
<td>Mar 29</td>
<td>Th</td>
<td>Channels</td>
<td>Reading 8</td>
<td></td>
</tr>
<tr>
<td>Apr 3</td>
<td>T</td>
<td>Lab – Pricing Exercise</td>
<td></td>
<td>Details in class</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Th</td>
<td>Channels: Case</td>
<td>Case 8: HEB Own Brands</td>
<td></td>
</tr>
<tr>
<td>Apr 10</td>
<td>T</td>
<td>Integrated Marketing Communications and Social Media</td>
<td>Readings 9 and Handout 2</td>
<td>Individual Case due</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Th</td>
<td>Integrated Marketing Communications: Case</td>
<td>Case 9: Launching the BMWZ3 Roadster</td>
<td>Individual Case due</td>
</tr>
<tr>
<td>Apr 17</td>
<td>T</td>
<td>Project Consultation Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 19</td>
<td>Th</td>
<td>Review for Final</td>
<td></td>
<td>Study for Final Exam / Prepare Project Report;</td>
</tr>
<tr>
<td>Apr 24</td>
<td>T</td>
<td>Project Presentation Day 1</td>
<td></td>
<td>Project Reports and slides due; Study for Final Exam</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Th</td>
<td>Project Presentation Day 2</td>
<td></td>
<td>Peer Evaluations due</td>
</tr>
</tbody>
</table>

* The reading numbers refer to the readings listed in the course reader. Handouts will be posted on elearning.tamu.edu. Final exam will be administered during the finals week: Check the Office of the Registration & Records website for Final Schedule.

2 The schedule is subject to change according to the instructor's discretion.
TAMU Mays Business School Dr. Ramkumar
MKTG 448
Marketing Management
12
40 of 105
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Elisabeth Ellis, Department of Political Science
    James Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: April 20, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 481

We recommend that POLS 481 Experimental Foreign Policy Decision Making be certified as a writing (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: 5000
4. Instructor to student ratio for one section: 1:19

The major assignment for POLS 481 Experimental Foreign Policy Decision Making is a research paper of 5000-7000 words. Students receive formative feedback on a draft (week 9) and receive handouts on writing style in week 3. The topic for the research paper must be approved by the instructor. For additional practice, students do an oral presentation, with slides, on their research paper. Instruction includes handouts on writing and class time learning about the writing styles of political scientists reporting research results to other political scientists. Students are introduced to one of the major style manuals used by political scientists, and they learn about the special writing requirements of each component of a typical paper (literature review, research plan, data analysis, findings, and conclusions). Students read model political science writing reporting original research from major books and/or journal articles. Some lecture time is devoted to coaching students on the scholarly presentation of political science research.

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):

   POCS 481 Research Seminar: Experimental Foreign Policy Decision Making

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

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

Instructor / Coordinator: Elisabeth Ellis  
Printed name and signature  
3-8-12  
(Date)

Received:  
Valerie Balester  
(W Course Coordinator, University Writing Center)  
3-12-12  
(Date)

Approvals:

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

Department Head:  
Maria Escobar-Lemmon  
Associate Head  
(Date)
POLS 481 – Senior Research Seminar in International Relations

Experimental Approach to Foreign Policy Decision Making:
Cognition and Emotion in International Relations

Instructor: Dr. Nehemia Geva

Office Hours
Day: (and by appointment)
2063 ALLN
Phone: 845-1457
e-mail: n-geva@pols.tamu.edu

Course Description:
The objective of this course is to critically review the literature on how cognitive and emotive principles affect the way the international arena is viewed and how these views contribute to foreign policy choices in international affairs. Hence, students are expected at the end of the course to be able to define, understand, and use concepts and terms associated with cognitive and emotive principles relevant to the study of contemporary international relations.

The class will complement the knowledge accumulated in International Relations courses in the department and college by providing students with extensive knowledge about a particular topic in the literature and allowing them to conduct their own research on this topic. Students will produce an original research paper that can be submitted to a conference or as a writing sample for graduate school applications. This seminar introduces students to a more individualistic level of analysis of IR. It focuses on how leaders and members of the public acquire knowledge about the world, form positions about other nations, and make foreign policy choices. While the main topics to be addressed in this course are in the domains of international conflict and national security, some attention will be allocated to international cooperation and other non-conflict issues.

The course expects students to critically read the bibliography while evaluating not only the substantive arguments, but also the methodological basis of the “evidence.” These expectations will be gauged by four quizzes. Students are expected to formulate an original research question, conduct an experimental investigation, and summarize it in a research paper. In additions, students will present this paper orally to the class.

Pre-requisites: POLS209; POLS309; at least 3 upper-division international relations courses (300 level or above)

Required Reading:
Texts:


Articles/chapters: Additional material (see below) will be placed on electronic reserve.
Course Requirements and Grading:
Students will be evaluated on the basis of the following:

Research paper (70%): - A 20-30 page paper. The topic of the research must be approved by the instructor by week #4. The student is expected to submit at least one draft of the paper by week # 9 to obtain feedback. Handouts on writing styles will be distributed by meeting # 3.

Class presentation (10%): - A 15 min. PowerPoint presentation of the research project during the last 3 weeks of the course. Instructions for the presentations as well as examples will be provided.

Quizzes (20%): - 4 quizzes will be administered to evaluate students' reading.

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

Points to consider:

Americans with Disabilities Act (ADA) Policy Statement: 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 Department of Student Life, Services for Students with Disabilities in Cain Hall Room B-118, or call 845-1637.

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

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

Academic Integrity Statement: "An Aggie does not lie, cheat, or steal or tolerate those who do." Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Aggie Honor Code, which took effect September 1, 2004 at the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) for more information.
Tentative Schedule and Reading Assignment:

Week #1: Introduction and premises


Week #2: Methodologies: Focus on the appropriateness of the method to the essence of the substantive question


Week #3: Experimental Methods


Week #4: Experimental methods: Statistical inferences (ANOVA): In class (Lab) exercises

Week #5: Processes: Making Sense of World Politics; Perceptions, Problem Representation and Inferences; Effects of previous knowledge on acquisition of new knowledge


**Week #6 (October 2, 4): Continued**

Vertzberger, Chapters 1, 2.


**Week #7: Attributions and other forms of reasoning in formation of attitudes**


**Week #8: Emotion, affect and their implication for information processing**


**Week #9: Decision Making: From Knowledge to Action; Foreign Policy Decision Theories – rationality, prospects and bounded rationality**


Payne, Bettman and Johnson Chapters 1, 2, 3, 5, 6.


**Week #11: Role of Organizations and groups in FPDM**

Vertzerberger, Chapters 4, 5.


Hermann, Charles F., Nehemia Geva and Belinda Bragg. 2001."Group Dynamics in Conflict Management Strategies: An Experimental Analysis of the Effects on Foreign Policy Decision
Week #12 (November 13, 15): Effects of Context: Culture-Societal Factors

Vertzberger, Chapter 5.


Week 13-15: Project presentations and summary
TO: Faculty Senate Executive Committee

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

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

DATE: April 20, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 481

We recommend that POLS 481 Judicial Politics be certified as a writing (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: 70%
2. Course content appropriate to the major
3. Total number of words: 7500
4. Instructor to student ratio for one section: 1:19

The writing assignments for POLS 481 Judicial Politics include five response papers and either a research paper or two critical field essays. Students are required to submit at least one draft of a research paper, or one draft each of two field essays for instructor comment. Four full class periods are devoted to writing workshops, and writing is discussed regularly in class. There is a lecture on writing response papers.

No significant changes have been made since original certification was granted.
UNIVERSITY
WRITING
CENTER

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

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

   POLS 481 Research Seminar: Judicial Politics

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

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

Instructor / Coordinator: Elisabeth Ellis 3-8-12
   Printed name and signature

Received: Valerie Balester 3-12-12
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

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

Department Head: Maria Escobar-Lemmon
   Printed name and signature
   Associate Head
   (Date)
Political Science 481

Research Seminar: Judicial Politics

Instructor:
Joseph Ura
jura@politics.tamu.edu
2117 Allen Building
979-845-2327
Office Hours: TBA
[Proposed for Fall 2012]

During the last several decades, the judiciary, at all levels, has increasingly become a focal point of political controversy in the United States. In particular, the Supreme Court of the United States has assumed a central role in many of the most sensitive and prominent issues in contemporary politics. Bush v. Gore (2000), Lawrence v. Texas (2003), and Kelo v. City of New London (2005) are among the most notable examples of actions in the judiciary that echo far beyond the "marble temple." Increasingly, being a thoughtful observer of politics requires an understanding of the judiciary. This course is designed to provide that understanding while leading students through the completion of independent research on the topic.

The objectives of this course are to make students familiar with the structures and functions of major institutions in the American legal system and to analyze the choices made by actors within the judicial system. We will pay special attention the United States Supreme Court and its justices, but our studies will include other judicial actors including lower federal courts and state courts.

Learning Objectives:

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

Comprehend the origins of the Supreme Court and the institutions of judicial review in American politics and government (SBSEEO-4).

Critique and apply major theses or empirical explanations of how judges
and justices are selected for America's federal courts, judicial decision making and the resolution of legal disputes, and the impact of the Supreme Court on American politics and society (SBSEEO-3).

Recognize and apply reasonable criteria for the acceptability of historical and statistical evidence in scientific studies of the Supreme Court and politics more generally (SBSEEO-10).

Recognize and assume one's civic responsibility in a democratic society to think for oneself, engage in public discourse, and obtain information relevant for thoughtful and engaged citizenship (SBSEEO-11).

Produce basic scholarly writing that is appropriate for the field of political science.

**Texts:**

*The Supreme Court* by Lawrence Baum (CQ Press)  This text is a broad introduction to the Supreme Court, its political environment, and the principle theoretical approaches used by scholars of judicial politics to understand how the Court operates.

*The Brethren* by Scott Woodward and Scott Armstrong (Simon and Schuster)  This is the classic journalistic account of life inside the Supreme Court during the early years of the Burger Court. Written with the participation of Supreme Court justices and their clerks, the book outlines the day-to-day life of the Court and shows the importance of the Court's interpersonal environment for shaping its policy decisions.

*The People Themselves* by Larry Kramer (Oxford University Press)  This book is a new and still controversial history of the development of judicial review in the United States. Kramer's major argument is that the US has—unwisely—moved away from a tradition of "popular constitutionalism" and toward an arrangement of judicial supremacy.

*The Federalist Papers* edited by Clinton Rossiter (Mentor)  *The Federalist Papers* are a series of newspaper editorials written by John Jay, Alexander Hamilton, and James Madison in 1787 and 1788 to support the political campaign in support of New York's ratification of the Constitution. Though these essays were written as political documents, they are often taken as statements of the intentions of the Framers of the United States Constitution.

All books have been ordered for the campus the bookstore and are also available from various vendors online.
From time to time, I may require or recommend other readings. Typically, these supplemental readings are available online at the URLs specified. If for some reason a particular text may not be available online, I will make copies available for students to copy for their own use.

**Reading:**

This is an advanced course, and it is intended for students with a reasonable background in American history and politics and a particular interest in legal doctrine. As such, this course involves a lot of reading. You should not expect to complete your reading assignments at the last minute or in only a couple of hours a week.

I recommend that you budget at least five hours per week to complete your reading assignments (that is two hours per week for each hour of class time).

*If you feel your other responsibilities and interests prevent you from devoting sufficient time to your preparations for class, you may want to consider dropping this course.*

Reading assignments should be completed before coming to class.

**Evaluation:**

Student rule 10.3 explains, in part:

*The five passing grades at the undergraduate level are, A, B, C, D and S, representing varying degrees of achievement; these letters carry grade points and significance as follows: Assigned by the instructor:*

- □ **A**: Excellent, 4 grade points per semester hour
- □ **B**: Good, 3 grade points per semester hour
- □ **C**: Satisfactory, 2 grade points per semester hour
- □ **D**: Passing, 1 grade point per semester hour
- □ **F**: Failing, no grade points, hours included in GPR
- □ **I**: Incomplete, no grade points (hours not included in GPR)

*Grades assigned if student is taking an undergraduate course S/U: □ S: Satisfactory (C or above), hours not included in GPR*
\( U: \) *Unsatisfactory (D or F), no grade points, hours included in GPR*

Grades in this course will be assigned with those guidelines in mind. Students should expect that grades of A will be awarded only to those students who complete assignments of extremely high quality. Work that is merely good or satisfactory will be assigned grades of B or C, respectively.

In order to translate these qualitative guidelines into quantifiable measures of performance, letter grades for the course will be assigned on the following scale based on the proportion of possible points earned:

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

Final grades for the course are assigned on the basis of students' response papers, class participation, and major project according to the weights indicated below.

Scores for these items are weighted according to the following scale:

Response Papers (30%): Students are required to submit a short paper (about 2 pages) five times during the term (beginning the week of September 29) that synthesizes the arguments and evidence presented in the assigned readings and offers suggestions for improving, reevaluating, or extending the research presented in assigned readings. Papers are due to me (via e-mail) 24 hours before our scheduled class meeting time.

Response papers will be evaluated for timely submission, completeness, and evidence of consideration of assigned readings.

Class Participation (30%): This is a seminar. The quality of each student's learning depends on the quality of participation by other students. You are expected to attend class, complete assigned readings, and engage in class discussions.

Class participation will be evaluated for relevance, depth, and frequency.

Major Project (40%): Students are required to complete either an original research paper that includes appropriate quantitative and/or formal theoretical analysis (roughly 20 pages) or two shorter critical field essays related to two of the seminar's topics (roughly 10 pages) each. Students who undertake the research paper are required to present their research in class on December 1. Both research papers and review essays are due on December 8. No matter which option students select, they are required to submit at least one draft for comment in advance of submission of the final paper or papers.
The goal of the research paper assignment is to produce a manuscript that would be presentable at a major political science conference and serve as the basis for a publishable manuscript after further revisions. This means that papers must identify an important and interesting research question, review the relevant literature, offer a theoretical resolution to the problem, and either demonstrate the logic of that solution with a formal theoretical model or assess the theory’s predictive power through quantitative analysis of relevant data. Papers will be evaluated based on the extent to which they approach the quality of professional conference papers.

The goal of the field essay is to provide an opportunity for students to integrate the literature on either the political origins of judicial power or on judicial decision-making. Reading assignments from the course will provide a useful starting point for this exercise, but students are required to incorporate scholarship beyond the syllabus to complete the assignment. Papers will be evaluated based on the extent to which they provide a complete and critical analysis of the state of scientific knowledge in their chosen area.

Students With Disabilities

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

Academic Integrity

The Aggie Honor Code states, "An Aggie does not lie, cheat or steal, or tolerate those who do." Students should be particularly aware of issues relating to plagiarism. The University advises:

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

Excused Absence Policy

The University’s excused absence policy is available at the following URL:

For any absence to be excused, university policy requires a student to:

Notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. unanticipated illness, accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. [And]...the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

Absences that do not conform to the policy, or for which students do not take appropriate measures to contact the instructor, will not be excused.

Copyright Notice

The content of this course—including, but not limited to syllabi, exams, quizzes, homework and laboratory assignments, and the organization of materials in lectures—is copyrighted. As students enrolled in this course, you have license to keep copies of course materials and to take notes from lecture materials. However, your license does not allow you to make copies of course materials or to share them with any other person without my expressly given permission. Among other things, this means that providing copies of course materials to any sort of “test bank” or selling class notes is a violation of my copyright, which is protected by federal law.

Students with Disabilities

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

Classroom Conduct

Though it should go without saying, I expect students to behave
appropriately in the classroom. At a minimum, this means that you should
be attentive during lectures and refrain from sleeping, reading newspapers,
working crossword puzzles, playing solitaire, text messaging, and the like. I
also expect students to turn cell phones off or set them to silent during
class.

Also, this course relies heavily on student discussions. While these forums
may reveal deep disagreements about important questions of policy and
politics, I expect that all students will engage in these debates and
discussions in a manner that is consistent with the Student Code of
Conduct and basic manners. At a minimum, this implies that you should
treat one another with respect, avoid interrupting someone who is
speaking, and refrain from personal attacks or impugning someone’s
motives.

Office Hours and Communications

I will hold regular office hours as indicated above. You may visit me in my
office during those times without prior appointment to discuss questions
you may have about lectures, reading assignments, current events, or
other academic matters. Also, if your schedule does not permit you to
attend my regular office hours, or if you care to discuss something in-
depth, you may schedule a meeting with me at another time. To schedule
a meeting, contact me via e-mail. However, I advocate attending my office
hours—which are dedicated times for me to spend with you on issues
concerning this course—if you have questions, since this will guarantee an
immediate response to your inquiry.

You may also contact me via e-mail, and I will do my best to respond to
you within 48 hours. However, during periods of "high traffic," this may be
delayed somewhat.

Because of computer security concerns, I will only open e-mail from official
Texas A&M e-mail addresses (such as Neo). To ensure that I receive your
e-mail, please use an official university e-mail account for your
correspondence and include the class name and section in the e-mail’s
subject line.

**Required Class Blog**

I maintain a blog to communicate with students enrolled in my courses: http://joeura.blogspot.com/

I will use the blog to link to important news items, editorials, historical documents, academic papers, and other materials that relate to the cases we will be covering in class. Because I use the blog for multiple classes, I will tag posts that are relevant for this course with the handle “pols481.”

*Posts tagged “pols481” are required reading for the course.*

I may also use the blog to make announcements about the course, scheduling, changes in the syllabus, etc. Since the blog is required reading for all class sessions, I will assume that all information on the blog has been received by all students.

**Academic Dishonesty**

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

Any attempt to represent someone else’s work as your own or to use unauthorized aids during examinations is considered cheating and a violation of the university’s honor code. Violations of academic integrity are grave matters and carry substantial consequences. I strongly encourage students to review the University’s policies on matters of academic dishonesty and to diligently adhere to its guidelines. The Aggie Honor System Office website may be found at http://www.tamu.edu/aggiehonor.

**Instructor’s Discretion**

*I reserve the right to incorporate additional materials, quizzes, exams and assignments into the course with reasonable notice at my sole discretion.*

**Course Schedule, Reading Assignments, and Deadlines**

Readings are assigned by week. Normally, I will lecture during the Monday and Wednesday class sessions, leaving Friday for short-form lectures, student questions, class discussions, and other activities. Lectures are complementary with assigned readings. My expectation is that reading assignments will be completed before each Friday’s class to prepare students for class discussions.
Introduction (Week of August 30)

Constitution of the United States as Amended
(http://www.gpoaccess.gov/constitution/index.html)

*No class meeting Friday, September 3.

Politics, democracy, and social choice (Week of September 6)

"Stability in Competition" by Harold Hotelling
(http://www.jstor.org/stable/2224214)  Note: Must be accessed from an on-campus computer.

"Democracy" in the Stanford Encyclopedia of Philosophy
(http://plato.stanford.edu/entries/democracy/)

The Constitutional Court (Week of September 13)

(short lecture on writing response papers)

The Federalist, Numbers 10, 49-51, 78-83
(http://www.yale.edu/lawweb/avalon/federal/fed.htm)

Brutus, Essay XV (http://www.unc.edu/~gvanberg/Courses/BrutusXV.htm)


The Historical Development of Judicial Power (Week of September 20)

"The Origins of Judicial Review: A Plea for New Contexts" by Jack Rakove
(http://www.jstor.org/stable/1229247)  Note: Must be accessed from an on-campus computer.

The Supreme Court (Chapter 1)  The People Themselves (All)  The Political Construction of Judicial Power (Week of September 27)

"Constructing Judicial Review" by Mark Graber
(http://tinyurl.com/GraberARPS)  Note: Must be accessed from an on-campus computer.

"Interpose Your Friendly Hand: Political Supports for the Exercise of Judicial Review by the United States Supreme Court" by Keith E.
Whittington
(https://www.apsanet.org/imgtest/APSRNov05Whittington.pdf) Note: Must be accessed from an on-campus computer.


Public Support for Judicial Power (Week of October 4)


"Decision-Making in a Democracy: The Supreme Court as a National Policy-Maker" by Robert A. Dahl Note: Republished at Emory Law Journal v. 50 no. 2 (Spring 2001) p. 563-82 and available through TAMU library's e-journal service. A permanent link is not available.

Writing Workshops (Week of October 11)

Drafting the Research Paper: October 13

Drafting the Field Essay: October 15

Judicial Power in Contemporary American Politics (Week of October 18)

Perry v. Schwarzenegger (All)

The Supreme Court (Chapters 5 and 6) The Business and Life of the Supreme Court (Week of October 25)

"Life on the Court" (Audio) Justice Stephen Breyer (http://webcast-law.uchicago.edu/2006/winter/breyerlunch.mp3)

The Brethren (All) The Justices (Week of November 1) The Supreme Court (Chapter 2)

Supreme Court Appointment Process: Roles of the President, Judiciary Committee, and Senate

prepared by the Congressional Research Service
"Highlights from Judge Sotomayor Confirmation Hearings" (Video) C-Span’s America and the Courts (http://tinyurl.com/nu4s9l)

The Cases (Week of November 8)

The Supreme Court (Chapter 3)

"The Meaning of Certiorari Denials" by Peter Linzer (http://www.jstor.org/stable/1121841)  Note: Must be accessed from an on-campus computer.

Decision-Making (Week of November 15)

The Supreme Court (Chapter 4)  "A Latina Judge’s Voice" by Sonia Sotomayor

(http://berkeley.edu/news/media/releases/2009/05/26_sotomayor.shtml)  "The Attitudinal Model" by Jeffrey Segal

(http://tinyurl.com/nrecng)

Decision-Making II (Week of November 22)

"Marshalling the Court: Bargaining and Accommodation on the United States Supreme Court" by Forrest Maltzman et al

(http://www.jstor.org/stable/2991757)  Note: Must be accessed from an on-campus computer.

*No class meeting Friday, November 26.

Writing Workshops (Week of November 29)

Revisions for Research Papers: December 1

Revisions for Field Essays: December 3

Thinking about Courts Like a Political Scientist and Not Like a Journalist (Week of December 6)

"Alive and Kicking" by Jack Balkin (http://www.slate.com/id/2125226/)

"It’s Alive!" by Jonah Goldberg

(http://www.nationalreview.com/goldberg/goldberg070803.asp)
Papers due in class, Friday, December 6.
TO: Faculty Senate Executive Committee

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

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

DATE: April 19, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 481

We recommend that POLS 481 Political Parties be certified as a writing (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: 4000
4. Instructor to student ratio for one section: 1:19

POLS 481 Political Parties requires that students write a hypothesis paper, a data sources paper, and a research paper, the first two leading up to the last. The writing in this class is “published” because students produce contributions to the Party Change Project data set, which include written evidence and argumentation. The instructor gives feedback on progress during the semester, and when the contribution is deemed ready by the instructor, it is added to the Project data set. Several conference periods are set aside for this feedback process. Students also submit “coding pages” with written justification that the instructor comments on and then the students revise for resubmission. For instruction, there are lectures on writing empirical research papers, citation practice, and so forth. In addition, the University Writing Center provides research paper writing seminars and presentation writing seminars.

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

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

   POLS 481 Research Seminar: Political Parties

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: Elizabeth Ellis 3-8-12

Printed name and signature (Date)

Received: Valerie Balester 3-12-12

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

Approvals:

College Dean: Michael T. Stephenson

Printed name and signature

(Date)

Department Head: Maria Escobar-Lemmon, Associate Head

Printed name and signature

Maria Escobar-Lemmon 3/8/2012

(Date)
Comparative Political Parties: Party Change

Class: T,Th 3:55-5:10 pm; Allen 2064
Office: Allen 2043
Office hours: W 1:30-3:00 and by appointment
Phone: 979-845-5124
Email: r-harmel@pols.tamu.edu

Course Description:

Catalog description for POLS481: "In-depth study...; experience designing and implementing major, original research project."

The main focus for this course is on political parties, and even more specifically, on “change” within political parties’ organizations and issue profiles. During the semester, all students will learn to address specific research questions on the topic of party change by formulating a testable hypothesis, producing data with which to test that hypothesis, and writing a research paper which clearly lays out the procedures used and the findings and conclusions pertaining to the research question. Each student’s project will deal with change in parties’ issue profiles, and each will utilize – at least in part – data produced by the student during this course.

Prerequisites:

POLS 206, 207, 209, 12 credits in POLS at or above 300-level; senior political science majors or approval of instructor

Fulfillment of requirements:

W-Course: This course qualifies for political science majors as one course toward fulfillment of the university’s W-course requirement for graduation. NOTE: Failure to earn a passing average grade on the writing requirements precludes the assignment of “W” credit, irrespective of the student’s making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive “W” credit for this course without earning a passing grade
on the writing. The Writing Center has assigned an Undergraduate Writing Assistant for this course.

Capstone: This course fulfills the POLS481/capstone requirement for the Certificate in Comparative Study of National Politics.

"Science Experience": This course fulfills the "Political Science 'Science Experience'" requirement for the Bachelor of Science degree in Political Science.

Learning Outcomes:

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

1. to define, understand, and use concepts and terms relevant to the study of political parties;
2. to understand how original data can be produced to support social scientific research on political parties;
3. to develop and carry out a research project designed to address a specific research question.

Required Books and other Readings:

Every student is required to acquire and use a copy of the current APSA Style Manual (Revised 2006). [This is available online at http://www.ipsonet.org/data/files/APSASStyleManual2006.pdf.]

Assigned readings from other sources are on electronic Course Reserves at the Library's web site.

(A few additional assigned readings -- which are not listed here, but which will be announced in class at relevant times -- will also be placed on electronic Course Reserves.)

Copyright Concerns:

The handouts in this course are copyrighted.* By "handouts" are meant all materials generated for this class, including (but not limited to) syllabus, handouts, and other in-class materials. Because the materials are copyrighted, you do not have the right to copy them, nor to place them on the web, unless I expressly grant permission (which I have not done).

*This practice conforms to the policy of Texas A&M University.

Grades/Papers/Presentation/Pop Quizzes:

Final grades will be based on reading summaries, papers, class participation, data coding assignments and presentations, in the following proportions:
10% Daily reading summaries (combined, including “Additional Relevant Reading” summary & presentation)
10% Hypothesis paper with literature cites (2 pages + references) [due 3/1]
10% Data sources/production paper (2-3 pages + references) [due 3/20]
10% Final data coding/justification sheets [final version due 4/19]
30% Final term paper [due 4/10]
10% Final class presentation (including powerpoint)
20% Class participation (subjective; daily attendance considered)

Following standard procedure, grading will be as follows: 90 and above for an “A,” 80 through 89 for a “B,” 70 through 79 for a “C,” 60 through 69 for a “D,” and below 60 for an “F.”

NOTE: There are no written exams scheduled in this class. That also means there is NO FINAL EXAM for this class during the designated final exam period.

However: the professor maintains the right to include unscheduled “pop quizzes” if/when he determines that they may be useful. That will happen only if he determines that the reading assignments are not being done regularly by everyone in the class. A seminar depends on full participation in discussion of readings. It is not sufficient for just the professor and a reading presenter to have completed a particular reading; all students in the class are responsible for doing all assigned readings prior to class and for participating in an informed way in class discussions. Any student – not just the reading presenter – should be prepared to enter discussion of each reading, and to answer questions about any reading when called upon to do so. In some instances, the professor may exclude the reading presenter from participating in discussion of a particular reading, thus requiring others to engage in the discussion.

If the professor deems that a quiz is necessary, the quiz will focus on assigned readings, and the quiz will count 5% of the total grade for the course. Up to three pop quizzes – totaling up to 15% of the final grade – may be held during the semester. If such quizzes are conducted, then the grade weights for all other portions of the final grade will be adjusted proportionally. (As an example: if two quizzes are held, for a total of 2*5%=10%, then the weight for daily reading summaries will be reduced by 10% to 9%, the weight for the final term paper will be reduced by 10% to 27%, and so on.)

It is the hope of the professor that pop quizzes will not be deemed necessary.

Daily reading summaries:

For each class meeting, each assigned reading (chapter or article) will be summarized – both orally and in writing – by one student. Since there are normally two or three separate readings assigned for each period, you can generally expect that two or three students will have this responsibility for each class.
The one-page written summary of the reading should be just that and nothing more. It should summarize the reading, but it should not comment upon it. We will certainly want to discuss each reading in class, and at that time it will appropriate to comment upon it, draw out its most important and interesting points, and even criticize it. But the written summary should be limited to just a summary of the reading’s purpose, method, and main findings/conclusions.

The written summary should have the following at the top of the page: author’s name (last name first) and complete title and citation of the reading. At the bottom of the page should be: student’s name and date the summary is being delivered to the class.

The student who is doing a summary has responsibility for delivering copies to all students in the class plus the professor and the student W-assistant. This can be done by emailing the summary to all of the above before midnight on the night before the class meeting where it will be discussed. Alternatively, hard copies for everyone can be brought to that class meeting. IN ALL CASES, Dr. Harmel should be emailed a copy no later than 11 a.m. on the day the reading will be discussed.

Papers:

The paper assignments, due on April 10, will be detailed in class.

The final term paper must include all types of material normally covered in a published, empirical research paper (as will be highlighted in class). The text of the final paper (not including reference section) should be 12-15 pages in length.

All assigned papers (excluding data sheets, for which different rules will be presented in class) must be double-spaced, with 1" margins all around, in 12-point font, with all pages numbered. NOTE: Failure to number the pages will result in a 10-point penalty!!!

Judgmental Coding:

All students will produce “judgmental data” on parties’ self-perceived electoral performance and on their issue positions. Assessments of self-perceived electoral performance will be based on careful reading and assimilation of pre- and post-election newspaper and magazine accounts as well as any other relevant printed material, and then application of a standard coding scheme provided in class.

Assessments of a party’s issue positions will be based on careful reading of that party’s manifesto/platform for a particular election and then application of a standard coding scheme provided in class.

With regard to both electoral performance and issue positions, “coding” of the data involves assigning a particular numerical code from the coding scheme, and then justifying that choice of
code with a paragraph or two of evidence and argumentation. At certain points during the semester, the instructor will check on the progress being made, both in assigning codes and in justifying them. Toward the end of the semester, the student will turn in all codes and justifications, which will — assuming the student’s permission — become part of the class’s contribution to scholarship more generally through the Party Change Project (PCP). Individual students will be credited there for their contributions to the PCP data set.

When justifying issue position codes be certain, whenever you are quoting from a party manifesto in your statement of justification (which is permissible) that you put the quotation within quotation marks. Under no circumstances should you ever quote without indicating that it is indeed a quotation. Since coding of issue positions is done only on the basis of what is written in the specific party platform which is being coded (and which is clearly identified), this is the one instance where it is not necessary to provide source information for the quotation; in this case, the source will be obvious (but quotation marks are still required).

With regard to the coding of issue positions, the codebooks and examples of coding products can be found at http://www-polisci.tamus.edu/upload_images/44/Issue%20Change-F06.htm and http://www-polisci.tamus.edu/upload_images/44/PartyChangeProject.htm.

Class Participation:

As a seminar, which is quite different from a lecture-dominated class, ongoing participation by everyone in the class is absolutely essential for a successful outcome. In order to participate effectively, the student obviously must be in attendance, but that is far from enough. Each student must also be well-prepared to discuss every reading in the class, including all readings for which that student is not responsible for preparing a written summary. So: do all of the reading in a timely fashion; mark up your hard copy of the reading with notes to yourself; review each reading before class on the day it is to be discussed; and then participate in the discussion in class.

A subjective assessment will be made of each student's participation in class, with this grade counting 20% of the final course grade. Though attendance itself is not sufficient for a good participation grade, it is certainly a necessary requisite. Hence, attendance will be taken every day and will be considered in assigning participation grades. (Each unexcused absence will reduce the participation grade unless acceptable evidence is provided of a university-excused absence. Also see below concerning additional penalties for unexcused absences during days of student presentations of final term papers.) Quantity and especially quality of discussion in class throughout the semester will also be considered. On the basis of all of these components, the professor will assign participation grades after the last day of class. [Attendance may be taken at the beginning of the class period. If you arrive late and have a legitimate excuse for doing so, be sure to correct the attendance record at the end of that class period.]

Excused absences will be determined on the basis of those circumstances identified in
university policy [AND ONLY THOSE CIRCUMSTANCES], and will be given only when those circumstances are reported in a timely fashion. Under university regulations, a student seeking an excused absence from a class (other than when a test is administered) must notify the instructor either before the absence or as soon as possible after the absence, but no later than the end of the second working day after the last date of absence. The student is responsible for providing satisfactory evidence to the instructor within one week of his or her return to class to substantiate the reason for the absence. In the case of medical excuses, original (not photocopied) documentation will be required. For further information on excused absences, see the University’s rules on excused and unexcused absences at http://student-rules.tamu.edu/rule07 and read the following addendum.

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Special addendum on Absences:

**Introduction**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments… Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

**Excused Absences**

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1) Muster

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 **Injury or illness of three or more days.** For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student
should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:


b. Confirmation of visit to a health care professional affirming date and time of visit.

****[NOTE: For this class, you are required to provide illness confirmation by fulfilling both of those methods (7.1.6.2a and 7.1.6.2b.)****

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

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 The associate dean for undergraduate programs, or the dean’s designee, of the student’s college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. ****[NOTE: Excused absences for this class will be determined on the basis of those circumstances (AND THOSE CIRCUMSTANCES ONLY) identified as excusable in university policy, and will be given only when those circumstances are reported in a timely fashion.]**** Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for
absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

To view all Student Rules, please go to: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)
To view Rule 7 of the Student Rules please go to: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

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**Final Paper Presentation:**

The in-class presentation of the final term paper at the end of the semester will be ten minutes long, and will be based entirely upon the paper written for the class. The presentation will be graded subjectively for both presentation style and content. Please note that it may become necessary to have some of the presentations during a non-scheduled class period. If that becomes necessary, all arrangements will be made in class during the last few weeks of the semester. **Unexcused absences for any of the regularly scheduled class days when student presentations of final papers are made will count double when determining participation grades.**

**Extra Credit:**

All course grades will be determined as described above. There will be no “extra credit” projects, papers, etc. No exceptions!

**Incompletes:**

I tend not to give incompletes, unless there are very unusual circumstances.

**Late Papers:**

There will be a penalty for turning in assignments after the due date. Late submission will result in a deduction from the grade of 5 points per day (with a Saturday-Sunday counting as two
days) up to 7 days after the due date; then deduction of an additional 10 points for each day thereafter. (NOTE: these penalties do not apply in cases of substantiated, university-excused absences.)

Cheating/Plagiarism:

Remember and live by The Aggie Honor Code: An Aggie does not lie, cheat, or steal, or tolerate those who do.

It is the responsibility of each student to understand what cheating and plagiarism are, and to avoid them.

Though each student should consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor/) and the latest version of the Texas A&M University Student Rules (http://student-rules.tamu.edu/aggiecode.htm) for more information on what constitutes cheating and plagiarism, plagiarism is basically the representation of other people's work as your own (for example, in directly quoting from another source without using quotation marks, or in closely paraphrasing the work of another without clearly crediting that exact source). You are committing plagiarism, for instance, if you copy the work of another person and turn it in as your own, even if you have the permission of the person whose work you are copying.

If you have any questions regarding plagiarism or other forms of academic dishonesty which are punishable under university rules, please consult the Aggie Honor System Office website (address above) and the latest version of the Texas A&M University Student Rules, where you will also find discussion of the Aggie honor code and of the range of penalties which may be imposed.

Academic dishonesty of any kind will not be tolerated in this class. Punishment for academic dishonesty, whether cheating on the exam, plagiarizing, or whatever form it might take, will be the most severe penalty allowed under university rules.

Students with Disabilities

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

The TAMU Task Force on Campus Emergencies has developed a website with important campus emergency information: http://studentaffairs.tamu.edu/emergency/.

(Non-) Posting of Grades

Grades for this class will not be posted. Under no circumstances will any grades be reported by email. Reporting of final grades is the responsibility of the Registrar’s Office. Final course grades will be communicated by the Registrar’s Office only.

Electronic devices:

Any electronic device (including but not limited to cell phone) brought into this classroom must be turned off when in the classroom. The only exception is a laptop computer being used for taking notes; under no circumstances should the laptop be used for any other purpose (including emailing or internet surfing) while in the classroom. If it is determined that the computer is being used for other purposes than note-taking while in the classroom, this privilege will be revoked and not reinstated for the rest of the semester.

Course Outline, Schedule, and Reading Assignments (tentative):

The following is just a tentative schedule for the course. The ordering of the topics is flexible; as the lecture topics "float," the assigned readings for those topics will float with them. That is, the readings are associated with particular topics more so than with particular dates. Note: additional readings may be assigned throughout the semester as relevant. They are to be considered "required reading," along with the other readings assigned below. Assigned readings are available through the university libraries on electronic Course Reserves. [NOTE: In order to be certain that the readings are those which are of most value to the students, the professor maintains the right to make changes in the assigned readings. Any such changes will be announced in class.]

Jan 17 (T)  Syllabi; course design and requirements discussed

Jan 19 (Th)  Intro to topic of political parties I

Readings:  LaPalombara and Weiner: “The Origin and Development of Political Parties”
Jan 24 (Tu) Intro to topic of political parties II

Readings: Duverger: “The Structures of Political Parties” and pages 39-76 of “European Political Parties”

Jan 26 (Th) Intro to topic of party change

Readings: Janda: “Toward a Performance Theory of Change in Political Parties”
Albinsson: “Changes within the National Organization of the Moderate Party of Sweden 1960-1985

Jan 31 (T) Intro to developing research questions/hypotheses

More on party change generally

Deschouwer: “The Survival of the Fittest”
Harmel et al: “Performance, Leadership, Factions, and Party Change”

Feb 2 (Th) Intro to coding of parties’ issue positions

Brief intro to topic of issue profile change

Reading: Huber and Inglehart: “Expert Interpretations...”
Klingemann, Hofferbert, and Budge: “A Revised View of Party Competition” and “Party Program – Coding Procedures and Categories”
Harmel, Janda, and Tan, “Substance vs. Packaging”

Feb 7 (T) LAB DAY I: Practice in coding parties’ issue positions

Feb 9 (Th) Explaining discrete changes in parties’ issue profiles I

Readings: Downs, “The Development of Political Ideologies as Means of Getting Votes” and “The Statics and Dynamics of Party Ideologies”
Crewe and Searing: “Ideological Change in the British
Conservative Party"

Feb 14 (T)  Intro to writing empirical research papers

Explaining discrete changes in parties’ issue profiles II

Readings:  Thomas: “Ideological Change in Competitive Labour Parties”
Harmel and Svasand: “Influence of New Parties on Old Parties’ Platforms”

Feb 16 (Th)  Explaining discrete changes in parties’ issue profiles III
[NOTE: Class on this day may be held in a room other than 2115, as announced]

Readings:  Christensen: “Adaptation of Agrarian Parties in Norway and Sweden”
Ignazi: “From Neo-Fascists to Post-Fascists: The Transformation of the MSI into AN”
Duncan: “‘Lately, Things Just don’t Seem the Same:’ External Shocks, Party Change and the Adaptation of the Dutch Christian Democrats during ‘Purple Hague’ 1994-8”

Feb 21 (T)  More on measuring from parties’ manifests

Pomper: “If Elected, I Promise” and “Appendix to Chapter 7”

ASSIGNMENT DUE: First coding pages due (with justifications)

Feb 23 (Th)  Explaining discrete party organizational change I

Readings:  Muller: “Inside the Black Box”
Bille: “Leadership Change and Party Change”
Webb: “Party Organizational Change in Britain”

Feb 28 (T)  Explaining discrete party organizational change II

Readings:  Tan: “Party Change and Party Membership Decline”
Perrigo: "Women and Change in the Labour Party 1979-1995"
Burchell: "Evolving or Conforming? Assessing Organisational Reform within European Green Parties"

Mar 1 (Th) Discussion Topic: Measuring the "Independent Variables"

ASSIGNMENT DUE: Hypothesis Paper Due (with literature cites)

Mar 6 (T) LAB DAY 2: Practice in measuring some independent variables

Mar 8 (Th) Change from one party "type" to another I

Readings: Duverger: "The Concept of Membership"
Kirchheimer: "The Transformation of the Western European Party Systems"

Mar 20 (T) Change from one party "type" to another II

Koole: "Cadre, Catch-All or Cartel?"
Detterbeck: "Cartel Parties in Western Europe?"

OPTIONAL: More on “Environmental Trends” and Party Change

Readings: Wring: "Political Marketing and Party Development in Britain: A “Secret” History"

ASSIGNMENT DUE: Data sources/production paper due

Mar 22 (Th) More instruction on writing research papers (WRITING CENTER staff)
Instruction on conducting a search for additional, relevant literature (PSEL Staff)

Mar 27 (T) Party Life Cycles and Party Change


Mar 29 (Th) Party system change I: Frozen party systems?
Shamir: “Are Western Party Systems Frozen?: A Comparative Dynamic Analysis”

Apr 3 (T)  Party system change II: Change in support for New Parties and Extreme Rightwing Parties

Jackman and Volpert: “Conditions Favouring Parties of the Extreme Right in Western Europe”

Apr 5 (Th)  *Instruction on doing powerpoint presentations* (WRITING CENTER staff)

Apr 10 (T)  Does party change “matter?” and Class conference Day 1


Final papers due at beginning of class period today. Every student should be prepared to do his/her paper presentation today.

Apr 12 (Th)  NO CLASS MEETING: Work on your final, corrected data sheets

Apr 17 (T)  Class conference Day 2

Apr 19 (Th)  Class conference Day 3
 ASSIGNMENT DUE: Turn in final, corrected data sheets

Apr 24 (T)  Class conference Day 4

Apr 26 (Th)  Class conference Day 5
BIBLIOGRAPHY

*(NOTE: The information below is not necessarily provided in the format of the APSA Style Manual. Use the Style Manual, not this listing, as the source of examples to follow.)*


Meeting of the American Political Science Association, Chicago Hilton and Towers, August 31-September 3.


Ignazi, Piero. “From Neo-Fascists to Post-Fascists? The Transformation of the MSI into the AN.” West European Politics, Vol. 19, No. 4 (October), pp 693-714.


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Patricia Lynch, Department of Educational Psychology
     Victor Wilson, Head, Department of Educational Psychology
     James B. Kracht, AOC Dean, College of Education and Human Development
DATE: April 19, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SEFB 320

We recommend that SEFB 320 Education and Employment Issues in Secondary Special Education be certified as a writing (W) course for four academic years (9/12 to 9/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 6200
4. Instructor to student ratio for one section: 1:30

A Writing Assistant from the University Writing Center usually helps with this class. Students write five reflections of 600 words each, and also write a case analysis and a planning project. The planning project is peer reviewed, and the Writing Assistant provides feedback on each of the six reflections. Since there are six documents of the same genre, feedback on a draft is not required. Instruction includes in-class discussion of common writing errors and writing style, with the examination of models. In addition, students take quizzes on common writing errors.

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):
   SEFB 320 Education and Employment Issues in Secondary
   Special Education.

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

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

Instructor / Coordinator: Patricia S. Lynch 1-31-12
   Printed name and signature (Date)

Received: Valerie Balester 2-6-12
   (W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: David A. Byrd 2/1/12
   Printed name and signature (Date)

Department Head: Victor L. Wilson 1/30/12
   Printed name and signature (Date)

   DECEIVED
   FEB 8 2012
   UWC

86 of 105
SEFB 320  Education and Employment Issues in Secondary Special Education  Fall 2011
BHS Small Auditorium, Wednesday 3:00 - 5:30 p.m.

Instructors:  Patricia Lynch  Eric Roberts
Email:  pslynch@tamu.edu  eric.roberts@tamu.edu
Office:  701A Harrington, 845-9462  6371 Harrington, 979-458-4168
Office Hours:  M / Th 1-2, by appointment  by appointment

University Writing Assistant:  Amber Allen, amber.gayle.allen@neo.tamu.edu

Course Description
(3 credit hours) Psychological, social, physical and cognitive development of secondary-age students; career assessment; programmatic options within educational and employment settings; transition models from school settings to adult employment. This is a writing-intensive course. Prerequisites: INST 310; admission to SPED Program

Content Objectives
1. To state the rights and responsibilities of students, families, educators, and other professionals, and schools as they relate to transition from school to adult life.
2. To describe the components of transition from school to adult life and facilitate the transition process for individuals with exceptionalities.
3. To describe the characteristics and effects of the cultural and environmental milieu of the adolescent and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
4. To appropriately assess students in terms of transition from school to adult life and use the assessment results for transition planning.
5. To select, adapt, and use instructional strategies and materials according to characteristics of the adolescent and to implement instructional techniques and strategies that promote successful transitions from school to work.
6. To teach adolescents with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
7. To evaluate supports needed for integration into various secondary and post-secondary program placements.
8. To communicate and collaborate with individuals with exceptionalities, families, school, and community personnel in a culturally responsive manner to plan the transition from school to adult life.

Professional Objectives
1. To improve interpersonal and communication skills.
2. To work effectively as a member of a team to solve real world problems.
3. To critically analyze problems and devise effective solutions.
4. To take personal responsibility for learning as the basis for becoming a lifelong learner.
5. To develop professional reports that are written clearly and concisely, free from errors and excessive jargon.
6. To work with students in a confidential and ethical manner.

Required Readings
Readings provided by instructor and posted on eLearning and the class wiki:  http://sefb320.pbworks.com/
Course Expectations
(additional guidelines and rubrics are provided on eLearning and the wiki)

Reading Quizzes: Students are required to read assigned articles prior to each class. Reading quizzes will be assigned over these articles and must be completed by midnight of the Monday before they are to be discussed. (10%)  

Transition Project: Students will carry out specific activities related to transition planning with a high school student who is assigned for this project. A written report will be developed, including the following components: review of records, career assessment, transition goals and ITP, self-determination plan, job analysis, and summary of progress. Different components will be brought to class for peer review and editing throughout the semester (see calendar). (20%)  

Peer Editing: As students complete the transition project, each of seven components will be peer reviewed using Waypoint software (link is on eLearning). (5%)  

Community Mapping Project: Students will participate in a community mapping project with their assigned group and will jointly give a class presentation of the experience providing the required information as set by the grading rubric. (5%)  

Wiki Activity: In groups, students will be assigned to one topic and will research that topic, edit the wiki pages in the folder related to that topic, and present this information to the class on the day the topic is discussed. (10%)  

Individual Practicum: Students will complete an individual practicum working with secondary age students of diverse abilities. The practicum will consist of 36 clock hours and includes working with a high school student in transition planning, observing instruction, assisting a mentor teacher in working with students and teaching Possible Selves, and other high school-related activities as announced and/or approved by the instructor. Documentation includes (1) a daily log with (a) date and time, (b) brief listing of activities as planned and transpired, and (c) initials of mentor teacher; (2) a summary statement including an overall evaluation of the experience and what implications for teaching were gained from the experience; and (3) a mentor teacher evaluation. (20%)  

Reflections: Students will write five reflections over the course of the semester according to a schedule that will be provided. Four of the reflections will be topical, related to class content during those weeks. The fifth reflection will address an observation of an exemplary general education teacher; names of teachers and their schedules will be provided. (10%)  

Professional Behavior: Students are expected to model professional behavior during this class which includes coming to class on time, completing work in a timely manner, submitting journals on time, participating in class activities, acting professionally at the high school, contacting the professor in case of absence, etc. (5%)  

Case Study Analysis: The case study analysis will consist of short-answer, application type questions based on a case study. While students may use the text, notes, and other educational resources, the assignment must be done independently of other students. (20%)  

Attendance: Students are expected to attend all classes and attendance will be taken. Students who have 4 hours of non-excused absences may not receive a grade higher than a B; students who have six hours of non-excused absences may not receive a grade higher than a C; students who have seven unexcused hours (for any reason) may not receive a grade higher than an F unless arranged ahead of time with the instructor. There will be no make-up assignments without a university-approved excuse. Texas A&M University Explanatory Statement for Absence from class form available at http://attendance.tamu.edu.

Writing. This course is a writing-intensive course in which you will be expected to write in a professional manner. You will receive feedback on your writing skills through peer review of writing in class and through
use of Waypoint. In addition, writing tips and suggestions in class based on the most common errors seen in class writing will be posted on eLearning. You may also schedule individual appointments with the University Writing Assistant to review writing assignments and receive feedback.

Course Grades
Evaluation will be based on all activities listed above according to the assigned percentages. Grades for the course will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.

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

Statement Regarding Class Handouts
The handouts used in this course are copyrighted. "Handouts" include 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 without expressly granted 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
"An Aggie does not lie, cheat, or steal or tolerate those who do." Please become familiar with the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor. All assignments MUST be turned in with the following statement typed on them and signed by the student:

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

________________________________________
Signature of Student
# Course Calendar*

*(Please refer to extended calendar posted on eLearning for more details)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Weekly Homework/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Introduction of Course</td>
<td>Have BHS ID made and get parking permit</td>
</tr>
</tbody>
</table>
| 9/7  | Unit I Introduction
What are the legal requirements about transition?                  | Reflection 1 for Pink/Orange Groups
Reading quiz by midnight 9/5                                                               |
| 9/14 | What is the context of secondary education in terms of issues schools face and adolescence? | Reflection 1 for Blue/Green Groups
Reading quiz by midnight 9/12                                                               |
| 9/21 | How do we build rapport and get students to think about setting goals? *Possible Selves* | Reflection 1 for Yellow/Purple Groups
Review *Possible Selves* Curriculum before class                                             |
| 9/28 | Community Mapping Activity (class does not meet)                      | Reflection 2 for Pink/Orange Groups
Review Community Mapping guidelines on eLearning                                             |
| 10/5 | Community Mapping Presentations
Unit I Closure                                                                 | Reflection 2 for Blue/Green Groups                                                       |
| 10/12| Unit II Introduction
What are the different transition outcomes we need to consider in planning transition? | Reading quiz by midnight 10/10
Reflection 2 for Yellow/Purple Groups                                                       |
| 10/19| How do we appropriately assess for transition planning?               | Reading quiz by midnight 10/17
Reflection 3 for Pink/Orange Groups                                                          |
| 10/26| How do we develop transition goals and supportive objectives on IEPs? | Reading quiz by midnight 10/24
Reflection 3 for Blue/Green Groups                                                           |
| 11/2 | How do we evaluate the quality of our transition planning process?
Unit II Closure                                                                           | Reading quiz by midnight 10/31
Reflection 3 for Yellow/Purple Groups                                                         |
| 11/9 | Unit III Introduction
How do we meaningfully involve families in the transition process          | Reading quiz by midnight 11/7
Reading quiz by midnight Reflection 4 for Pink/Orange Groups                               |
| 11/16| How do we work with agencies in transition planning?                  | Reading quiz by midnight 11/14
Reflection 4 for Blue/Green Groups                                                           |
| 11/23| How do we collaborate with business and industry?                     | Reading quiz by midnight 11/21
Reflection 4 for Yellow/Purple Groups                                                         |
| 11/30| How do we collaborate with general educators and related service personnel in transition planning?
Unit III Closure and Course Closure                                                        | Reflection of exemplary teaching due
Reading quiz by midnight 11/28                                                               |
| 12/2 | Case Analysis Due                                                    |                                                                                          |
| 12/5 | **Transition Planning Project Due**
**Practicum Log, Evaluation, and Summary Reflection Due** |                                                                                          |

*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*
TO: Faculty Senate Executive Committee

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

CC: Richard Curry, Department of Hispanic Studies
Alberto Moreiras, Head, Department of Hispanic Studies
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: April 19, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SPAN 303

We recommend that SPAN 303 Composition and Conversation be certified as a writing (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: 3200
4. Instructor to student ratio for one section: 1:24

In SPAN 330 students write a minimum of six essays in various rhetorical modes (i.e., description, narration, summary, comparison/contrast, classification, argument, review, and analysis). All writing assignments go through the “writing loop.” Students deliver a draft, which gets instructor feedback as to formal correction and structure. Most feedback is written, but some instructors choose to occasionally provide oral feedback either one-on-one in their office or as a presentation of general considerations to the group. Students are encouraged to consult the instructor, the Writing Center, or the Language Support Office in making corrections to the original draft. The “loop” is completed when a final, corrected version is turned in for a grade. Some classes also use a peer review process. Instruction includes the assignment of readings in a writing textbook, lectures about writing topics, analysis of models, and group brainstorming, followed by in-class writing.

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

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

SPAN 303 COMPOSITION AND CONVERSATION

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

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

Instructor / Coordinator: Richard K. Currie
Printed name and signature
(Date)

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

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

Department Head: Alberto Moreiras Artigas
Printed name and signature
(Date)
Department of Hispanic Studies  
Texas A & M University

Español 303  
Composición y Conversación  
Verano 2011

Dr. Richard K. Curry  
ACAD 200 (845-2125)  
Horas de consulta: martes/jueves de 11 a 12

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

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

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code. The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at [http://www.aggiehonor.tamu.edu/](http://www.aggiehonor.tamu.edu/).

Course description, learning objectives and pre-requisites:

Development of writing skills in Spanish with emphasis on grammatical constructions; structural analysis of representative texts and their imitation; organization of short compositions and term papers; required for majors in Spanish; conducted in Spanish. Prerequisite: SPAN 302 or approval of instructor.

At the end of this course, the student will be able to: 1) write in several compositional styles/formats using appropriate formal organizational structures, 2) write and speak Spanish with greater lexical sophistication, and 3) speak and write with greater grammatical precision and sophistication.


Student responsibilities and determination of the final course grade: The student’s final course grade will be determined according to the following factors and their corresponding weighted values:

- examen parcial
- trabajos escritos [composiciones] (5 x 25 puntos)
- examen final
- evaluación diaria (pruebas, tareas, reseñas, restimenes = 50, participación = 100)

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>examen parcial</td>
<td>50 puntos</td>
</tr>
<tr>
<td>trabajos escritos [composiciones] (5 x 25 puntos)</td>
<td>125 puntos</td>
</tr>
<tr>
<td>examen final</td>
<td>50 puntos</td>
</tr>
<tr>
<td>evaluación diaria (pruebas, tareas, reseñas, restimenes = 50, participación = 100)</td>
<td>150 puntos</td>
</tr>
</tbody>
</table>

Grading scale: Final course grades will be assigned according to the following scale:

- A - 375 - 337
- B - 336 - 300
- C - 299 - 262
- D - 261 - 225
- F – fewer than 225
Other information:

Office hours are listed above, and the student is encouraged to use those hours to consult with the professor regarding feedback and editing of writing assignments.

This class is, by nature, an active class; thus, student participation is completely essential to successful performance. It follows, then, that attendance is important. For that reason, an excessive amount of absences (more than four) will have a negative effect on the determination of the final course grade. Each absence beyond four will reduce “daily evaluation” by 5% (7.5 points). The student should also be aware that make-ups of work missed due to unexcused absence will not be permitted. For more information, the student can visit the following website: [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

Student-written compositions will be graded according to the attached rubrics. Because this is a “W-designated,” writing-intensive course, the composition process will follow the writing loop, which implies writing, receiving feedback, editing, rewriting, and correcting. Grades for compositions will not be recorded by the professor until the writing loop is complete.

Also, it is important for the student to understand that, because this is a “W-designated,” writing-intensive course, by University definition, if a student does not pass the writing portions of this course, she/he cannot pass the course.

<table>
<thead>
<tr>
<th>1ª semana</th>
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</table>
| 6 julio   | Introducción. Conversación. Tarea: ver la película *Frida*
|           | Ideas sobre la composición. Discusión de la película. |
| 7 julio   | Capítulo 1: leer *Salma poseída por Frida* y discutir. Repasar acentos, deletreo, puntuación, verbos y el uso de los artículos. |
|           | Capítulo 1: Sección gramatical. |
|           | Capítulo 1: Sección léxica y Para escribir mejor |
| 8 julio   | Capítulo 2: leer *Muerto y resucitado* y discutir. |
|           | Capítulo 2: Sección gramatical |
|           | Capítulo 2: Sección léxica y Para escribir mejor *Composición 1* |

<table>
<thead>
<tr>
<th>2ª semana</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11 julio</td>
<td>Terminar Cap. 2</td>
</tr>
<tr>
<td></td>
<td>Capítulo 3: leer <em>Con ojos cerrados</em> y discutir</td>
</tr>
<tr>
<td></td>
<td>Capítulo 3: Sección gramatical.</td>
</tr>
<tr>
<td>12 julio</td>
<td>Capítulo 3: Sección léxica y Para escribir mejor</td>
</tr>
<tr>
<td></td>
<td>Capítulo 4: leer <em>Una luz en la noche</em> y discutir. <em>Composición 1 corregida</em></td>
</tr>
<tr>
<td>13 julio</td>
<td>Capítulo 4: Sección gramatical</td>
</tr>
<tr>
<td></td>
<td>Capítulo 4: Sección léxica y Para escribir mejor</td>
</tr>
<tr>
<td>14 julio</td>
<td>Capítulo 5: leer <em>Liberación masculina</em> y discutir</td>
</tr>
<tr>
<td>15 julio</td>
<td>Capítulo 5: Sección gramatical <em>Composición 2</em></td>
</tr>
</tbody>
</table>
3ª semana

18 julio  Capítulo 5: Sección léxica y Para escribir mejor
Capítulo 6: leer | El tiempo borra | y discutir.

19 julio  Capítulo 6: Sección gramatical
Capítulo 6: Sección léxica y Para escribir mejor  Composición 2 corregida

20 julio  Capítulo 7: leer | Voces en la sombra | y discutir

21 julio  Capítulo 7: Sección gramatical

22 julio  Capítulo 7: Sección léxica y Para escribir mejor
Capítulo 8: leer | No moleste, calle y pague, señora | y discutir  Composición 3

4ª semana

25 julio  Examen parcial

26 julio  Capítulo 8: Sección gramatical
Capítulo 8: Sección léxica y Para escribir mejor  Composición 3 corregida

27 julio  Capítulo 9: leer | La sandía | y discutir.
Capítulo 9: Sección gramatical

28 julio  Capítulo 9: Sección léxica y Para escribir mejor
Capítulo 10: leer | Pecado de omisión | y discutir

29 julio  Capítulo 10: Sección gramatical  Composición 4

5ª semana

1 agosto  Capítulo 10: Sección léxica y Para escribir mejor
Capítulo 12: leer | El ramo azul | y discutir.  Composición 4 corregida

2 agosto  Capítulo 12: Sección gramatical

3 agosto  Capítulo 12: Sección léxica y Para escribir mejor
Capítulo 14: leer | La caja de oro | y discutir
Capítulo 14: Sección gramatical

4 agosto  Capítulo 14: Sección léxica y Para escribir mejor
5 agosto       Capítulo 14: **Composición 5**

6ª semana

8 agosto       Terminar Capítulo 14 + Repaso

martes 9 de agosto  1:00 a 3:00 p.m. **examen final + Composición 5 corregida**
<table>
<thead>
<tr>
<th>Puntuaje</th>
<th>Criterios</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-25</td>
<td>La composición está desarrollada de una forma lógica y muestra un entendimiento de la organización requerida. Cumple con la expectativas léxicas y gramaticales. La estructura de frases y párrafos es adecuada. Contiene fluidez y generalmente carece de errores de gramática, puntuación y acentuación.</td>
</tr>
<tr>
<td>20-22</td>
<td>Expresa el tema, pero carece de detalles y del desarrollo descrito arriba. Tiene algunos errores de puntuación, gramática o sintaxis, pero éstos no impiden necesariamente el sentido del tema.</td>
</tr>
<tr>
<td>18-19</td>
<td>La composición está organizada lógicamente. El argumento es superficial, repetitivo y simplista, o está subdesarrollado. Contiene algunos problemas de organización, gramática, sintaxis o puntuación.</td>
</tr>
<tr>
<td>15-17</td>
<td>Expresa un tema, pero carece de detalles y descripción. Contiene muchos problemas de organización, gramática, sintaxis, léxico o puntuación.</td>
</tr>
<tr>
<td>13-14</td>
<td>Tiene problemas serios de gramática, léxico, sintaxis o puntuación. Es completamente inadecuada en su contenido.</td>
</tr>
<tr>
<td>5-12</td>
<td>La composición es totalmente inadecuada. No muestra suficiente habilidad para responder al tema, manejar un vocabulario mínimo, emplear estructuras fundamentales, etc.</td>
</tr>
<tr>
<td>0</td>
<td>No se entrega composición.</td>
</tr>
</tbody>
</table>
TEXAS A&M UNIVERSITY
Department of Hispanic Studies

Course information

Spanish 303-902 (W course)  
Composición y Conversación  
Spring 2011

Instructor: N. Arizpe
Office: 129 B Academic Bldg
Office hours: MWF: 8:15-8:45 a.m. or by appt.
Phone: 845-4639
E-mail: n-arizpe@tamu.edu

Disabilities:

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

Learning Outcomes:

Development of writing skills in Spanish with emphasis on grammatical constructions, structural analysis of representative texts and their imitation; organization of short compositions and term paper; required for majors in Spanish; conducted in Spanish. Conversational activities basis for compositions.

Prerequisites and credit hours:

The course is three credit hours. The prerequisite for this course is Spanish 302 or approval of instructor. The student must have all first and second year courses completed either by courses taken at Texas A&M, their equivalents at another institution, or a placement exam. Failure to meet these requirements will result in being dropped automatically.

Academic Integrity:

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A&M University assume the important responsibility of promoting the Aggie Honor Code (“An Aggie does not lie, cheat, or steal or tolerate those who do.”) The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

Textos:


Oxford Spanish/English, English/Spanish dictionary. (not the pocket size) – Go to Barnes & Noble
“Do not write so that you can be understood, but so that you
cannot be misunderstood.”
- Quintilian

Responsabilidades del estudiante: La nota final del estudiante se determinará por el rendimiento en lo siguiente:

- Examen I ................................................................. 100 puntos
- Examen II ............................................................. 100 puntos
- Sels (6) ensayos (50 pts. cada uno) .................................. 300 puntos
- Participación y conversación en la clase ........................ 50 puntos
- Trabajo de investigación ........................................... 100 puntos

650 puntos total

No hay examen final.

El/la estudiante debe reconocer que, ya que éste es un curso W (“writing-intensive”), si no pasa la porción del curso dedicada a la escritura (es decir, más de 280 puntos en los ensayos y el trabajo de investigación) no puede pasar el curso.

Escala para la nota final:

650 - 595 – A  
594 - 540 – B  
539 - 485 – C  
484 - 430 – D  
429 y menos – F

Información importante:

Ausencias y trabajos no realizados:

- Las ausencias permitidas son: a) enfermedad personal (con firma del médico) documentación original, b) evento/obligación de alguna organización de la universidad (se necesita documentación), c) muerte en la familia (se necesita documentación).

- Si falta a algún ensayo, necesita hacer una cita para cumplir con la obligación. Es la responsabilidad del estudiante hacer la cita.

Los ensayos:

1. Se espera que el/la estudiante tome el tiempo necesario para preparar cada ensayo con cuidado, tratando de eliminar posibles errores de gramática y utilizando el vocabulario apropiado para el tópico.

2. Antes de redactar cada ensayo, se hará un borrador (rough draft). También, se hará una revisión de cada ensayo. Los ensayos versarán entre 300 y 750 palabras.

3. Es menester escribir con lápiz (Número 2) y un buen borrador (eraser).

4. No se permite hacer marcas en los ensayos, por eso es necesario usar un borrador (eraser).

5. No se permite escribir en el margen.

6. Escriba con letra legible.
El trabajo de investigación:

1. El/la estudiante aprovechará las oportunidades dadas para hacer investigación en la biblioteca y tomará el tiempo necesario para preparar cada ensayo con cuidado, tratando de eliminar posibles errores de gramática y utilizando el vocabulario apropiado para el tópico.

2. Antes de redactar cada ensayo, se hará un borrador (rough draft). También, se hará una consulta con la profesora y revisión del borrador. El trabajo será de un mínimo de 5 páginas escritas (750 palabras) a máquina.

El cesto de la basura es el primer mueble en el estudio del escritor.
La tecla "delete" en la computadora es la que más usa el escritor.

Participación y conversación en español:

Se espera que cada estudiante participe activamente en español ya sea en los capítulos del texto, del cuaderno o en los tópicos de conversación. Hay 50 puntos de participación y conversación. Se necesita venir a clase y participar para recibir los puntos de participación.

45-50 - A  El/la estudiante participó mucho y con gran interés.
Balances questions with answers, listens to classmates and responds with mature comments/opinions

40-44 - B  El/la estudiante participó adecuadamente y con interés.
Imbalance between question and answers, is not careful to listen to classmates or dominates class discussions, aspires towards mature comments/opinions.

Contributes infrequently to class, does not seem engaged with material or issues, irrelevant or immature comments

30-34 - D  El/la estudiante participó muy poco.
Contributes erratically to class, generally does not come prepared to class, ignores classmates

0-29 - F  El/la estudiante no mostró interés en participar casi nunca.
Does not attend or participate in class (either a silent or non-existent body)

Horario tentativo

El siguiente horario es tentativo y podrá cambiar según las necesidades de la clase o alguna circunstancia imprevista. Es la responsabilidad del estudiante darse cuenta de cualquier cambio al horario.

Texto: Repase y escribe

19 enero  Introducción
21 enero  La ortografía (p. 23), la acentuación (p. 49-50) española y el acento diacrítico (p. 51)
El párrafo, la organización del ensayo (essay) + Instrucciones para ensayo 1 + escribir párrafo
24 enero  Capítulo 10: “La fractura” p. 265 + Vocabulario: p. 269
26 enero  Entregar ensayo 1 + Cap. 10: los adjetivos pp. 271-282
28 enero  Cap. 10: instrucciones para ensayo 2 + preparación

31 enero  Cap. 1: “Águeda” p. 2 + vocab. p. 5 + Borrador (rough draft) para ensayo 2
2 feb.    Cap. 1: el pretérito/el imperfecto pp. 7 – 15
4 feb.    Capítulo 2: “Nuestros semejantes” + vocab. p. 31

7 feb.    Cap. 2: ser y estar pp. 32 – 44
9 feb.    Ensayo 2 (escrito en clase)
11 feb.   Cap. 2 + instrucciones para ensayo 3

16 feb.   Cap. 3: construcciones especiales pp. 63–77
18 feb.   Capítulo 4: “Réquiem con tostadas” + vocab. p. 92

21 feb.   Cap. 4: el subjuntivo pp. 95 – 112
23 feb.   Ensayo 3 (escrito en clase)
25 feb.   Cap. 4 + instrucciones para ensayo 4

28 feb.   Capítulo 5: “Calvario de un fumador” + vocab. pp. 128
2 marzo   Cap. 5: continuar el subjuntivo pp. 130-140
4 marzo   Cap. 5 + borrador para ensayo 4

9 marzo   Examen 1
11 marzo  Cap. 6: el subjuntivo pp. 155 – 166

SPRING BREAK

14, 16, 18 marzo

21 marzo  Cap. 6 + instrucciones para ensayo 5
23 marzo  Ensayo 4
25 marzo  Capítulo 7: “Diez argumentos contra la eutanasia” + vocab. p. 179

28 marzo  Cap. 7: los artículos pp. 180 – 190 + instrucciones para ensayo 5
30 marzo  La biblioteca – trabajo de investigación
1° abril   La biblioteca- trabajo de investigación
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tarea</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 abril</td>
<td>Cap. 8: “Las telenovelas” + vocab. p. 211 + Cap. 8: las preposiciones pp. 213 - 224</td>
</tr>
<tr>
<td>6 abril</td>
<td>Cap. 8 + borrador para ensayo 5</td>
</tr>
<tr>
<td>8 abril</td>
<td>Capítulo 9: “Espejo del tiempo” + vocab. p. 238</td>
</tr>
<tr>
<td>11 abril</td>
<td>Cap. 9: por y para pp. 241-253</td>
</tr>
<tr>
<td>13 abril</td>
<td><strong>Ensayo 5</strong> + Cap. 9 – terminar capítulo</td>
</tr>
<tr>
<td>15 abril</td>
<td>Cap. 11: “Mensajes de texto” + vocab. p. 294 + instrucciones para ensayo 6</td>
</tr>
<tr>
<td>18 abril</td>
<td>Cap. 11: las cartas, pp. 310-320</td>
</tr>
<tr>
<td>20 abril</td>
<td>Trabajar en el trabajo de investigación</td>
</tr>
<tr>
<td>22 abril</td>
<td>Borrador de las cartas</td>
</tr>
<tr>
<td>25 abril</td>
<td><strong>Ensayo 6 – las cartas</strong></td>
</tr>
<tr>
<td>27 abril</td>
<td>Repaso para examen/ir a la biblioteca</td>
</tr>
<tr>
<td>29 abril</td>
<td><strong>Examen II</strong></td>
</tr>
<tr>
<td>2 mayo</td>
<td><strong>Entregar el trabajo de investigación</strong></td>
</tr>
</tbody>
</table>

No hay examen final.
SPAN 303
Composición y conversación
Prerequisite: Spanish 302
Dr. H. Kallendorf (h-kallendorf@tamu.edu)
TTH 11:10-12:25 Acad 228
Office hours: TTH 10-11 (Office: Acad 204C)

SÍLABO


Common Ground Text:

Common Ground Program Participation:
This semester we will be joining with other students and faculty throughout the College of Liberal Arts to read the Common Ground text and meet with the author. The author’s public lecture is scheduled for Monday, October 10 at 7PM in Rudder Theater.
*Students in this class are required to attend this event.*

Learning Outcomes:
☐ To be able to write one-page compositions in correct, formal written Spanish
☐ To be able to converse fluently in Spanish on both prepared and spontaneous topics

Grading Criteria:
A = 90-100% error-free compositions + excellent class participation
B = 80-90% error-free compositions + good class participation
C = 70-80% error-free compositions + average class participation
D = 60-70% error-free compositions + adequate class participation
F = below 60% error-free compositions + inadequate class participation

Note: This course is designated as “writing-intensive”. For that reason, the student needs to be aware that, if she/he does not pass the writing portions of the course, she/he cannot pass the course.

Semanas:
1. 8/30 Martes: Introducción
   9/1 Jueves: ENTREGAR COMPOSICIÓN ("Todo sobre mí")

2. 9/6 Martes: Lectura, “Muerto y resucitado,” Amado Nervo
   9/8 Jueves: ENTREGAR COMPOSICIÓN

3. 9/13 Martes: Lectura, “La casa nueva,” Silvia Molina
   9/15 Jueves: ENTREGAR COMPOSICIÓN

4. 9/20 Martes: Lectura, “El hombre de plata,” Isabel Allende
   9/22 Jueves: ENTREGAR COMPOSICIÓN
5. 9/27 Martes: Lectura, “Una luz en la noche,” Enrique A. Laguerre
9/29 Jueves: ENTREGAR COMPOSICIÓN

6. 10/4 Martes: Lectura, “Calvario de un fumador,” Juan David Medina
10/6 Jueves: ENTREGAR COMPOSICIÓN

7. 10/11 Martes: Lectura, “El tiempo borra,” Javier de Viana
10/13 Jueves: ENTREGAR COMPOSICIÓN

8. 10/18 Lectura, “¿Es justificable la eutanasia?” Pablo J. Ginés
10/20 Jueves: ENTREGAR COMPOSICIÓN

9. 10/25 Martes: Lectura, “No moleste, calle y pague, señora,” Lidia Falcón
10/27 Jueves: ENTREGAR COMPOSICIÓN

10. 11/1 Martes: Lectura, “Espejo del tiempo,” José María Méndez
11/3 Jueves: ENTREGAR COMPOSICIÓN

11. 11/8 Martes: Lectura, “Pecado de omisión,” Ana María Matute
11/10 Jueves: ENTREGAR COMPOSICIÓN

11/17 Jueves: ENTREGAR COMPOSICIÓN

11/24 THANKSGIVING

12/1 Jueves: ENTREGAR COMPOSICIÓN

12/6 Martes: el último día de clase
TRABAJO FINAL
ENTREGAR TODAS LAS COMPOSICIONES CORREGIDAS

**Notas de composiciones:** Las 10 mejores de las 13 composiciones contarán en el cómputo de la calificación final, 10% cada una. La nota es la nota original, la dada antes de mis correcciones, pero no cuenta sin las correcciones porque ésta es una parte esencial de la tarea para este curso. Las correcciones normalmente se entregan para la próxima clase, pero todas las correcciones tienen que hacerse para el último día de clase. No se aceptarán correcciones después de esa fecha. Uds. pueden hacer las 13 composiciones y escoger las mejores 10 o hacer sólo 10 y aceptar las notas dadas. Las composiciones (1 página [250 palabras] por lo menos, escritas a máquina, de doble espacio) se entregarán cada jueves. No aceptaré ninguna demora.

**Correcciones:** Arriba se anuncian mis horas de oficina, y el estudiante puede/deb usarlas para consultar conmigo las correcciones. También es posible buscar ayuda en la Language Support Office (Academic 124) o el University Writing Center (Evans Library).
LA PARTICIPACIÓN EN CLASE ES SUMAMENTE IMPORTANTE Y AFECTARÁ LA NOTA FINAL. 5 AUSENCIAS O MÁS (NO APROBADAS) O LA EQUIVALENTE FALTA TOTAL DE PARTICIPACIÓN PUEDEN BAJAR LA NOTA FINAL UNA LETRA ENTERA.

Policies:
Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at http://student-rules.tamu.edu for more information regarding these policies.

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