Course Changes
Course Change Requests:

ECEN 690. Switching Power Supplies

Course Number:

FROM: ECEN 690. Switching Power Supplies.

TO: ECEN 710. Switching Power Supplies.

HISP 671. Bilingualism in Hispanic Literature.

Title and Description:

Title Change:

FROM: Bilingualism in Hispanic Literature.

TO: Bilingualism in the Spanish-speaking World.

Description:

FROM: This course will explore bilingualism in Hispanic letters. From Spanish medieval literature to contemporary Hispanic literature in the United States, the course will focus on artistic, aesthetic, social, historical, and cultural aspects of the uses of two languages in Hispanic literary works.


VIBS 612. Mammalian Embryology.

Course Prerequisite(s):

FROM: VIBS 601 and 602 or approval of instructor

TO: Approval of instructor
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions:
1. Request submitted by (Department or Program Name): Electrical and Computer Engineering
2. Course prefix, number and complete title of course: ECEN 690 Switching Power Supplies
3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course #</th>
<th>Title (including punctuation)</th>
<th>Credits</th>
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<th>00</th>
<th>60</th>
<th>93</th>
<th>60</th>
<th>03</th>
<th>63</th>
<th>26</th>
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<tbody>
<tr>
<td>ECEN</td>
<td>690</td>
<td>Switching Power Supplies</td>
<td>3.00</td>
<td>03</td>
<td>00</td>
<td>03</td>
<td>14</td>
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<td>60</td>
<td>93</td>
<td>60</td>
<td>03</td>
<td>63</td>
<td>26</td>
</tr>
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</table>

b. Change to:

| Code | Course # | Title (including punctuation) | Credits | 03 | 00 | 03 | 14 | 00 | 00 | 00 | 60 | 93 | 61 | 11 | 12 | 00 | 36 | 32 |
|------|----------|-------------------------------|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| ECEN | 710     | Switching Power Supplies     | 3.00    | 03 | 00 | 03 | 14 | 00 | 00 | 00 | 60 | 93 | 61 | 11 | 12 | 00 | 36 | 32 |

Approval recommended by:
Dr. C. Georgiadis
Department Head or Program Chair (Type Name & Sign) Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 979-8904 or sandra.williams@tamu.edu.
Curricular Services - 09/10

3 of 32 D
Switching Power Supplies

Professor: Dr. P. Enjeti
Rm. 216K, ZEC

Kluwer Academic Publisher
Book Website: http://ece.colorado.edu/~pwell/elec/SecEd.html
Chapter Presentation slides are at: http://ece.colorado.edu/~pwell/elec/slides/slidedir.html

Recommended reading: (a) "Chapter 12: High efficiency low voltage DC-DC Conversion for portable applications", Book: Low-voltage/Low-power integrated circuits & systems, Edited by Sanchez-Sinencio, IEEE Press (b) DC-DC Switching regulator analysis, Dan Mitchell, McGraw-Hill

Linear and mixed-signal integrated circuits (ICs) include data converters, interface circuits, microprocessor supervisors, operational amplifiers, power supplies, multiplexers, switches, battery chargers, battery management circuits, RF wireless circuits, fiber optic transceivers, sensors, and voltage references. It is clear that power management (a $13B global market soon growing to $70B within a decade) plays a crucial role in the technology development of these systems. Current trends in consumer electronics are demanding progressively lower supply voltages (≈ 1V) due to the unprecedented growth and use of wireless appliances. Numerous consumer electronics and portable devices, such as laptop computers, flat screen monitors/TV's and personal communication devices (cell phones and PDAs) require a wide variety of AC to DC power supplies for battery charging purposes. Over 2.5 billion AC/DC power supplies are currently in use in the United States alone. About 6 to 10 billion are in use worldwide. While the best power supplies are more than 90% efficient, some are only 20 to 40% efficient, wasting the majority of the electricity that passes through them. As a result, today's power supplies consume at least 2% of all U.S. electricity production. More efficient power supply designs could cut that usage in half, saving nearly $3 billion and about 24 million tons of carbon dioxide emissions per year.

Course Objective

This course deals with operating principles of switching power supplies. Analysis and in-depth design of several types of switching regulators including buck, boost, forward, flyback, half and full bridge switching regulator analysis will be examined. Elements of transformer and magnetic design will be introduced. Principles of zero voltage and zero current switching along with state space analysis, feedback loop stabilization principles will be explored. Application of these systems in the industry will be detailed.
Syllabus

Week

#1 Introduction, linear / switching regulator ancestors, buck, boost forward, flyback converter topologies (3hr)

#2 Detailed analysis of buck, boost, forward converters continuous and discontinuous operation, design relations - output filter selection, switching loss calculation. (3hr)

#3 Detailed analysis of flyback, push-pull converter topologies, design relations - output filter selection, switching loss calculation. (3hr)

#4 Detailed analysis of half, full bridge converter topologies, design relations - output filter selection, switching loss calculation. (3hr)

#5 Detailed analysis of current-mode and current fed converter topologies, design relations. (3hr)

#6 Magnetic and Circuit design aspects: core material, geometry peak flux density etc. (3hr)

#7 Magnetic and Circuit design aspects: Transformer temperature rise aspects, high frequency losses, skin effect, proximity effect (3hs)

#8 State space averaging analysis of switching power supplies, small signal approximation, illustrative problems (3hs)

#9 Feedback loop stabilization: design example- stabilizing a forward converter, error amplifier design (3hr)

#10 Feedback loop stabilization: design example- stabilizing a discontinuous mode flyback converter, error amplifier design (3hr)

#11 Case study of a low power practical switching power supply (3hs)

#12 Case study of a high power practical switching power supply (3hr)

#13 Project discussion (3hr)

#14 Project discussion (3hr)
Course Schedule:

Aug 31  Chapter 1 - Introduction, linear / switching regulators
Sep  2  Chapter 2 – DC-DC Converter Analysis (buck type switching converter)
Sep  7  Chapter 2 – DC-DC Converter Analysis (boost type switching converter); Hw # 1
Sep  9  Chapter 2 – DC-DC Converter Analysis (cuk type switching converter)
Sep 14  Chapter 3 – Equivalent circuits, losses and efficiency calculations
Sep 16  Chapter 3 – Equivalent circuits, losses and efficiency calculations, design examples
Sep 21  Chapter 4 – Switch Realization: Diode, MOSFET, IGBT
Sep 23  Chapter 4 – Switch Realization: Switching losses, Examples, Hw # 2
Sep 28  Chapter 5 – Discontinuous conduction mode analysis
Sep 30  Exam – 1
Oct  5  No Class, Work on HW # 2 Design Problem
Oct  7  Chapter 5 – Discontinuous conduction mode analysis
Oct 12  Chapter 6 – Converter circuits: Section 6.2 and 6.3.4 (Flyback Converter)
Oct 14  Section 6.3.2 Forward Converter
Oct 19  Section 6.3.3 Push-Pull Converter
Oct 21  Section 6.3.1 Full bridge & Half bridge isolated converters
Oct 26  Section 6.3.5 Boost derived isolated converters
Oct 28  Section 6.4 Converter evaluation and design
Nov  2  Chapter 20 Soft Switching, ZCS quasi-resonant switching cell
Nov  4  Section 20.3, 20.3.1 ZVS quasi-resonant switch
Nov  9  Section 20.4.1 Zero voltage transition full bridge converter
Nov 11  Chapter 10 Input filter design: Buck converter example
Nov 16  Chapter 7 AC equivalent circuit modeling, small signal models
Nov 23  Chapter 7 AC equivalent circuit modeling, small signal models
Nov 30  Chapter 8 Converter transfer functions
Dec  2  Chapter 8 Converter transfer functions
Dec  7  Exam - 2
Dec 14  Project presentations

Grading:

Quiz/Exam :  50%
Project :  50%
Course Grade :  100%
Americans with Disabilities Act (ADA) Policy Statement

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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

Academic Dishonesty: This is a politically correct word for “cheating” and it will not be tolerated in any form. Examples include (but are not limited to): looking at a fellow students work during an exam, discussing the exam material with anyone (except the instructor) during the exam, bringing prohibited material into an exam (e.g., storing formulas in you calculator), attempting to access exam materials before the time of the exam, copying homework solutions form other students, or from solutions manuals, using someone else’s computer programs to do your homework, etc. Any violations can result in the student receiving a grade of “F” in the course. Those with a previous history also run the risk of being expelled form the university.
May 25, 2011

MEMORANDUM

TO: Dr. K.L. Butler-Purry
    Dean of Office of Graduate Studies

THROUGH: Dr. R. Autenrieth
        Associate Dean, College of Engineering

FROM: Dr. S. Miller
      Professor & Graduate Coordinator

SUBJECT: Change in course number ECEN 690

It has been requested the department change the course number ECEN 690 to one of the 700 range of numbers. The 690 number is in the set of standard courses throughout the University that should be graded on an S/U basis only. When we spoke to Curricular Services several years ago it was agreed that we could use those numbers due to running out of 600 numbers. Now that the 700 range of numbers are open they have requested the department to make the change.

Attached is the ECEN 690 that has been changed to ECEN 710.

I appreciate your cooperation in this matter.

CC: Attachments

Atc
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Hispanic Studies

2. Course prefix, number and complete title of course:
   HISP 671 Bilingualism in the Spanish-speaking World

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course
description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: ______________

5. Complete current course title and current catalog course description:
   Bilingualism in Hispanic Literature. This course will explore bilingualism in Hispanic letters. From Spanish medieval literature to contemporary Hispanic literature in the United States, the course will focus on art, aesthetic, social, historical, and cultural aspects of the uses of two languages in Hispanic literary works.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<tr>
<td>HISP</td>
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<td>BILINGUALISM IN HISP LIT</td>
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<td>Lab.</td>
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   b. Change to:

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<th>Prefix</th>
<th>Course #</th>
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</thead>
<tbody>
<tr>
<td>HISP</td>
<td>671</td>
<td>BILING SP AN SP PK G WORLD</td>
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<tr>
<td>Lect.</td>
<td>Lab.</td>
<td>SCH</td>
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<tr>
<td>0</td>
<td>3</td>
<td>0</td>
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</tbody>
</table>

   Approval recommended:

   Alberto Matheus
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee Date

   Dean of College Date

   Chair, GO or UCC Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

   Curricular Services – 02/11
April 27, 2011

MEMORANDUM

TO: GIC Members

FROM: Alberto Moreiras, Head Hispanic Studies

SUBJECT: Change of Title for HISP 671

Enclosed please find the materials to support our request for a change in title for HISP 671, a course in our graduate program. The change of title is meant to reflect a change in the contents of the course, so as to better reflect a broad perspective on bilingualism, covering linguistic as well as literary aspects. This in turn aligns better with student interests and with the research strengths of our faculty.
HISP 671
Bilingualism in the Spanish-speaking world

Instructor: Maria Irene Moyna
Office: ACAD 302B
Phone: 862-4282
Email: moyna@tamu.edu
Class meetings: Wednesdays 2:15 to 5:05 pm
Room: TTVN
Office hours: Wednesdays 12 to 1:30 or by appointment

Catalog description:


Course description:

The use of more than one linguistic code by the same speaker is much more widespread than one might think: it is in fact the norm, rather than the exception. Linguists have always been interested in the phenomenon of bilingualism for what it has to tell us about the mental organization of language and about the relations among social groups. This course presents the general features of bilingualism, focusing on Spanish and the languages it comes in contact with. Emphasis will be given to Spanish-English contact in the United States, given its importance for the history, present, and future of Texas. We will study the attitudes and response of institutions and schools to bilingualism, as well as the manifestations of the phenomenon in the media and the arts (oral and written press, popular music, literature).

Mandatory texts:


Readings:
A complete bibliography for this course appears at the end of this syllabus and is available through e-reserves (http://ereserves.tamu.edu/eres/default.aspx).

Learning outcomes:
At the end of the course, students will be able to:
- Define and explain the main features of the competence and performance of bilinguals.
- Define, explain, and exemplify the features of a bilingual community
- Evaluate different educational approaches to bilingual populations.
- Analyze, compare, and contrast bilingual situations in the Spanish-speaking world.
• Produce a publishable paper related to the field of bilingualism, using scientifically sound argumentation and appropriate style and format.
• Identify conferences where the paper could be presented, write and evaluate conference abstracts, present papers professionally, and prepare a manuscript for publication.

Prerequisites:
This course is reserved for graduate students with an excellent oral and written command of Spanish. It will be taught in its entirety through the medium of Spanish, and students are expected to express themselves competently in this language. There will also be readings in English, though, so excellent reading comprehension in English is also required.

Course format:
The course will be taught as a seminar, with constant student participation. In general, each class session will be divided into three sections. In the first part, the topic of the day will be introduced with the help of Powerpoint presentations. This will allow students to have copies of the slides before class (posted on WebCT). The second part will be a discussion of exercises of readings. Finally, the third part will be based on discussions by the students and it will deal with readings from the reading packet that were assigned for that week.

Attendance policy:
Please do your best to attend class and to arrive on time, for your own good and for the benefit of your classmates. Two unjustified absences will result in the loss of half a point in the final grade. Valid justifications are listed in the student academic rules (http://student-rules.tamu.edu/rule7.htm) and must be documented in writing.

Grading scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 90 %</td>
<td>A</td>
</tr>
<tr>
<td>79 - 70 %</td>
<td>C</td>
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<tr>
<td>69 - 60 %</td>
<td>D</td>
</tr>
<tr>
<td>59 % or less</td>
<td>F</td>
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</tbody>
</table>

Grade breakdown:
- Article discussions (2) 20%
- Final project 30%
- Final Project presentation 10%
- Homework assignments 15%
- Portfolio 15%
- Participation 10%

Article discussions
Throughout the semester, and starting on week five, each student will be in charge of leading two discussions about the articles assigned for that week. The dates for these discussions will be assigned on the second week of classes; please come prepared to choose a date. If several people want to present on the same day, dates will be given through a lottery. Before your discussion, talk to your instructor about what you would like to do to moderate it. Discussions should last approximately 20 minutes. More details will be provided in due course.
**Final project and presentation**

Students will demonstrate their ability to carry out original research in the field. For this, they will gather original data on some formal or sociolinguistic feature of oral or written bilingualism. They will interpret these data based on a theoretical model and they will present them in two different ways. First, they will do an oral presentation, which will be on the day of the final exam. Second, they will write a research paper of approximately 15 pages. More details will be provided about the format of the research and the paper. The project will be divided into several tasks, each one of which must be completed by a given date (see calendar). It will be assigned a partial grade as follows:

- Abstract: 2%
- Bibliography search: 3%
- Article summaries: 5%
- First draft: 8%
- Final draft: 12%

As soon as possible, students must define a research topic of their interest for the final project and discuss it with the instructor. It can be any feature related with oral or written bilingualism.

**Exercises and assignments**

The best way to confirm understanding on a topic is through exercises and practical applications. Every class session we will do exercises; some may be assigned for homework. Students are expected to read the bibliography before coming to class and to participate fully in the discussion threads organized through WebCT. Participation in these discussion threads will be controlled at regular intervals. The most interesting ideas from the discussion groups will be taken up in class.

**Individual portfolio**

Instead of in-class tests, each student will have to complete a portfolio with individual assignments. Three tasks will be chosen from a list of five, based on a self-evaluation of perceived needs. These tasks may include the development of oral or written skills in Spanish, review of basic linguistic notions, or experimental design. The portfolio will be collected three times in the semester.

**Participation**

Participation will be measured on the basis of attendance (5 points) and attitude (5 points). Attendance points will be lost with each unexcused absence. Attitude will be based on how well prepared students come to class and how enthusiastically they participate. Apart from the exercises and assignments mentioned above, there may be pop quizzes at any time. These quizzes will count towards the participation grade, so it is important to come to class.

**Presentation of assignments:**

All assignments must be written in computer and handed in class. Assignments sent as computer attachments will only confirm that they were completed in a timely fashion, and do not exempt the student from bringing a hard copy to class. Assignment and paper deadlines are mandatory; half a point will be docked for each day of delay. No work will be accepted a week after its deadline, unless the delay was due to an excused absence. Please attach your excuse to the assignment.
Academic honesty:

The highest standards of ethics are expected. In homework assignments, in the final project, and in any other assessment, students are expected to produce original work. Plagiarism and cheating will be penalized. Plagiarism involves the use of material taken from other authors (either in print or online) without clearly specifying the source of citations through standard punctuation conventions. Any case of dishonesty will be referred to the Aggie Honor System Office.

Behavior:

It is the teacher’s responsibility to guarantee an atmosphere where all students feel comfortable and ready to learn. Therefore, mutual respect and collaboration are expected. Insulting and discriminatory comments will not be tolerated.

Student with special needs:

Any student who wants to notify me of special needs that may interfere with their good performance should not hesitate to get in touch with me. Their situation will be dealt with confidentially. Disabled students who require special accommodations must provide documentation from Disabled Student Services at their earliest convenience.¹

Tentative calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Evaluation</th>
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<tr>
<td>Jan 17</td>
<td>Preliminaries: Course description.</td>
<td>Internet search: websites on the topic of bilingualism in the Spanish-speaking world.</td>
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<td>Presentation of students.</td>
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<td>Discussion of information found on the Internet.</td>
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<td>Readings: Silva-Corvalán (2001), Ferguson (1959)</td>
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<td>Professional development: the academic conference.</td>
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<td></td>
<td>Professional developments: abstracts. Analysis of examples.</td>
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¹ 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 that you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities (SSD), in Room 126 of the Koldus Building, or call 843-1627.
<table>
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<th>Date</th>
<th>Title</th>
<th>Readings</th>
<th>Professional Development</th>
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<tr>
<td></td>
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<td>Roseman (1995)</td>
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<td>Professional development: Evaluation of abstracts.</td>
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<td></td>
<td>Hand in final project abstracts.</td>
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<td>Feb 21</td>
<td><em>Code-switching and communicative competence.</em> R: 120-130; 142-151.</td>
<td>Haugen (1950), Pfaff (1979)</td>
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<td>Professional development: bibliographical search.</td>
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<td>Professional development: The oral presentation.</td>
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<td>Professional development: the conference handout.</td>
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<td>Mar 14</td>
<td>Spring break.</td>
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<td>Professional development: The structure of academic journal articles.</td>
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<td>Apr 4</td>
<td><em>Bilingualism in historical perspective.</em></td>
<td>Cifuentes (1992, 1994)</td>
<td>Third portfolio</td>
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<td>Professional development: proceedings and journal articles.</td>
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<td>Additional Information</td>
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Discussion of movies with Spanish-English code-switching. |
| Apr 25 | Catch-up and review day.                                             | Fourth portfolio.                           |
|       | Final presentations                                                  | Hand in second draft of final paper.        |
Reading list for HISP 671


Cifuentes, Bárbara. 1994. Las lenguas amerindias la conformación de la lengua nacional en México en el siglo XIX. Language Problems and Language Planning. 18 (3): 208-222.


February 18, 2010

Jyotsna Vaid  
Department of Psychology  
College of Liberal Arts  
College Station, Texas 77843-4235

Dear Jyotsna:

The Department of Hispanic Studies is in the process of creating or modifying several graduate courses. The syllabus for one such course, HISP 671, Bilingualism in the Spanish-speaking world, is enclosed with this letter. We think this course may be of interest to your department, since its content relates to some courses you offer in your own graduate program and/or to the research interests of some of your faculty.

We would appreciate it if you could review the syllabus and provide a letter of support to be submitted together with the corresponding paperwork to the Graduate Instruction Committee. We would also be grateful if, once the course is incorporated into the Graduate Catalog, you can advertise it among students who may benefit from taking it. We trust that we can build on these synergies to provide stronger graduate curricula for all our students.

Cordially,

Larry

J. Lawrence Mitchell  
Interim Head
Dr. Larry Mitchell
Interim Department Head
Hispanic Studies
Texas A&M University
College Station, TX 77843-4235

March 10, 2010

Dear Dr. Mitchell:

I have reviewed the course syllabus for HISP 671 submitted by Dr. Moyna and am happy to see that such a course will be offered. The material covered in the proposed course provides a comprehensive overview of classic and current linguistic scholarship on bilingualism in the Spanish-speaking world and would provide a nice complement to a special topics psycholinguistics course that I occasionally offer in Psychology, called The Bilingual Mind.

I can foresee my students being interested in taking the HISP course and am writing to express my support for the course.

With regards,

Jyotsna Vaid
Professor, Cognitive Psychology
Hi Larry,

I'll be happy to write a letter in support of this course. It's very well designed in both content and form.

Best wishes,
Shari

On Feb 18, 2010, at 3:46 PM, Ely, Deyanira wrote:

Dear Dr. Shari Kendall-

Please find attached a letter requesting your support for the changes proposed in HISP 671, Bilingualism in the Spanish-speaking world, along with its syllabus. A hard copy is being sent to you via campus mail as well.

If you should have any questions, please don't hesitate to contact Dr. Larry Mitchell, Interim Head of Hispanic Studies, j-mitchell@tamu.edu or Dr. Maria Irene Moyna, Assistant Professor, moyna@tamu.edu.

Sincerely,
Deyanira

Deyanira Ely | Administrative Assistant
Department of Hispanic Studies | Texas A&M University
4238 TAMU | College Station, TX 77843-4238
Tel. 979.845-2164 | Main Off. Tel. 979.845-2125 | Fax. 979.845-6421
http://hisph.tamu.edu | College of Liberal Arts

<HISP 671-Shari Kendall.pdf><HISP 671 Syllabus.pdf>

Shari Kendall, Ph.D.
Associate Professor
Linguistics & Discourse Studies

Department of English
Texas A & M University

(979) 862-3910
skendall@tamu.edu

https://cllahubcas1.clla.ad.tamu.edu/owa/?ae=Item&t=IPM.Note&id=RgAAAAABedGz4zl...
MEMORANDUM

TO: Dr. Jim Kracht, Associate Dean, College of Education and Human Development
FROM: Dr. Rafael Lara-Alecio, Professor and Bilingual Programs Coordinator, EPSY Department.
RE: Bilingual Faculty Recommendation on HISP 671.
Date: June 3, 2011

Dear Dr. Kracht,

Faculty at the Bilingual Programs have reviewed the HISP 671 and concur that the description of the course as it was taught in the past and the present changes. Bilingual faculty concur that this course does not overlap with courses in our program which, in contrast, focus on issues that impact instruction in bilingual educational settings. Rather their course appears to focus primarily on bilingualism within a more socio-political context within Spanish speaking worlds. Our courses, on the other hand, focus primarily with bilingualism in public school settings in an English-speaking world or in a dual language perspective in schools from a variety of countries with many different primary languages. Additionally, our bilingual education program includes philosophies, approaches, methodologies, techniques and strategies to enhance bilingual and English as second language programs from the perspective of assessment, curriculum development, implementation, and evaluation. Our program also focuses on enhancing and improving instruction of teachers/professional developers mainly in public school settings, but also in private schools, universities, and the private sector around the world.

Sincerely,

[Signature]

100 Harrington Tower
4225 TAMU
College Station, TX 77843-4225
Tel. 979.845.2599 Fax. 979.458.0192
www.idn.tamu.edu
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Department of Veterinary Integrative Biosciences
2. Course prefix, number and complete title of course: VIBS 612, Mammalian Embryology
3. Change requested
   a. Prerequisite(s): From: VIBS 601 and 602 or approval of instructor To: approval of instructor
   b. Withdrawal (reason): 
   c. Cross-list with: 
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. Complete current course title and current catalog course description:
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
7. a. As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   VIBS | 612 | Mammalian Embryology
   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   0 | 3 | 0 | 4 | 2 | 6 | 0 | 6 | 9 | 9 | 0 | 4 | 0 | 2 | 2 | 8 | 7 | 3 | 0 | 0 | 3 | 6 | 3 | 2 | 6
   b. Change to:
   Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   VIBS | 612 | Mammalian Embryology
   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   0 | 3 | 0 | 0 | 3 | 2 | 6 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 2 | 2 | 8 | 7 | 3 | 1 | 2 | 1 | 3 | 0 | 0 | 3 | 6 | 3 | 2
   Approval recommended by:
   Evelyn Tiffany-Castiglioni
   Department Head or Program Chair (Type Name & Sign) Date
   James Henn
   Chair, College Review Committee Date
   Eleanor Green
   Dean of College Date
   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   Submitted to Coordinating Board by:
   Date
   Effective Date 26 of 32 D
   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services – 02/11
Syllabus

VIBS 612 Mammalian Embryology

Instructor: Dr. Louise C. Abbott
Credit Hours: 3
Format: lecture/discussion
twice a week
Meeting Times: Monday and Wednesday
Day, start time, Room #: 11:10 am to 12:25 pm
Room 230 building 1026 (VMA)

Office hours: 10am - 11pm Fridays
Office: Building 507 (VMS building)
         Room 270A (inner office)
Phone: 845-2828 (Dept. office)
Email: labbott@cvm.tamu.edu

Course Overview:
This course is a survey of embryology and will cover basic mechanisms of
development and organogenesis. Emphasis is given to current understanding of
molecular mechanisms of development. The format for the course consists of
lecture and discussion. Each student will prepare a written paper and give an
oral presentation in addition to participating in class discussion of journal
articles.

Prerequisites:
Permission of instructor

Resources:
Journal Articles - TBA
Mammalian embryology textbooks on reserve at the Medical Sciences Library.

Exams and Assignments:
There will be 2 written exams (one taken in class and one taken outside of
class). You also will prepare a written paper and an oral presentation on topics
of your choice that can be the same topic or different topics.

In addition you will be assigned articles from research journals to read for
discussion and you will be expected to be able to answer questions during class
discussion of those papers. You also will be asked to prepare a one page written
summary for 15 of these articles. I anticipate that we will discuss approximately
30 articles during the course of the semester.
I reserve the right to provide extra questions on the exams, give pop quizzes or provide additional work that would provide BONUS POINTS to students taking the class. Because these mechanisms are BONUS points, these points are NOT reflected in the point totals. The number of possible bonus points that will be made available will not exceed 5% of the point total. Therefore, the maximum number of bonus points that I could offer will be 25. I do not guarantee that I will offer 25 bonus points throughout the course. There will NOT be more than 25 bonus points made available throughout the course.

Point totals:

- Exam 1 - in class exam: 100
- Exam 2 - take home exam: 100
- Written paper: 100
- Written Assignments during the semester: 75
- Oral presentation: 100
- Participation in class discussion: 25
- **TOTAL: 500**

The final grade will be based on the total number of points earned in the class as described above. There will be no curving of the grade distribution but as the instructor I reserve the right to adjust the thresholds for letter grade cut offs based on overall class performance. I WILL NOT adjust the distribution upwards. I will only adjust the distribution downwards, if necessary. (i.e., I will not make the cut off for an A to be greater than 450 points, but I could make it 445 points, JUST AS AN EXAMPLE).

**ABSENCES**

Please see the university rules for descriptions of EXCUSED absences at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

Days of religious observance: if a student misses class due to an obligation of his or her religion, state law excuses the absence. A list of days of religious obligation for the current academic year can be found at [http://dof.tamu.edu/faculty/policies/religiousobservance.php](http://dof.tamu.edu/faculty/policies/religiousobservance.php)

Please let me know if you will miss or have missed a class due to religious observance so I can mark your absence as excused.
CLASS SCHEDULE - This is a tentative schedule and minor changes are possible. You will be notified at least one week in advance of which articles will be discussed on specific class days. Please expect an average of two article to read and discuss every week of class.

<table>
<thead>
<tr>
<th>Monday</th>
<th>August 29</th>
<th>Discuss Syllabus; Introduction; Gametogenesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>August 31</td>
<td>Gametogenesis; Fertilization</td>
</tr>
<tr>
<td>Monday</td>
<td>September 5</td>
<td>Early Embryonic Events</td>
</tr>
<tr>
<td>Wednesday</td>
<td>September 7</td>
<td>Fetal membranes</td>
</tr>
<tr>
<td>Monday</td>
<td>September 12</td>
<td>Placentaion</td>
</tr>
<tr>
<td>Wednesday</td>
<td>September 14</td>
<td>Nervous system development</td>
</tr>
<tr>
<td>Monday</td>
<td>September 19</td>
<td>Nervous system development</td>
</tr>
<tr>
<td>Wednesday</td>
<td>September 21</td>
<td>Neural tube defects</td>
</tr>
<tr>
<td>Monday</td>
<td>September 26</td>
<td>Eye development</td>
</tr>
<tr>
<td>Wednesday</td>
<td>September 28</td>
<td>Ear development</td>
</tr>
<tr>
<td>Monday</td>
<td>October 3</td>
<td>Heart development</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 5</td>
<td>Heart development</td>
</tr>
<tr>
<td>Monday</td>
<td>October 10</td>
<td>Vascular development</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 12</td>
<td>GI development</td>
</tr>
<tr>
<td>Monday</td>
<td>October 17</td>
<td>GI development</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 19</td>
<td>Body cavity formation</td>
</tr>
<tr>
<td>Monday</td>
<td>October 24</td>
<td>Urinary system</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 26</td>
<td>Respiratory system</td>
</tr>
<tr>
<td>Monday</td>
<td>October 31</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Wednesday</td>
<td>November 2</td>
<td>Reproductive System</td>
</tr>
<tr>
<td>Monday</td>
<td>November 7</td>
<td>Reproductive System</td>
</tr>
<tr>
<td>Wednesday</td>
<td>November 9</td>
<td>Musculoskeletal system</td>
</tr>
<tr>
<td>Monday</td>
<td>November 14</td>
<td>Musculoskeletal system</td>
</tr>
<tr>
<td>Wednesday</td>
<td>November 16</td>
<td>Integument Development</td>
</tr>
<tr>
<td>Monday</td>
<td>November 21</td>
<td>teratology</td>
</tr>
<tr>
<td>Wednesday</td>
<td>November 23</td>
<td>PREPARATION FOR ORAL PRESENTATIONS</td>
</tr>
<tr>
<td>Monday</td>
<td>November 28</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>Wednesday</td>
<td>November 30</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>Monday</td>
<td>December 5</td>
<td>Oral Presentations</td>
</tr>
</tbody>
</table>

NOTE: I reserve the right to change the date of Exam 1 if the students in the course request it to be moved and if the students approve the new date. This will be done at least one week in advance of the scheduled date for exam 1.

THERE IS NO FINAL EXAM FOR THIS COURSE. The written paper will be due on the last day of finals week.
Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement: AGGIE HONOR CODE

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

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

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

Pledge

On all quizzes and examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student at the time the examination / quiz is taken:

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

CLASSROOM COMMUNICATION FORM

The next page is a standard TAMU classroom communication form. Please feel free to use this form should you feel the need to do so during the semester.
CLASSROOM COMMUNICATION CONCERNS

Student Inquiry # ___________________________ Date ___________________________

Student ___________________________ Major Class ___________________________

ID# ___________ Local Phone ___________________________

Address ______________________________________________________________________

Signature _____________________________________________________________________

Professor __________________ Course _______ Section _______ Semester _______

Specific Concerns________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

The intent of this policy is to provide a mechanism for improving classroom communication and for this purpose only, it is intended not only to detail how a student may register a specific problem in a class but also to provide a route for a faculty member seeking information on how to improve his or her teaching effectiveness.

The proper procedures for students to follow in registering concerns or praise about classroom communications are:

1. A student first reports concern to the instructor in charge of the course.

2. If the issue is not resolved at this level, the student should report the concerns to the instructor’s Department Head for resolution and complete the Classroom Communication Concerns form. These forms are available in the departmental offices and in each Academic Dean’s office.

3. If the issue is still not resolved or if the issue cannot be discussed with the instructor, the student should then bring the matter to the Academic Dean for Graduate or Undergraduate Programs in the college in which the course is offered. The student is asked to complete a reporting form for the “Classroom Communication Concerns,” if one has not been completed.

4. The Academic Dean for Graduate or Undergraduate Programs works with the respective Department Heads to investigate and resolve each complaint about classroom communications in conjunction with the instructor.

5. A ‘Response’ space for the instructor is included in the reporting form for “Classroom Communications Concerns.”

6. The Department Head completes the form describing the investigation and the actions taken. The Academic Dean for Graduate or Undergraduate Programs signs the completed form and forwards a copy to the Provost’s Office. The entire process is to be completed within seven class days from the time that the concern was registered. A summary of action taken will be made available to the student filing the “Classroom Communication Concerns.”

7. If the issue cannot be resolved at the Department Head level through the Academic Dean, an appeal should be made by the student to the Dean. If further appeal becomes necessary, it should be made to the Office of the Provost.

8. See University Regulations for procedures to file complaints for sexual harassment, discrimination, and grade appeals.
Supporting Statement for Requested Changes:

3a) Prerequisite changes requested: The previous prerequisites were VIBS 601 and VIBS 602. The VIBS 601 course is no longer offered. I have found over the last several times this course has been offered that I have allowed students to take VIBS 612 without having completed VIBS 602 and these students have done very well in the course. Therefore, it is apparent that is not necessary for students to have taken VIBS 602 before taking VIBS 612 so this prerequisite is not needed.

I request that approval of instructor remain as a prerequisite. This allows me to discuss the course with the students before they enroll to make sure they understand what the course entails and if this is an appropriate course for the student to be taking.

6. Proposed title and course description.
I do not propose any change in title. I do propose to drop the lab portion of this course and to reflect this change by decreasing the number of credits from 4 to 3. For many years I taught the laboratory portion of this course using specimens collected from common domestic animals. My specimens have deteriorated to the point that they are no longer usable. I have not been able to acquire enough new specimens to replaced the deteriorated specimens. Thus, I can no longer offer the lab with this course. I propose to incorporate more discussion of current literature in the course, which will make the course more relevant to students.

The specific changes that are proposed are:
Elimination of the laboratory portion of the course.
Credit hour reduction from the original 4 credits to 3 credits.
There is no need to change the title of the course.