Memorandum

TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
DATE: July 19, 2011
RE: Request for course additions to the W/C Course graduation requirement

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

Courses submitted for W certification:

- COSC 175 Graphics in Construction
- RPTS 426 Tourism Impacts
TO: Faculty Senate Executive Committee

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

CC: James C. Smith, Department of Construction Science
    Joe Horlen, Head, Department of Construction Science
    Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: July 19, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: COSC 175

We recommend that COSC 175 Graphics in Construction be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 16,000
4. Instructor to student ratio for one section: 1:25

This multiple-section course required for COSC majors will enroll no more than 25 students per section. It is intended to give students a solid foundation in writing for construction science. Students work both individually and in teams for COSC 175. They will complete individual weekly writing assignments for 25% of the grade and work in teams of 3-5 on a report for 10%. The report, which will ask them to examine an ongoing construction project, will also include an individual assignment to identify research, and write about an unusual or unique construction material or method used on the project. Feedback on the team project will include multiple drafts and peer review. The team project will be used to teach collaborative writing and editing techniques. Instruction will include readings about writing and sample documents. Section instructors will be free to select from a range of feedback options, but at a minimum, peer review or instructor comments on drafts is expected to be used on at least one memo or letter early in the semester. For instruction, professional sample writings, exercises, and in-class drafts will be used. A required textbook, *A Guide to Writing as an Engineer* by David Beer and David McMurray, provides further instruction, and students will be encouraged to use 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):

   COSC-175, GRAPHICS IN CONSTRUCTION

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: James C. Smith  
   Printed name and signature  Jun 3, 2011  (Date)

   Received: Valerie Balester  
   (W Course Coordinator, University Writing Center)  Jun 15, 2011  (Date)

   Approvals:

   College Dean:  
   Printed name and signature  Jun 3, 2011  (Date)

   Department Head: Joe Horlen  
   Printed name and signature  Jun 3, 2011  (Date)

   RECEIVED  
   Jun 07 2011  
   By
COSC 175 Construction Graphics Communication . Lec. 505.
Fall 2011

505  Lecture: TR; 3:55PM - 5:10PM; ARCC 305

Lecture; Traditional, Face-to-Face

Construction Graphics Communication. (3-0). Credit 3. Visualization, interpretation and communication of graphical geometry in construction design and engineering; graphical analysis of problems; sketching applications, computer aided design, and fundamentals of information modeling software; introduction to common quantitative tools in construction. Prerequisite: COSC majors only.

LEARNING OUTCOMES:

- Understand the Department of Construction Science degree requirements, resources available and opportunities for student program enrichment.
- Demonstrate proficiency in the use of the Microsoft Office suite—Word, Excel, and PowerPoint.
- Understand the construction project delivery process, the players, the processes, the vocabulary, and the necessity for team operations.
- Function as part of a student team to accomplish a construction-related project.
- Obtain a basic understanding of construction drawings, specifications, shop drawings and associated terminology.
- Know how to read and hand sketch basic plans, sections, elevations, axonometric drawings and perspectives.
- Have the ability to generate architectural/engineering drawings using CAD software packages—Google Sketchup, AutoCAD, and Revit.
- Understand the concepts of Building Information Modeling [BIM] and learn to model a simple structure.
- Demonstrate proficiency in professional communications—memos, letters, emails, resumes, and oral presentations—as practiced by the construction
industry.

INSTRUCTOR INFORMATION:

Name:  Dr. James Smith  
Phone Number:  979.845.7004  
E-mail Address:  jsmith1@tamu.edu  
Office Hours:  MT; 10:00AM to 12:00Noon  
Office Location:  Room W015D, Williams Building

REQUIRED TEXTBOOKS:

- “Construction Management JumpStart”; Second Edition; by Barbara J. Jackson; Wiley Publishing  
- “Print Reading for Construction” by Walter C. Brown and Daniel P. Dorfmueller  
- “A Guide to Writing as an Engineer” by David Beer and David McMurrey

GRADING POLICIES:

[You must have a grade of “C” or better in this class for it to count in the COSC degree program.]

- Mid-term Exam-20%  
- Final Exam-20%  
- Other topical assignments-15%  
- Weekly writing-20%  
- Team project:  
  Written report-15% [10%-team; 5%-individual]  
  Oral team presentation-10%

CALENDAR of ACTIVITIES and MAJOR ASSIGNMENTS:

See Attachment A. The class schedule provides information on assignment due dates, lecture topics and dates, dates of quizzes and writing assignments, and guest speakers. The schedule is subject to change and will be updated from time to time.
SPECIAL PROVISIONS:

Course Overview. This course will take the student on a journey through the construction industry. While specific course Learning Outcomes are set forth above, it is the hope of the instructor that students will be awakened to the beauty and majesty of a career in construction management—becoming a professional “constructor”. If you like solving problems, if you relish working with a team of professionals, if you think you have leadership potential—welcome to the world of construction.

Communication
The instructor will communicate with the class via the student’s TAMU DIRECT email account. Students are responsible to insure that their email address is current and that they check their email account at least daily.

Team Project
The class will be broken into student teams of 3-5 students each. Student teams will be required to select an ongoing construction project in the Bryan-College Station area, discover details about the project, prepare a project report, and make a presentation on the project to the class. The team project is 25% of the student’s grade. Each member of the team will receive the same grade unless a team participant does not contribute to the project. A detailed tasking document will be provided separately.

Weekly Writing Assignments
There will be weekly writing assignments to help the student prepare for professional communications requirements. The grading protocol and assignment due dates will be provided electronically each week. Writing assignments will account for 20% of the student’s grade.

Class Field Trips
Several class field trips to construction projects are scheduled—see Attachment A. Students are required to attend these field trips and to provide the required PPE [Personal Protective Equipment—hard hat, safety glasses, and appropriate shoes].

Examinations
There will be one mid-term examinations and a final examination as shown on the schedule. These exams are comprehensive and will cover material presented in class as well as material covered in the text. Pop quizzes may be given from time to time as required to insure that
students are engaged and staying current. The mid-term examination will account for 20% of the student’s grade; the final examination will account for 20% of the student’s grade.

**Extra Credit**

Students may earn up to five extra credit points by organizing and participating in a service project. In order to earn this extra credit, the service project must satisfy the following requirements:

1. The project must be related to the construction profession. Volunteering with Habitat for Humanity qualifies; picking up litter in a park does not. If in doubt, clear your service project with the instructor before participating.
2. The project must involve a team of at least three students in the class. The team must work together to accomplish the project.
3. The project must require at least 12 total hours of service participation by each team member. No effort of less than four consecutive hours will count toward the 12 hour requirement.
4. A brief memorandum describing the service project must be submitted to the instructor by the date shown in the class schedule. Attach evidence provided by the service project sponsor of your participation.

**Return of Graded Assignments**

Assignments will be graded and returned to students as expeditiously as possible. From time to time, the instructor may re-collect graded assignments to be retained in a class file required for review by an American Council for Construction Education [ACCE] Visiting Team which will consider the reaccreditation of the Construction Science Program in the fall of 2011.

**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 Department of 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**

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. For additional information please visit:
http://www.tamu.edu/aggiehonor.

“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. The instructor will apply strict standards of academic honesty. Students are encouraged to approach each assignment using their own background and knowledge to produce an original work product. Using other’s work, including samples from the internet [which are usually of poor quality], without crediting the source, is plagiarism. At the end of all written requirements, include the following statement, signed by the author[s].

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

Absences
Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. In particular, except for absences due to religious obligations, 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. By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. A list of days of religious obligation for the coming semester may be found at http://dof.tamu.edu/faculty/policies/religiousobservance.php.

Disruptive Behavior
If a student's behavior in class is sufficiently disruptive to warrant immediate action, the instructor is entitled to remove a student on an interim basis, pending an informal hearing with the Head of the Department offering the course. This hearing must take place within three working days of the student's removal. This rule and supporting information may be found at http://student-rules.tamu.edu/rule21.

Copyright
Dr. James C. Smith reserves copyright to all materials used in this course. This means all materials generated for this class, which includes but is 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 any material, unless expressly granted written permission.

Defacement of University Property
"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)" The words damage or deface refer specifically to any
and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.

**Engineering Advice**
We will be discussing many engineering topics in this class. Many of you will experience or have experienced many of these matters in your life. Design issues are extremely complex and for every rule there are usually many exceptions. Do not use the material that we cover in class as a substitute for proper informed design advice. An engineer can only give you design advice after establishing a client relationship and investigating the facts of a particular matter completely. What I tell you in class is never to be considered design advice and I cannot and will not represent you as your engineer. Please seek competent design advice if you are faced with a design issue.
TO: Faculty Senate Executive Committee

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

CC: Tazim Jamal, Department of Recreation, Parks & Tourism
    Gary Ellis, Head, Department of Recreation, Parks & Tourism Sciences
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences

DATE: July 19, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: RPTS 426

We recommend that RPTS 426 Tourism Impacts be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 11,000
4. Instructor to student ratio for one section: 1:35

Students in RPTS 426 write four papers based on cases in tourism, each completed individually. They also complete a term project in groups of two to three members. For feedback, a draft of each assignment is due no later than *seven* days prior to due date. Extensive written (and often oral) comments on writing style and content are provided to the students on their drafts by instructor and/or graduate assistant. The term project outline is discussed with each group; instructors and/or graduate teaching assistants and students agree on a verbal understanding of each student’s tasks and responsibilities. When Assignment 2 is returned, the student will receive a summary evaluation of his or her progress with regard to the writing component of the course.

For instruction, an in-class discussion of writing styles, presenting critical insights, improving on sentence structure and formal versus informal writing, etc. is held after each assignment is returned in class. Examples of exemplary assignments (responses that are well-written from both a substantive perspective and with respect to writing style) are posted online (with permission of student who has the option to have name kept anonymous) and discussed in class after each of the four assignments. Specific questions from each assignment are selected and different approaches to writing and responding to the question are discussed. This helps with incremental improvement towards working on the major term project and additional bonus assignments offered during the course.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   RPTS 426: Tourism Impacts

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: Tazim Jamal
Printed name and signature
(Date)

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

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

Department Head: [Signature]
Printed name and signature
(Date)
RPTS 426 - Tourism Impacts
Location: ___

Course Syllabus Fall 2011 - DRAFT

Contact Information

Professor:
Office:
Office Hours: To be posted on the course website
Email:

Course Description

This course concentrates on the study of tourism impacts, both positive and negative, ranging in scope from the local to the global. The course content covers two key aspects: (a) identifying tourism-related impacts and understanding the characteristics of these impacts, (b) managing tourism impacts to ensure the sustainability of tourism-related 'resources' (both natural and cultural) and the well-being of tourism destinations and communities. Since the course adopts a sustainability-oriented approach to the planning and management of tourism destinations, attractions and events, students are required to understand the basic principles of sustainable tourism development, and recognize the critical role of ecology and economics in the tourism system. In addition, a sustainability-oriented approach to tourism management requires a close understanding of the interdependence among various types of tourism-related impacts. In other words, tourism relationships with the natural environment constitute the framework from which economic, social, cultural and political impacts will be examined.

In the first half of the course, students will become familiar with a range of environmental, economic, socio-cultural and political issues and impacts at the local community level, regional level as well as national and international level. In the second half of the course, an overview of tools and techniques such as strategic planning and monitoring, carrying capacity, environmental and destination management systems, etc. will be provided. Of these, community-based tourism planning as well as a stakeholder-focused approach to impact management will be stressed. The interrelations among impact types as well as specific impacts will be explored with the help of readings and case studies that encompass an international scope and perspective. Videos and guest lecturers will be brought in where appropriate. Writing assignments will be provided throughout the course—please note that this is a writing intensive course.

This course should enable you to:

- Be able to identify key tourism-related ecological, economic, social and cultural impacts within a global and political context, recognizing both positive and negative impacts;
• Understand the interdisciplinary, interrelated and international nature of tourism impacts, and be able to express these characteristics through case study, on-site visits (e.g., at local festivals), and extensive writing assignments. The assignments are aimed to facilitate critical thinking and reflection, as well as developing effective writing skills.

• Be able to critique the notion of "sustainable (tourism) development", and apply appropriate sustainability principles to planning and managing tourism destinations, attractions, events;

• Identify the critical linkages between environment (natural) and economics, pertaining to tourism development, marketing, tourist motivations and impacts;

• Further develop critical thinking, analytical and writing skills with respect to the study of tourism impacts. You will therefore be asked to provide written evaluations of case studies and examples based on tourism destinations, events and facilities. These will include natural attractions (e.g. national parks), local and indigenous communities, emerging economies (e.g. India, China) as well as urban, heritage or cultural settings. Written assignments will be supplemented with comprehensive in-class discussion and participators visits to local events and/or area-based communities.

Prerequisites

RPTS 202 or permission of the instructor.

Course Readings

Required Textbook


Recommended Reading


Supplementary useful references


The above supplementary references are recommended readings for those of you who do not have RPTS 202 or equivalent as a pre-requisite. However, you are required to understand the other basic components and characteristics of the tourism system, much of which you will find covered in Mill and Morrison’s book on *The Tourism System*. Swarbrooke’s book strives to apply some key sustainable tourism principle to tourism management.

**Course requirements and grading**

The value of this course depends on the involvement of all participants in the class, and in the papers/projects assigned. Learning in this course is action-oriented and experience based, hence students will be called upon to critique and offer thought books, papers on various readings and case studies, which are to be discussed in the class. Group discussions and assignments (written and/or oral; in-class and/or take-home) will be used to facilitate participative learning. You are also strongly encouraged to participate and visit local festivals and tourism-related events. Up to three bonus assignments may be provided to encourage reading, writing, reflection as well as active participation in local events. As the course is a writing intensive course, such bonus assignments will offer additional opportunities for practice and improvement in writing.

Grades will be assigned on the following basis:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Details</th>
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<tbody>
<tr>
<td>Writing Assignments (Reading Reports/Case Studies)</td>
<td>40%</td>
<td>4 @ 10% each (5 pages double-spaced, 1500 words)</td>
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<tr>
<td>Mid-term exam (take home):</td>
<td>20%</td>
<td>(8-10 pages, 2500-3,000 words)</td>
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<tr>
<td>Term project -- research &amp; report:</td>
<td>30%</td>
<td>(15-20 pages, 5,000-6,000 words)</td>
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<tr>
<td>Term project -- oral presentation:</td>
<td>5%</td>
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<tr>
<td>Class attendance and participation</td>
<td>5%</td>
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The four assignments will include essay questions, case analysis as well as exercises using information available on the Internet. These should be submitted typed and double-spaced, ensuring proper spelling and grammar. A draft of each assignment is due *seven* days prior to the assignment due date, so that feedback (written &/or oral) can be provided on the writing and content by the instructor &/or graduate teaching assistant. Examples of exemplary responses will be posted on-line and discussed in class after each assignment, with respect to both the content and the writing. Ways to improve the responses, writing style and presentation of the answers will be offered.

The mid-term exam is a comprehensive exam that will consist of short questions and/or essay questions, as well as case analysis. Information provided by any guest speakers invited to speak to the class is part of your course material and may be addressed in the assignments and/or mid-term exam - you are strongly recommended to take detailed notes during these guest lectures.

Term project topics will be discussed within the first couple of weeks of classes, and further details will be provided then regarding methodology and approach. The final term project report should be no longer than 20 pages typed and double-spaced, plus appendices/tables/detailed bibliography. Double-sided reports are encouraged (to save paper; please use recycled paper where possible). Term projects may be done in small groups (2-3 students) and should result in
one joint project report plus one joint class presentation of the study and results. The project should focus on sustainability-related issues in tourism and tourism impacts, and should address planning and destination management. Social, cultural, economic and environmental and political impacts, as well as stakeholder management issues should be discussed in the report.

Equal participation in the term project is monitored during project development by the instructors, and through peer evaluation forms at the end of the project. A first draft of the term project should be submitted at least seven days before the final due date, so that feedback (written and/or oral) can be provided on the writing and content by the instructor &/or graduate teaching assistant. Peer evaluation will conducted on both the written term report and the presentation, using peer evaluation forms. You are encouraged to visit with the instructor as well to discuss any challenges encountered in undertaking collaborative teamwork on the project.

**Attendance and Participation**

Each student is expected to be present on each class day and be fully prepared to participate by having completed the readings or other tasks assigned. Missed classes are subject to penalty unless a formal letter is provided, signed by a relevant authority (e.g., medical doctor's note if illness related). Learning in this course is action-oriented and experience based, hence attendance, critical analysis and discussion are essential. Absences may affect your participation grade as follows: One absence without a formal university excuse is permitted. Formal university-permitted excuses should be provided to avoid further penalty (1% per absence up to 5% maximum off your participation grade). The participation component will be discussed further in the first class.

**Academic Conduct**

In addition to professionalism in conducting and presenting scholarly work, ethical conduct is expected at all times. Plagiarism is a grave academic offense. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. 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."

**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.