Memorandum

TO: Faculty Senate Executive Committee

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

DATE: September 21, 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:

- ENGL 481 Senior Seminar: Chivalric Literature
- ENGL 481/AFST 489 Senior Seminar: Caribbean Literature
- ENGL 481/AFST 489 Senior Seminar: Narratives of Passing in U.S. Literature
- SOCI 445 Sociology of Law

Courses submitted for W re-certification:

- ATMO 463 Air Pollution Meteorology
- ENGL 414 Milton
- ENGL 431 Chaucer
- HIST 367 Colonization of North America
- MGMT 373 Managing Human Resources
- RPTS 304 Administration of Recreation Resource Agencies
- VIST 375 Foundations of Visualization
- WFSC 410 Principles of Fisheries Management
TO: Faculty Senate Executive Committee

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

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

DATE: September 21, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 481

We recommend that ENGL 481 Senior Seminar: Chivalric Literature be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 5850
4. Instructor to student ratio for one section: 1:18

Students write a term paper (12 pages) based on an individual research project to be developed in consultation with the instructor. Drafts are submitted for discussion with the instructor, and an opportunity to revise is provided. Writing conferences focus on individual writing problems, as identified in the in-class essays, as well as questions about research and writing problems. Drafts are presented and evaluated in class and in conference. Each student produces a portfolio of short (1-page) essays related to the reading. There is in-class writing instruction each period, with an opportunity to practice included. Instruction on research techniques, documentation, ethics, drafting and editing will be provided.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGL 481: Senior Seminar (Chivalric lit.)

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

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

Instructor/Coordinator: Cecelia Hawkins
Printed name and signature
(Date)

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

Approvals:

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

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

RECEIVED
By
JUL 27 2011
3 of 105 H
Course title and number: English 481.902 Senior Seminar in Chivalric Literature
Term: Spring 2010
Meeting times and location: TR 9:35-10:50; Blocker 202

Course Description and Prerequisites
Seminar on significant figures, movements or issues in literature, with special attention to methods and materials of scholarship; features current faculty research. This Senior Seminar combines medieval and early modern literature and film to explore the role of chivalry in French and English literature from its rise in the late twelfth century up to its role in Shakespeare. We will be evaluating the principles of chivalry through study and discussion of medieval chivalric manuals and modern works of scholarship, and analyzing works of literature to see how medieval authors understood the code of honor of the medieval knight. We will also look at the later influence of Western chivalric literature through its representation in film and other media, and its role in shaping modern ideals of honorable conduct in warfare and civilian life. Prerequisites: 12 credits in English, including 3 at 300-level; senior classification.

Learning Outcomes or Course Objectives
Upon completion of the course, students will be able to

1. Demonstrate awareness of the scope and variety of medieval and early modern chivalric literature. (EEO1)
2. Understand these works as expressions of individual and human values within their historical and social context. (EEO2)
3. Respond critically to chivalric literature by analyzing the authors’ rhetorical and literary techniques. (EEO3)
4. Apply these methods and techniques to the production of original student writing (EEO4)
5. Articulate individual, scholarly, critical responses to these works by reviewing relevant scholarship in the area on essays. (EEO5)
6. Develop a thesis or argument by collecting evidence through textual analysis as well as scholarly citation. (EEO3)
7. Identify and interpret rhetorical and poetic elements in texts including figural language, argumentative strategies, and reflections of cultural contexts. (EEO6)
8. Recognize the intercultural elements in chivalric literature throughout its history down to the present. (EEO7)

Instructor Information
Name: Professor JRG Wollock
Telephone number: 979-862-3571
Email address: j-goodman@tamu.edu
Office hours: TR 11-12:30 and by appointment.
Office location: Blocker 243F
Textbooks and/or Resource Material

Chrétien de Troyes, *Complete Romances*, trans. David Staines (pb)


Chaucer, *Canterbury Tales* (pb)

*Sir Gawain and the Green Knight*, trans. J. R. R. Tolkien (pb)


William Shakespeare, *Henry IV* part 1 and *Henry V* (Folger Shakespeare Library paperbacks)

Grading Policies

**Major Assignments**: The final project for this semester will be a 12-15 page term paper which will be worth 40% of the course grade. (Preliminary drafts will be discussed with the instructor and each student will give a brief final presentation.) There will also be two 3-page textual analysis papers (10% each), two collaborative oral reports (5% each) and a reading journal (20%). Class participation and any other minor writing or research assignments will also be factored into the final grade (10%). Grading policies: Grades will be assigned on a ten-point scale (A=90-100, B=80-89 and so on.) All work is expected to be original and written by each student for this course. (See “Academic Integrity Statement” below.) Papers receive a letter grade but are factored into the final grade as A=95, B=85, C=75, D=65, F=45.

**Writing Instruction**: This is a W-course (designated writing intensive). There will be in-class writing instruction each period, with an opportunity to practice included. Each student will produce a portfolio of short (1-page) essays related to the reading, as well as a research paper. Topics for the short essays (to be written in class) will be assigned; topics for the term paper (12 pages) will be suggested and developed in consultation with the instructor. Instruction on research techniques, documentation, ethics, drafting and editing will be provided. In all, students can expect to write on the order of 42 pages for this course. All writing will be evaluated by the instructor.

The term paper (12 pages) will focus on an individual research project to be developed in consultation with the instructor. A list of suggestions will be provided. Drafts will be submitted for discussion with the instructor, and an opportunity to revise will be provided.

The writing conferences focus on individual writing problems, as identified in the in-class essays, as well as questions about research and writing problems. Drafts will be presented and evaluated in class and in conference.

**Minimum requirements for a passing grade**:

All papers should be clean printed copies, double-spaced. All sources should be cited with proper MLA or Chicago format on a Works Cited or Bibliography page. All quotations or references to these sources should be indicated in the paper itself, as endnotes or in parentheses. The whole paper should be edited and proofread for style, clarity, grammatical and syntactic correctness and spelling.

D papers do no more than go through the motions. They display basic misunderstandings of their content, inaccurate analysis, or reflect limited research. They are badly edited or not proofread, difficult to follow, confusing or confused, contain elementary grammatical errors, are missing citations or bibliography and in general show evidence of a lack of care, time, or interest in presentation. In extreme cases of this type the paper will not meet the minimum standards and will receive an F.

A C a paper is clearly written and researched (if appropriate), with print as well as internet sources. It
should have a definite thesis or theme, a clear structure, and should be proofread for spelling, grammar, and style. The author should have read his or her sources carefully and should be able to explain his or her ideas and research to a reader unfamiliar with the material. This is an acceptable basic paper.

A B paper has, in addition to this, a convincing or interesting argument, impressive research or creative components, attention to key details, evidence of interest in the subject, and perhaps some original ideas, but does not quite succeed in pulling them all together in the final essay.

An A paper goes above and beyond; it has inspiration, in some cases humor, original thinking, style and effectiveness. All A papers are different, just as all students are different, but they are alike in being memorable for their craftsmanship and elegance.

**Standard Letter Grading Scale:**

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

**Attendance policy:** Students will be excused from class due to illness but should bring in documentation. (See http://student-rules.tamu.edu/rule7.htm.) More than four unexcused absences will lower a student’s grade by one letter grade. As required by Texas state law, major religious holidays are also excused absences.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1 (Jan 19-21) | Introduction; origin of chivalry  
Jan 19 in-class writing assignment.  
Jan 21 oral reports due. Schedule writing conference this week. | Lull, Intro; Ch. 1-2                                   |
| 2 (Jan 26-28) | Chrétien de Troyes' chivalry | Chrétien, Erec, Yvain                               |
| 3 (Feb 2-4)  | Chrétien’s chivalry cont.                 | Chrétien, Lancelot, Perceval                         |
| 4 (Feb 9-11) | Lull’s chivalry; first textual analysis paper due Feb. 9. | Lull, Book of the Order of Chivalry                   |
| 5 (Feb 16-18) | Lull’s chivalry                      |                                                     |
| 6 (Feb 23-25) | Sir Gawain and the Green Knight | Sir Gawain and the Green Knight                      |
| 7 (Mar 2-4)  | Chaucer’s chivalry                    | The Knight’s Tale; Wife of Bath’s Tale               |
| 8 (Mar 9-11) | Chaucer’s chivalry cont.               | Franklin’s Tale, Tale of Sir Thopas, Melibee         |
| 9 (Mar 23-25) | Malory’s chivalry                    | Malory: Merlin, Gareth, Lancelot                     |
| 10 (Mar 30-Apr 1) | Malory’s chivalry cont. | Malory: Holy Grail – Dolorous Death                  |
| 11 (Apr 6-8) | Shakespeare’s chivalry: Henry IV  
Meet in library April 6 to see film.  
First drafts of term paper due. | Shakespeare, Henry IV, part 1  
(See rest of *Henry IV* on your own.) |
12 (Apr 13-15)  Henry V: April 13 meet in library to see film (Kenneth Branagh's *Henry V*.)  Shakespeare, *Henry V*  (See rest of *Henry V* on your own.)

13 (Apr 20-22)  Comparative chivalry project  April 20 meet in library to see film.  April 22 second oral report due.


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**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

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

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

CC: Shona N. Jackson, Department of English
Cecelia Hawkins, Department of English
Nancy Warren, Head, Department of English
Larry Oliver, Director, Africana Studies
Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 21, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 481

We recommend that ENGL 481/AFST 489 Senior Seminar: Caribbean Literature be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4800
4. Instructor to student ratio for one section: 1:18

Students write three reaction pieces and two papers that are revised into a final paper. Comments on students writing are provided in the following manner: 1) guided in-class peer review workshops on drafts (based on peer review documents provided by instructor); 2) written comments on drafts by instructor; 3) written comments on final paper by instructor. Writing instruction is provided through modeling. Students read and discuss supplemental critical essays for both content and construction. In addition, sample material on thesis construction is provided.
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):

   AFST 489-902/ENGL 481-902 Caribbean Literature

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

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

Instructor / Coordinator: Cecelia Hawkins
Printed name and signature
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 8/7/11
(Date)

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

Department Head: Kimberly Brown
Printed name and signature
(Date)

RECEIVED
AUG 18 2011
By
English 481:902* – Senior Seminar: Caribbean Literature
(based on Fall 2009 syllabus)
T TH 9:35-10:50; Bloc 202
Off: Bloc 201 F
Hrs.: TH 1-3 & by appt.
845-8332; soursop@tamu.edu
Professor Shona N. Jackson

Course Description
“Neither Europeans, nor Africans, nor Asians, we proclaim ourselves Creole.” In 1989, this was the bold statement on Caribbean identity put forward by three Martiniquan writers. They sought to reject the prevailing ethnic, racial, religious, linguistic and other categorizations of Caribbean peoples and instead place greater emphasis on the cross-cultural dynamism of the region, on the overlapping cultures of difference and similarity that have managed to unite the archipelago between north and South America, mainland nations and smaller geocultural regions such as the Nicaraguan Mosquito (Miskito) Coast and the Atlantic coast of Costa Rica. With this statement, the authors of In Praise of Creoleness grapple with long-standing questions about what in fact is Caribbean identity, given the region’s colonial history and lack of political or national unity. In this senior seminar, we will read different theories about Caribbean identity as we examine Caribbean cultural expression in literature, film, and art.

*This course has been designated both a W (Writing Intensive) and an I (Inquiry Intensive) course. Prerequisite: 12 credits in English including 3 @ the 300-level.

Goals
1) To explore the development of Caribbean literary subjectivity across the region.
2) To evaluate various theories about Caribbean literature and Caribbean identity.
3) To Develop critical thinking and writing skills.

Outcomes
By the end of the course students are expected to demonstrate knowledge of key Caribbean texts and themes and to possess some rudimentary knowledge of Caribbean culture and history. They are also expected to produce several pieces of thoughtful and clear writing on the subject.

Texts
TAMU Bookstore (845-8681)
Masters of the Dew—Jacques Romain
In the Castle of My Skin – George Lamming
Wide Sargasso Sea—Jean Rhys
Moodle (Enrollment Key: fudge)
Required Essays and Other Material
Library (Video streaming/Showings)
Sugar Cane Alley
Coconut/Cane & Cutlass
Requirements & Grading:

Participation & Attendance
Since this is both a W (writing intensive) and I (inquiry intensive) course, all students are EXPECTED to actively participate and contribute regularly. Active and consistent participation is defined as contributing to class discussion not less than every other class; completing all in-class writing assignments and peer review. There is no separate grade for either participation or attendance, which will be taken daily. However, if a student misses more than two courses, without an excused absence—doctor’s, sports, activity related—five points will be deducted from the final paper grade for each missed class.

Graded Written Work
Students will be provided prompts/guidelines (via Moodle) for each paper. Below is the breakdown of grades for papers and general evaluation standards. With the exception of drafts due for in-class peer review, all written work is to be submitted via www.turnitin.com. (PW: candy) by 12pm on the due date.
*The best piece/essay by a student will be announced when graded papers are returned.

Reaction Pieces (3): 20%
Paper One 3-4pgs.: 20%
Paper Two 3-4pgs.: 20%
Final Paper 8-10 pages: 40%-The final paper is based on a revision of Paper 1 and Paper 2. *Peer Review drafts are worth 5 points. Failure to come to class with a substantive draft on peer review days means that five points are removed from the final paper.

Standard Letter Grading Scale:

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

A – Paper has a clear, convincing, reasonable, and sophisticated argument; well-organized overall with structured paragraphs containing appropriate and effective topic sentences, transitions between and within paragraphs; secondary source material is utilized appropriately; free of any major errors in spelling and grammar.
B – Paper has a clear, convincing, and reasonable argument; well-organized overall; there may be some problems with execution and structure but they do not impede the reader’s ability to follow the paper’s development nor do they undermine the argument.
C-Paper has a weak argument and/or the development of the argument is difficult to follow. *Regardless of the overall clarity of any paper, if there is no argument or the argument is overly simplistic, a paper will not receive higher than a C.*

D & F- Paper has no substantive argument; paper is not clear and concise; there are enough grammatical and spelling errors to create difficulty in understanding the paper. The difference between D and F papers will be due to the severity of errors.

For additional Handouts and help, consult the University Writing Center:  
http://writingcenter.tamu.edu

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: The Aggie Code of Honor states that — Aggies do not lie, cheat, or steal, nor do they tolerate those who do. Please familiarize yourself with the booklet entitled Student Rules, Part I, Section 20, “Scholastic Dishonesty,” which offers a clear, concise explanation of what constitutes plagiarism (it also discusses other violations of academic integrity). Possession of this syllabus means that you understand that you are required to comply with Texas A&M University’s policies on this manner. For more information, please see: http://www.tamu.edu/aggiehonor/. For more specific rules and guidelines about what constitutes plagiarism, see me as well.
Course Schedule

**Part I**

**Week 1**
**September 1** Course Introduction
**September 3** Handouts-Moodle

**Week 2**
**September 8** Masters of the Dew, Chps. 1-5
**September 10** Masters of the Dew, Chps. 6-10; **Reaction Due**

**Week 3**
**September 15** Masters of the Dew, Chps. 11-Close
**September 17** In Class Writing (From Reaction to Argument) and Handout-Moodle

**Week 4**
**September 22** Sugar Cane Alley Discussion
- Showing: September 17 @ 6pm, Evans Library Annex Rm. 417D. Also available through [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu). Login using NetID.

**September 24** Monar, Rooplal. “Bahadur.” *Backdam People*. (Moodle)

**Week 5**
**September 29** Draft Essay Due; In Class Peer Review
**October 1** Paper Due

**Part II**

**Week 6**
**October 6** Paquet, Sandra. “Foreword”; “Introduction” Lamming, George.
**October 8** In the Castle of My Skin, Chps. 1-4

**Week 7**
**October 13** In the Castle of My Skin, Chps. 5-6; **Reaction Due**
**October 15** In the Castle of My Skin, Chps. 7-12


Week 8
October 20 In the Castle of My Skin, Chps. 13-14
October 22 Wide Sargasso Sea, Part I

Week 9
October 27 Wide Sargasso Sea, Part II (pages 65-137)
October 29 Wide Sargasso Sea, Part II (pages 137-173) & Part III

Week 10
November 3 Handouts-Moodle; Reaction Due

November 5 NO CLASS

Week 11
November 10 Draft Due; In Class Peer Review

   Part III

November 12 Paper Due

Week 12
November 17 Coconut/Cane & Cutlass Discussion
    Viewing: TBA

November 19 Handouts-Moodle

Week 13
November 24 Handouts-Moodle
   - Wynter, Sylvia. “‘A Different Kind of Creature’: Caribbean Literature, the Cyclops Factor, and the Second Poetics of the Propter Nos.” *Annals of Scholarship.* 12. 153-172

Week 14
December 1 In Class Exercise: Evaluating Arguments
December 3 Thesis & Outline Due; In Class Peer Review
Week (redefined)
December 8 (Thursday Classes): Last Day of Classes
  Refined Thesis & Outline Due

December 15  Final Paper Due
Supplemental Material

Week 3

Week 4

Week 6
Damián, Jessica. “Minting the Face of Empire: Coinage and the Shadow King in George Lamming's In the Castle of My Skin.” Anthurium: A Caribbean Studies Journal, 2004 Spring; 2 (1).


Week 10


Week 12


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Mikko Tuhkanen, Department of English
Cecelia Hawkins, Department of English
Nancy Warren, Head, Department of English
Larry Oliver, Director, Africana Studies
Donald J. Curtis, AOC Dean, Liberal Arts
DATE: September 21, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 481

We recommend that ENGL 481/AFST 489 Senior Seminar: Narratives of Passing in U.S. Literature be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 7000
4. Instructor to student ratio for one section: 1:18

Students write ten response papers, a research proposal, and a final research paper. Students receive feedback on their research proposals and then complete a draft of their research papers. The instructor holds individual conferences with students after they submit the first draft of their research papers and before the final draft is due. Several class periods or parts of class periods are devoted to direct writing instruction, including how to write a response paper, construct a thesis, compare and contrast scholarly articles, write a proposal, synthesize source material, and structure a research paper.
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):

AFST 489-900/ENGL 481-904 Narratives of Passing in U.S. Literature

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

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

Instructor / Coordinator: Cecelia Hawkins - C. Hawkins 8-15-11
Printed name and signature (Date)

Received: Valerie Balester 8/17/11
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Michael T. Stephenson 8-10-11
Printed name and signature

Department Head: Kimberly Brown 8-10-11
Printed name and signature
COURSE DESCRIPTION
This senior seminar looks at a number of “passing narratives” in the various traditions of U.S. literatures. The term passing denotes an attempt at crossing over the boundaries of such seemingly immutable differences as race and gender, or an effort at “closeting” one’s sexuality. Prevalent particularly in African-American literature, passing narratives problematize our notions of self and other, authenticity and counterfeiting, identity and performance. The examples we discuss come from short stories, novels, and films. We will read these together with a number of theoretical texts dealing with questions of identity and difference at the intersections of race, gender, and sexuality.

CLASS REQUIREMENTS AND GRADING
This is a writing-intensive and an inquiry-intensive course, and we will consequently devote a fair amount of class time to practicing research methods and scholarly writing. We will practice reading and writing about scholarly texts, summarizing and paraphrasing, isolating research questions, formulating thesis statements, and following appropriate citation formats. Students are expected to hand in research proposals and first drafts of the research papers; only following instructor feedback can they write their final research papers. (If they want feedback earlier, students are welcome to hand in the proposals before the official deadline.)

Grade breakdown:
Response papers: 25%
In-class quizzes: 25%
Final research papers: 50%
Class participation: ± 2/3 (two thirds) of the final letter grade
Students have to get a passing grade for each of the three major assignments (proposal; the average of the responses and the quizzes) to get a passing grade for the class.
Apart from the quizzes, all assignments need to be word-processed; no handwritten assignments are accepted.

Response papers: During the semester there are 16 occasions for you to write response papers of (no less and no more than) 400-800 words on the assigned material. By the end of the term,
you will have had to write 10. The papers should be double-spaced, written with 12pt Times New Roman font and with 1-inch margins. (In other words, apart from line spacing, the papers should look like this handout.)

Response papers are graded from F to A, including plus and minus grades. You will get an F if the paper fails to meet the response paper requirements, in terms of length or otherwise, or is full of grammatical errors. (You should revise and proofread your papers for both content and grammar.) I will assign D’s to papers that merely recap the plot of the assigned text and fail to offer a relevant response to the reading. A response paper requires that you go beyond summarizing the reading and form a response to the text. C papers, but sometimes also D papers, typically offer responses to the reading (personal opinions or thoughts) but fail to analyze and “close read” passages from the text. C’s will also be given to papers that have more than a couple of grammatical errors. The letter grade B indicates that the writer has offered some textual analysis of the literary text. An A paper includes original close readings of the text.

During the first half of the semester, there are four sessions for which a required response paper has been scheduled: 9/8, 9/22, 9/29, 10/1. Failure to hand in a response for these dates will result in an F for this portion of the assignment. You can decide yourself when you hand in the remaining four response papers, but they must be for sessions for which a response paper has been scheduled (see the syllabus below for these dates).

While you can make connections to the texts we’ve read earlier in class, or texts you know from outside the class, the focus of each response paper must be on material that has been scheduled for the session when the response is due. I will not grade papers that discuss material we have already gone over in class.

Response papers are due at the beginning of the class. No late assignments are accepted. You cannot hand in a response paper when one is not scheduled. If you know you will miss a class but have written a response paper, you must email it to me the night before. (Send it both as an embedded text—cut and paste your response to the body of the email—and as a Word attachment.) Do not email me responses except in cases of absence from class. If your response runs over one page, the pages need to be stapled together.

Keep all graded and returned response papers until you receive your final grade. We may have to refer back to them if there’s any disagreement about the number and grades of your responses.

In-class quizzes: At the beginning of each class—with some exceptions—we will have a quick quiz on the class material scheduled for the session. You will have no difficulty with these quizzes if you have done the reading. Arrive on time since these quizzes make up a fourth of the final grade. No make-up quizzes are offered.

As with annotated bibliography assignments and response papers, keep all copies of the returned quizzes in case we need to verify your scores at the end of the semester.
**Research proposals:** Outlining a research question and including a thesis, research proposals provide the basis for the final seminar papers. Proposals and final papers should focus on one or several of the authors we have discussed in class.

**Final papers:** The final papers provide readings of one or several class texts that are contextualized in existing scholarship on the student’s chosen author(s) or topic. The 12-18-page paper includes a clear thesis; proves the thesis; demonstrates the student’s familiarity with scholarship in his or her chosen topic; and demonstrates the student’s familiarity with appropriate citation formats.

Students will hand in first drafts (which are already finished pieces of work, meeting all the above-mentioned criteria) before Thanksgiving. Having received feedback, they will then revise their papers, the final versions of which are due on the last day of class.

**Attendance and class participation:** Class attendance is obligatory, as is adequate preparation for each session. You are allowed four absences without penalty. The fifth absence will typically result in the reduction of your final grade by one third of a letter. The sixth absence will result in the reduction of your final grade by two thirds of a letter. The seventh absence will result in the reduction of your final grade by a full letter grade. The eighth absence will result in a failing grade for the course. Arrival in class more than 15 minutes after it begins will be considered an absence.

**Excused Absences**

Students who are requesting an excused absence (See Rule 7) are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.

I am unable to allow students to make up for their unexcused absences; if you have a more serious emergency that necessitates a lengthy absence, you should consult with the dean of your college about your options.

An easy way to improve your grade is to participate in class discussions. Thoughtful engagement with the class can improve your grade up to two thirds of a letter grade. (You can use the occasional study questions as prompts in preparing for class discussion.) Even though I have chosen the texts for particular reasons, I am not interested in giving you any ready-made interpretations in lectures that you then regurgitate in your final projects. Instead, I hope that, in class discussions, we can discover the texts together, elicit something like a communal experience of reading. It is this kind of experience that, for me, makes literature worth studying.
**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.

**Plagiarism:** Plagiarism is using another person’s words and ideas as though they were your own. It is easy to avoid plagiarism: simply put the material you have taken from someone else’s writing in quotation marks and cite the publication details in your paper. Here is what TAMU wants you to know about academic integrity:

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

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

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

In other words, plagiarism is a serious offense which can result in expulsion from the university. Make sure you understand the differences between quoting, paraphrasing, and plagiarizing; for this, you may consult any writer’s guide (for example, the one you used for your composition classes).

Note that plagiarism is not restricted to the use of published work; the passing of another student’s work as your own is also a case of plagiarism.

Handing in a plagiarized response paper, annotated bibliography, research proposal, or research paper (whether a draft or a final version) will earn you an immediate F for the course. Any effort to cheat in any of the quizzes will similarly result in an F for the course. I will file all academic integrity violations with the Aggie Honor System Office. Please make sure that you understand this plagiarism policy.

**CLASS TEXTS (BB designates availability on Blackboard)**
Primary texts (preferred editions are suggested; other editions are ok, too):
William Craft, *Running a Thousand Miles for Freedom* (BB)
Frank Webb, *The Garies and Their Friends* (excerpts) (BB)
Charles Chesnutt, “The Passing of Grandison” (BB)
Richard Wright, “A Man of All Work” (BB)
Frantz Fanon, “Algeria Unveiled” (BB)
David Henry Hwang, *M. Butterfly* (Plume, 1989)

Secondary (critical) texts (texts without BB are available on the library data bases):
Critical essays (TBA) from *Mark Twain’s Pudd’nhead Wilson: Race Copnflict, and Culture*, ed. Susan Gillman and Forrest G. Robinson (BB)
Teresa de Lauretis, “Popular Culture, Public and Private Fantasies: Femininity and Fetishism in David Cronenberg’s *M. Butterfly*”
Mikko Tuhkanen, “‘Out of Joint’: Passing, Haunting, and the Time of Slavery in *Hagar’s Daughter*”
Cherene Sherrard-Johnson, “‘A Plea for Color’: Nella Larsen’s Iconography of the Mulatta”
Will Fisher, “Queer Money”
Diana Fuss, “Interior Colonies: Frantz Fanon and the Politics of Identification”
Sandy Stone, “The *Empire* Strikes Back: A Posttransexual Manifesto” (BB)
[Additional texts TBA]

Films:
*M. Butterfly*, dir. David Cronenberg

Tentative READING SCHEDULE

Class 1: Introduction
Instruction: Writing response papers

Class 2: Craft, *Running a Thousand Miles for Freedom*
Response paper #1 (on Craft) due

Class 3: Twain, *Pudd’nhead Wilson*, chs. 1-15
Response paper #2 (on Twain) due: **required**
Class 4: *Puddn'head Wilson*, chs. 16-22
Instruction: Writing response papers (with student examples). Constructing a thesis.

Class 5: Critical essays on Twain (TBA, available on Blackboard)
Instruction: Isolating theses in scholarly texts. Writing summaries of scholarly texts.

Response paper #3 (on Webb) due

Class 7: Chesnutt, “The Passing of Grandison”
Wright, “A Man of All Work”
Response paper #4 (on Chesnutt and/or Wright) due: required

Class 8: Hopkins, *Hagar’s Daughter*, chs. 1-8
Response paper #5 (on Hopkins) due
Instruction: Writing comparisons-and-contrasts of scholarly texts.

Class 9: Hopkins, *Hagar’s Daughter*, chs. 9-16
Response paper #6 (on Hopkins) due: required

Class 10: Hopkins, *Hagar’s Daughter*, chs. 17-22
Response paper #7 (on Hopkins) due: required

Class 11: Hopkins, *Hagar’s Daughter*, chs. 23-37
Response paper #8 (on Hopkins) due

Tuhkanen, “‘Out of Joint’”

Class 13: Larsen, *Passing*, pts. 1 & 2
Response paper #9 (on Larsen) due

Class 14: Larsen, *Passing*, pt. 3
Response paper #10 (on Larsen) due

Class 15: Wright, *Native Son*, Book One (pp. 1-93)
Response paper #11 (on Wright) due

Class 16: Wright, *Native Son*, pp. 95-166 [ending with Bigger’s nightmare]
Class **17**: Wright, *Native Son*, pp. 166-270 [the end of Book Two]
Response paper #12 (on Wright) due
Instruction: Writing research proposals.

Class **18**: Wright, *Native Son*, pp. 271-332 [ending with the examination of Bessie’s body]

Class **19**: Wright, *Native Son*, pp. 332-430
Response paper #13 (on Wright) due

Class **20**: No class

Class **21**: Fanon, “Algeria Unveiled”
Fisher, “Queer Money”
Fuss, “Interior Colonies”
Response paper #14 (on Fanon, Fisher, and Fuss) due
Research proposals due
Instruction: Synthesizing scholarly texts. Structure of research papers.

Class **22**: Fanon, Fisher, and Fuss, cont.
Instruction: Research proposals returned with comments

Class **23**: Cronenberg, *M. Butterfly* (screening)

Class **24**: Cronenberg, *M. Butterfly* (screening)

Class **25**: Hwang, *M. Butterfly*; Cronenberg, *M. Butterfly*; de Lauretis essay
Response paper #15 (on Hwang and/or Cronenberg) due
First drafts of research papers due

Class **26**: 1 No class session
Instruction: individual meetings on first drafts of research papers

Class **27**: Sandy Stone, “The Empire Strikes Back: A Posttranssexual Manifesto” and TBA
Response paper #16 (on Stone et al.) due

Class **28**: Stone et al., cont.
Final versions of research papers due
TO: Faculty Senate Executive Committee

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

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

DATE: September 21, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 445

We recommend that SOCI 445 Sociology of Law 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: 45%
2. Course content appropriate to the major
3. Total number of words: 8200
4. Instructor to student ratio for one section: 1:20

SOCI 445 students work in teams to research a topic, although the writing is done individually. They write three short concept papers and one long research paper. To prepare for the research paper, they write two draft abstracts, an outline, and three drafts of the final paper. Formative feedback is extensive; both peer review and advanced peer review (through comments by both graduate student team leaders and the faculty instructor), in-class draft workshops of all aspects of the research and writing process, and oral instructor lecture and comments/discussion will be used. For instruction, students read from two writing textbooks (A Short Guide to Writing about Social Science, Lee Cuba and Writing Strategies: Reaching Diverse Audiences, Laurel Richardson).
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):

   SOC 445 Sociology of Law

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: SARAH N. CATSON [Signature] 8/1/2011 (Date)
Printed name and signature

Received: [Signature] 8/1/11
(W Course Coordinator, University Writing Center)

Approvals:

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

Department Head: [Signature] Mark Fossett 8/1/2011 (Date)
Printed name and signature
Course Description & Learning Outcomes: This course focuses on the sociological understanding of law. The course will examine the legal history of the United States, as well as focusing on a Law and Society approach to the understanding of law. To that end, we will examine several aspects of the relationship between larger social forces and law: How is legal change pursued as a strategy of social reform? How does law reflect dominant race, gender, and class ideologies? How is deviance constructed, understood, and pursued? To answer these and other questions, we will begin with a grounding in the Law and Society approach. The course treats legal decision-making as an historical and ideological product: the aim is to shed light on the social nature of legal decision-making, at all levels of that process. Students should leave the course with an understanding of the general sociological perspective on law, legal culture, and legal consciousness, as well as be able to discuss and present informed and reasoned opinions upon these subjects. Students should be able to express themselves in a variety of written formats, and will produce basic research papers, involving mainly secondary research and preliminary primary research. Work produced in the class should be able to be developed in a variety of professional endeavors.

Pre-requisites: Junior or Senior Classification, or permission of the instructor. This class is intended for pre-law students who might be interested in thesis option juris doctorate programs, as well as those interested in joint Ph.D.-J.D. programs (e.g. at Northwestern University, University of Mass.-Amherst, UC-Berkeley, UW-Madison), and those social science majors interested in developing primary research and writing skills. Recommended especially also for those students interested in pursuing thesis options (honors and non-honors) and research experiences that can be developed into presentations and publications (e.g. for the TAMUS Pathways conference; Student Research Week; regional and national/international professional academic associations [SSSA; Law and Society Association]). HOWEVER, this class is open to any level student interested in and willing to do the work.

Required readings
Books:
*A Short Guide to Writing About Social Science*, Lee Cuba
*Writing Strategies: Reaching Diverse Audiences*, Laurel Richardson

**Readings:**
Donald Black “Introduction,” from *The Behavior of Law*
“The Social Construction of Race,” Ian F. Haney Lopez
“White by Law,” Ian F. Haney Lopez
ADD Walther and Foster readings

**Recommended Readings: (a database of useful sociolegal readings, a general bibliography, and one to use in beginning your literature searches)**
“Metro Broadcasting vs. the FCC,” Patricia Williams, 1995. *(LEXIS)*
Herbert Packer, “Two Models of the Criminal Process” (1968)
George Cole, “The Decision to Prosecute” (1970)
Karl Marx, “The State and Law” in *Selected readings* (c1845)
Emile Durkheim, “Anomie” (1897)
“The Legal Honorarii and the Types of Legal Thought,” “The Driving Forces of Codification,” “The Formal Qualities of Revolutionary Law,” and “The Formal Qualities of Modern Law,” from Volume 2 of *Economy and Society* (c1913)
Robert Merton, “Social Structure and Anomie” (1938)
Rodgers and Bullock, “Law and Social Change,” “Incrementalism, An American Dilemma?”
Lawrence Friedman, *The History of American Law* (1985);
“Should Juvenile Offenders be Tried as Adults? A Developmental Perspective on Changing Legal Policies,” Steinberg, Laurence, 2000,
Janis Ian website: “The Internet Debacle - An Alternative View,” and “Fallout: followup to The Internet Debacle” (http://www.janisian.com/articles.html)
Course Requirements & Evaluation [200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]

IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWERPOINTS USED IN CLASS AND AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes. Please see Rule 7 under Part I (http://student-rules.tamu.edu/search/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

ASSIGNMENTS – All assignments should be uploaded to corresponding assignment areas on eLearning. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eLearning or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

UNDERGRADUATES – CONCEPT PAPERS: 15%/30 points. (3 X 10 points) These are short, 1-2 page papers used to assess your grasp of concepts and materials discussed in class. They are based on discussion prompts that I will either present in class or post online at our eLearning site. The graded CPs should be saved and referred to when writing your final papers. Please refer to the schedule on pages 9-10 below for due dates for each CP.

GRADUATES – DISCUSSION LEADERSHIP: 20% This refers both to contributions to the class discussion and written discussion questions/summary memos (1 page maximum) that you are expected to turn in, whether you refer to those issues in actual class discussion or not [10%], as well twice organizing our class discussion [10%]). When leading the discussion, either through a formal PowerPoint presentation, or a presentation w/out enhanced technology, if more than one student is signed up for this requirement, presentations should be coordinated in order to reflect equal work by each student: 30 minutes maximum. (40 points total: 2 X 10 for discussion leadership, 20 total for class participation when not leading class)
UNDERGRADUATES – RESEARCH PAPER: 20-30 pages (NOT including the references cited/bibliography section or end notes).

As this is a writing intensive course in sociology, these papers will be authentic research papers, going through the necessary steps to produce such a paper. While I expect you to incorporate relevant course materials into your papers, DO NOT merely use summary references from the lecture slides, and DO NOT use a few cursory references to the assigned, recommended, or externally researched sources you choose. While you do not need to touch on every concept/topic/source discussed/assigned during the class, appropriate selection and in-depth use of the course materials, in addition to those external sources discovered through the building of a literature review is the pathway to a superior grade. As we engage in the process of producing the final papers, I will provide a further list of references that may aid you in your analysis, and provide guidance on how to extend these projects into full-blown research projects (either individual or collaborative) for presentation at either the TAMU Student Research Week in Spring 2012, TAMU System Pathways Research Symposium in Fall 2012, as a Senior Thesis or Honors Thesis Project in Sociology, or a journal article submission.

This paper will be on an area (of your own choosing) of law and society, legal theory, or a particular law or set of laws that you find significant. You have two options.

OPTION A: This paper will be a non-traditional research paper in the following sense: I will provide a list of films and television programs that deal in representations of the law. Your task will be to choose a film/tv series (you may choose outside of the list), provide a synopsis of its plot and the way it represents its legal topic/area. The BULK of the paper will then consist of your analysis of how well the representation represents legal/social reality, and your assessment of the production’s intent. The intention of this assignment is to explore the concept of legal consciousness as it is displayed in mass media/popular culture. Example 1: The film *12 Angry Men* is a representation of the jury system and jury deliberations. There is an extensive literature on jury selection, jury deliberations, etc., in the legal studies area (such as the work of Shari Diamond, and Elizabeth Mertz). One would assess the film using this research literature. Example 2: The film *Rosewood* depicts the occurrence in 1923 of a black town in Florida being burned to the ground, its people murdered because a white woman falsely claims she was sexually assaulted by an African-American man. One could assess the commonality of such occurrences (including lynching and race riots, and the legal response/complicity of legal authority, using both legal literature and historical sources. PLEASE NOTE: This assignment is NOT a film review. There should be ample and appropriate outside research sources. Things the paper should DEFINITELY have:

- A synopsis of the film (in your own words, not from imdb.com or the back of the video rental box.) The synopsis should NOT take up more than 5 pages of the entire paper.

- The legal points/situations in the film (can be included in synopsis), or woven throughout the analysis portion of the paper.
The legal points/situations that you will be exploring in the paper (your thesis statement)

**OPTION B:** Locate a contemporary event, interaction, or movement directed at some aspect of the law/policy (see examples we discussed in weeks 3-5), preferably one with some level of online discourse/community, and study it. Can be one the student is involved in. The intention of this assignment is to explore the concept of legal consciousness as it is deployed in social events, interactions, movements, and/or mass media/popular culture.

Development of both options will include literature searches, methodological training, presentations of the problem/movement and past (if any) work on it, and peer-reviewed outlines, drafts, and presentations, online and in class. Students working on different options but similar topics should especially engage in peer review and collaboration.

This paper has several separate staged assignments attached to it, designed to provide you with an authentic experience in researching and writing your own project from beginning to end. They are as follows:

**Topic & rationale:** 5%/10 points. **Due in class on Friday of Week 2.** You will provide the class with a brief presentation on your chosen topic, provide the group with a rationale for your research, and answer any questions relevant to the topic & rationale.

**Abstract:** 10%/20 points (2 X 10). **Due online on Friday of Week 3.** This assignment is split into two parts, as you will produce a draft abstract before your paper is written, and revise the abstract so that it reflects the actual research paper produced. The draft abstract is due at the end of Week 3, while the final abstract will be included in your final paper. We will discuss abstract-writing in class prior to the due date of the draft abstract.

**Outline:** 10%/20 points. **Due online on Friday of Week 6.** We will use an outline method that will have you focus on your research questions, your methods, and your literature review in detail. At the end of the course, this outline may be referred to again in order to revise and further develop your paper into an externally submitted research paper/article/poster, as desired.

**Draft #1:** 10%/20 points (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A draft of the body of the paper (excluding references cited, relevant appendices, etc.). All sections of the outlined paper should be included, but need not be fully complete. **Due online at the end of week 7.**

**Draft #2:** 10%/20 points. (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A full draft of the body of the paper (excluding references cited, relevant appendices, etc.). Feedback should be incorporated, and if not, a reason for not incorporating it should be given,
either in an explanation within the body of the paper, or in a separate post to the group through eLearning. Due online at the end of week 9.

**Draft #3: 10%/20 points.** (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A full draft of the body of the paper (INCLUDING references cited, relevant appendices, etc.). Feedback should be incorporated, and if not, a reason for not incorporating it should be given, either in an explanation within the body of the paper, or in a separate post to the group through eLearning. Due online at the end of week 12.

**Final paper: 30%/60 points.** This should be a fully completed paper, including title page, abstract, footnotes/endnotes, references cited, and relevant appendices, tables, and figures.
GRADUATES – RESEARCH COORDINATION: See Option A & B descriptions above Graduate students will be responsible for coordinating a research project with at least 3 undergraduate students. When discussing topic ideas during week 1, students shall form interest-based teams wherein sets of films/events/issues can be explored in both an individual and coordinated manner. For example, several students may be interested in exploring the media representation of legal/policy changes surrounding the position of women in the labor force. One or more team members may wish to cover film and television representations, while others may wish to focus on aspects of statutory/policy, jurisprudence, or movement discourse, historical or contemporary.

Graduate team leaders will be responsible for making sure all team members are familiar with the core literature required for the specific general topic, and for reducing duplication of effort. This will occur through leading a “journal club” activity once a week ONLINE, going over literature with the undergraduate team members. It is expected that graduate students will come with an existing research agenda of their own, with which they can collaborate on with their undergraduate team. (40%-80 POINTS)

GRADUATES – RESEARCH POSTER: See Option A & B descriptions above Graduate students will be responsible for turning the individual research papers of their team members into a collaborative research poster of which they shall be the lead author. (40%-80 POINTS)
Schedule (“*” highlights weeks when an assignment is due):

Week 1: 1/16-20:
  2-2:50: Introduction to course & Online resource tutorial; IRB tutorial
  3-3:50: Basic perspectives and concepts; Writing Instruction and the Research Paper
  4-5: Writing Instruction and the Research Paper

HISTORICAL & STRUCTURAL CONCERNS

*Week 2: 1/23-27 Foundations of Socio-Legal theory:
  2-2:50: Black; Schepple
  3-3:50: Marshall & Barclay
  4-5: Cuba, pp. 56-60; 85-86. (Constructing the abstract); Topic & Rationale presentations (any overflow will be taken care of online)

*Week 3: 1/30-2/3:
  2-2:50: pp.1-40 in Hickock
  3-3:50: pp.303-332, 419-454 in Hickock
  4-5: Draft abstract due by 5p.m., Friday, Feb. 3

*Week 4: 2/6-10:
  2-2:50: Concept Paper activity CP # 1 due by 5p.m., Friday, Feb. 10
  3-3:50: Hull
  4-5: Research presentation: (Vaserfirer or Wat)

*Week 5: 2/13-17:
  2-2:50: Marshall
  3-3:50: Research presentation: (Lewis)
  4-5: Outline due by 5p.m. Friday, Feb. 17

*Week 6: 2/20-24:
  2-2:50: Lopez & Lopez
  3-3:50: A. Harris, C. Harris
  4-5: WRITING WORKSHOP Cuba Ch. 1, 3, 7; Concept paper activity CP # 2 due by 5p.m., Friday, Feb. 24

*Week 7: 2/27-3/2:
  2-2:50: Lessig, pp. 1-62
  3-4:00: Research presentation: (Burkart)
  4:15-5: WRITING WORKSHOP: Peer review; Draft#1 due, by 5pm Friday, March 2

*Week 8: 3/5-9:
  2-2:50: Remainder of Lessig
  3-3:50: Cuba Ch. 8
  4-5: Concept paper activity CP # 3 due by 5p.m., Friday, March 9

3/12-16: SPRING BREAK
*Week 9: 3/19-23:
   2-2:50: Research presentation: (Foster)
   3-3:50: Q & A
   4-5: Cuba Ch. 4-5; Draft#2 due, by 5pm Friday, March 16

Week 10: 3/26-30:
   2-2:50: Research presentation: (Walther)
   3-3:50: Q & A
   4-5: Free writing time, general Q&A with team leaders and Dr. Gatson

Week 11: 4/2-6:
   2-2:50: Baumle
   3-3:50: Research presentation: (Baumle)
   4-5: Q & A

*Week 12: 4/9-13:
   2-3:00: Gatson; Gatson, Gatson & Zweerink
   3:15-5: Cuba Ch. 4-5; Free writing time, general Q&A with team leaders and Dr. Gatson; Draft #3 due, by 5pm Friday, April 6

Week 13: 4/16-20:
   2-5: Free writing time, general Q&A with team leaders and Dr. Gatson

Week 14: 4/23-27:
   2-3:50: WRITING WORKSHOP: Locating presentation arenas; Locating publication arenas
   4-5: Check-in, WRITING WORKSHOP: Final proofreading of final papers; Free writing time, general Q&A with team leaders and Dr. Gatson

*Final Papers & Posters will be due on Friday, May 4, 2012 by 5 p.m.
Format for Papers

All papers must conform to the following guidelines:

**Cover page:** This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

**Margins:** All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

**Spacing:** Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

**Font:** You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

**Length:** Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing.

**Grammar and Proofreading:** Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to the Writing Center in the English Department – for more information: [http://www-english.tamu.edu/wcenter/usingcenter.html](http://www-english.tamu.edu/wcenter/usingcenter.html)

**Sources/Works cited/Bibliography:** If the paper is a research rather than a short response paper (i.e., you are required to outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online *Chicago Manual of Style* for commonly used formats: [http://www.chicagomanualofstyle.org/tools.html](http://www.chicagomanualofstyle.org/tools.html). The parenthetical method of citation within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to
illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.

All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules.

Making the same guidelines errors will result in more points off than that occurrence in the first paper.
**Sample Grading Rubric**

<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>Organization</th>
<th>Presentation</th>
<th>Grammar</th>
<th>Overall score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues</td>
<td>The paper is clearly organized. For instance, each paragraph’s topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper contains no grammatical errors.</td>
<td>Awesome!</td>
</tr>
<tr>
<td>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</td>
<td>The paper is well organized, but there are gaps in the writer’s logic in moving from one concept or issue to another.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper contains minor grammatical errors that could have been corrected with more thorough revision.</td>
<td>Good work.</td>
</tr>
<tr>
<td>The writer uses a couple of concepts, but does not explain them in sufficient detail to demonstrate why they can explain or illustrate the social phenomena under examination.</td>
<td>The paper’s topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not “hang together” in a way that propels the paper forward.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>Satisfactory.</td>
</tr>
<tr>
<td>The writer selects sociological concepts inappropriate for the topics under discussion/investigation, and misuses them.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
<td>The paper is not written at a level appropriate for college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
<td>Needs considerable improvement.</td>
</tr>
</tbody>
</table>
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 a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

Aggie Honor Code

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.
TO: Faculty Senate Executive Committee

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

CC: Gunnar Schade and Don Collins, Department of Atmospheric Sciences
    Kenneth Bowman, Head, Department of Atmospheric Sciences
    Sarah Bednarz, AOC Dean, College of Geosciences

DATE: September 21, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ATMO 463

We recommend that ATMO 463 Air Pollution Meteorology be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50-70%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:15

Students write either a ten-page paper or four shorter papers and a draft of a chapter for a scientific manuscript, depending on the instructor. For feedback, they are required to submit drafts for instructor review and have at least one conference with the instructor. In one version of the course, peer review is also used to review the draft chapters. For instruction, they are assigned readings about style, participate in class discussions of sample writings and of scientific style, and also have access to examples of style through e-learning.

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):

   ATMO 463 Air Pollution Meteorology

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: [Signature]

Printed name and signature

(Date)

Received: [Signature]

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: [Signature]

Printed name and signature

(Date)

Department Head: [Signature]

Printed name and signature

(Date)
ATMO 463
Air Pollution Meteorology

Spring 2011

Instructor: Dr. Don Collins
Office: 204 Eller O&M Building
E-mail: dcollins@tamu.edu
Web page: http://collinsgroup.tamu.edu/ATMO4632011a.html
Phone: 845-6324
Office hours: M-F 9:00 – 10:00 a.m.

Prerequisites: ATMO 335 (exceptions possible) and ATMO 363 recommended

Text: There is no required text. However, if you would benefit from having a text to supplement the lectures, I encourage you to purchase Air Quality, 4th edition, by Thad Godish. That text was required for this course in the past and includes many of the topics we will cover.

Course Outline:

1. Overview of air pollutants and their sources
2. Dispersion and removal of air pollutants
3. Effects of air pollution
4. Regulation of air pollution
5. Air quality modeling
6. Monitoring
7. Control

Term paper:

The ~10 page term paper should be about a topic relevant to air pollution or atmospheric chemistry and is expected to go beyond material presented in class. Your paper should show that you know how to read scientific papers on advanced topics and that you understand and are able to synthesize that knowledge. Writing guidelines for the paper will be based on the American Meteorological Society’s guide for scientific manuscripts. More information on the project will be provided later in the semester.

All students are required to turn in a satisfactory term paper. Failure to do so will result in an incomplete or an F for the course. More information about writing-intensive courses is available at http://writingcenter.tamu.edu.
Tests: There will be a midterm on April 1 and a final on May 10. The final will cover material from the entire semester, but will emphasize what is covered after the midterm.

Homework: Five homework assignments will be given during the semester. Writing style will be considered when assigning grades.

Grading: The overall weighting for the course is provided below. If necessary, a curve will be applied to the final grades.

<table>
<thead>
<tr>
<th>HW</th>
<th>5 x 4% = 20%</th>
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</thead>
<tbody>
<tr>
<td>Term paper</td>
<td>10% (1st draft) + 10% (2nd draft) + 15% (final version) = 35%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
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<td></td>
<td>100%</td>
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</table>

The Aggie Honor Code states: "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 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 B118 of Cain Hall. The phone number is 845-1637.

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 the handouts, unless permission is expressly granted.
ATMO 463-900 - Air Pollution Meteorology

Class meets MWF 01:50 – 02:40 pm, 203 Eller O&M Building
Instructor: Dr. Gunnar Schade
Office: 1104B Eller O&M Building
E-mail: schade@ariel.met.tamu.edu, Phone: 845-0633
Office hours: MWF 9:00 – 10:00 a.m.

Prerequisites: ATMO 363 and ATMO 335 recommended; internet/e-mail access crucial

Text: *Air Quality* by Thad Godish, Lewis Publishers, 4th Ed., 2004. The book is available on Amazon for $60+ and has been placed on the library course reserves. Additional reading materials will be provided by the instructor.

Course Outline:

1. Introduction; Types and sources of air pollution  2 weeks
2. Transport of air pollution: local to global  2 weeks
3. Atmospheric transformation of air pollution  2 weeks
4. Sinks of air pollution: effects on welfare and ecology  2 weeks
5. Health effects of air pollution  1 week
6. Monitoring and regulation of air quality  1-2 weeks
7. Control of air pollution  1 week
8. Class project/Excursion  2 weeks

Learning Outcomes

This course provides you with an overview and details of air pollution and its environmental and health effects. At the same time, scientific writing is taught to improve your communication and critical writing skills, to help you design text for readability and effective argumentation, and to learn and appreciate the subject matter. Successful completion of this class enables you to identify, describe, and evaluate the effects of air pollutants on human health and environment. You shall be able to place air pollutants into a larger context, including the effects of greenhouse gases and aerosols on the Earth’s climate. Through writing assignments and a field excursion you will learn about current US and EU air pollution and its regulations, and how to address these issues in writing.

Class Project:

The class project will be an attempt to collectively write about US-EU air pollution developments and regulations. The goal of each student is to contribute to a scientific manuscript in draft form by the end of the semester. The instructor along with any interested students shall then evaluate a final version for potential publication. For example, each student may be assigned a particular pollutant or aspect of air pollution for in-depth study. In 2008, students researched air pollution in Houston, Texas. Your final paper should show that you know how to read scientific publications on advanced topics and that you understand and are able to synthesize that knowledge. Writing guidelines for the manuscript will be based on the American Meteorological Society’s guide for scientific manuscripts. Besides the instructor, each student will be assigned two anonymous peers out of the class who provide regular feedback. In general, more than two thirds of course work will be writing related and shall be individual or shared in small groups. All students are required to turn in a satisfactory chapter as final paper. Failure to do so will result in an incomplete or an F for the course.

More information about writing-intensive courses is available at [http://writingcenter.tamu.edu](http://writingcenter.tamu.edu)
Excursion
There will be a 1-week, non-mandatory excursion to Germany during spring break. The trip will include visits to Berlin, with a trip to the UBA (the German EPA) headquarters, to Munich, and from there to a Global Atmospheric Watch station in the Alps. The trip is co-sponsored by the German Academic Exchange Service (DAAD), the Department of Atmospheric Sciences, and the College of Geosciences. Student contribution will be $400 (billed as a fee to participating students) plus a service fee to the university ($45). I will name one student leader for the trip, whose fees will be waived. There will be three preparatory meetings for the excursion, one prior to the semester start, two during the first 6 weeks of the semester. Students shall self-organize pre-trip meetings with discussions, and trip activities. A preliminary trip agenda will be distributed during the first, pre-semester meeting.

Grading:
Writing assignments 4×10% = 40%
Quizzes 3×10% = 30%
Draft chapter 30%
Total 100%

Typical Grading Scale: 100-90: A; 89-75: B; 74-60: C; 60-50: D; less than 50: F

Course Webpage / Writing assignments
The course web page, managed via Vista 4, will be used for posting of class material and as a portal for your submissions, and (anonymous) feedback from your peers and instructor. The course is an official "W" course. Sessions on writing, example papers showing layout and scientific writing style, and writing feedback will be given in class and through the webpage throughout the semester. The four writing assignments will be split into collaborative (2) and individual (2). You need to have access to an internet capable PC and have an e-mail address. Details will be discussed in class.

University Writing Center:
In order to assist you in writing, the University Writing Center (UWC), located in Evans Library 1.214, offers help at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at uwc.tamu.edu, or stop by in person.

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

Accommodations:
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. The phone number is 845-1637.

Copyright Policy:
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 the handouts, unless permission is expressly granted.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Margaret Ezell and Cecelia Hawkins, Department of English
Nancy Warren, Head, Department of English
Donald J. Curtis, AOC Dean, Liberal Arts
DATE: September 21, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 414

We recommend that ENGL 414 Milton 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: 90%
2. Course content appropriate to the major
3. Total number of words: 7600
4. Instructor to student ratio for one section: 1:20

ENGL 414 requires that students write throughout the semester: they complete two online journal entries, three response essays, two critical reviews, and a final research project. The instructor gives feedback on the research proposal, which determines the direction and organization of the final paper. The first draft of the final paper is discussed with each student in required individual conferences prior to the revision and submission of the final draft. Writing instruction for each response paper and critical review is provided during the class period prior to due date. Instructions on how to write the proposal are provided the week prior to submission. The class also discusses how to complete the research essay and presentation throughout the semester, with particular attention paid to this topic in Week 12.

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
can be addressed to the Committee with the following prefix, number, and complete course title:

   ENGL 414 - Milton

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

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

Instructor/Coordinator: Cecelia Hawkins  C. Hawk  8-8-11
Printed name and signature

Received:  Valerie Balester  8-15-11
(W Course Coordinator, University Writing Center)  (Date)

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

Department Head: Nancy B. Warren
Printed name and signature

RECEIVED  AUG 1 2, 2011
By
Office Hours: MW 2:45-4:00, Th 1-3 and by appointment. I am always available for quick questions before class starts and at the end. Please feel free to email me with questions or comments at any time.

Required Texts:

If you choose not to use these texts, you are still responsible for all assigned readings, including commentary and critical essays contained in the volumes.

Course Description: This is a "W" (Writing Intensive) Course—Please see section at end of syllabus on the writing assignments for definition of "Writing Intensive Course" as it relates to this offering. This upper-level course focuses on writings of John Milton (1608-1674) in the context of the complicated political, religious, and social upheavals that occurred during his lifetime. The course will be organized chronologically, looking first at his early career as a poet & scholar at Cambridge University and his creation of courtly, elite masques and entertainments for some of the most powerful families in England, through his passionate involvement with the Puritan Parliament during the English Civil War and his rejection of the monarchy. We will conclude the course reading two of his greatest and best-known epic poems, *Paradise Lost* and *Samson Agonistes*. This historically oriented course will be investigating how his classical training merged with his profound Christian beliefs, and how his early political writings—the nature of power and authority in government as well as in the family—raise issues he explored in *Paradise Lost* at the end of his life.

Required Writing Assignments (Please see general descriptions at end of syllabus—specific instructions will be posted for each on elearning)
- 2 on-line "journal" entries 10%
- 3 short "response" essays to primary materials 30%
- 2 short critical reviews 20%
- 1 research essay (grade includes proposal and brief presentation) 30%
- Participation 10%

Attendance Policy:
- Attendance & Participation: All students are expected to complete readings before the class period in which they will be discussed, to be actively engaged with the texts, and to bring to class the primary material for discussion. Because of the small class size, participation in class discussion is an important element and one which will help you to think critically about the readings. "The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)." Roll will be taken and if a student misses more than 5 classes in a row without a medical or university excuse, an "excessive absence" notification will be sent; if a student misses more than 12 classes total during the semester without medical or university excuses, the final participation grade will be a 0.
Reading & Written Assignment Schedule:

Week 1 (August 29): Introduction to Course and Research Methodologies; introduction to “Milton Studies”
- M - Introduction to course and topic
- W - Background on the historical period; the literary culture of Stuart England: read on elearning Peck on Court Patronage and Keeble on “Milton and Puritanism”

Week 2 (Sept 5) Milton’s early writings [on-line journal entry]
- M - read “On Education” and from “An Apology for Smectymnous” in MSPP
- W - read “On the Morning of Christ’s Nativity” and “At a Solemn Music” in MSPP
- F - read in MSPP Norbrook on the politics of A Masque and on elearning Knowles on Court Masques; first on-line journal entry due by 5pm

Week 3 (Sept 12): Comus
- M - read A Masque Presented at Ludlow Castle (Comus) in MSPP
- W - Comus
- F - Comus; on elearning read Marcus on Comus; discuss response paper

Week 4 (Sept 19) The Coming of the War [response paper]
- M - read “Lycidas” in MSPP & Haller on “Lycidas,” 524-26; first response paper due in class
- W - “Lycidas” and Friedman on “Lycidas,” 526-543

Week 5 (Sept 26) The War Years and the Commonwealth: Milton and the Radicals [first critical review due]
- M - read in MSPP from The Doctrine and Discipline of Divorce, introduction and “To the Parliament,” 230-242, Chapters ii-iv, 249-255; discuss critical review
- W - continue D&D, start Areopagitica, 333- ; on elearning read Dzelzainis on Milton and Aropagitica
- F - finish Areopagitica; from The Tenure of Kings and Magistrates, 380-396; first critical review due in class

Week 6 (Oct 3) The Restoration of Monarchy: Paradise Lost, Books 1 & 2
- M - Milton during the Restoration; the writing of Paradise Lost; read on elearning Smith on Paradise Lost, start Book 1
- W - finish book 1, start book 2
- F - finish discussion of book 2; in PL read Schwartz on “Re-Creation, Repetition,” 427-36;

Week 7 (Oct 10) PL, Books 3-5 [second on-line journal entry]
- M - second on-line journal entry due by 5pm; read book 3
- W - read book 4; read in PL Walker on “Eve,” 516-20

Week 8 (Oct 17) PL Books 6-8 [second response paper due]
- M - second response paper due in class; read book 6
- W - read book 7, in PL read Lewalski on Completing and publishing PL 466-476
- F - read book 8
Week 9 (Oct 24) Book 9
M—on elearning read Shoefeldt on PL and obedience; start book 9
W—finish book 9
F—Meet in Evans Library for research consultation

Week 10 (Oct 31) Books 10 & 11
M—start book 10; read Waldock on “The Fall,” 456-58
W—finish book 10; start book 11
F—finish book 11; discuss critical review

Week 11 (Nov 7) Book 12 & Samson Agonistes [second critical review due]
M—second critical review due in class; start book 12
W—finish book 12; discuss proposal
F—Samson Agonistes; in MSPP read Achinstein on Drama of Dissent, 626-50; discuss response paper

Week 12 (Nov 14) [third response paper due; research proposal due]
M—Samson Agonistes; third response paper due in class
W—Samson Agonistes; discuss research essay and presentation
F—Samson Agonistes; in MSPP read Carey on Terrorism, 622-26; on-line research proposal due by 5pm, no extensions

Week 13 (Nov 21)
M—individual conferences to discuss first draft of research paper
W—individual conferences to discuss first draft of research paper
F—Thanksgiving

Week 14 (Nov 28)
M—research presentations
W—research presentations
F—research presentations

Week 15 (Dec 5): Final Research paper due
M—Final Research paper due

Class Policies
- Please look carefully at your schedules for this semester: if you notify me in advance, it may be possible to have an extension without penalty, but try very hard not to do this. A Missed Assignment which is not cleared in advance will be accepted without penalty IF and ONLY IF you have a medical excuse or valid university excuse (see http://student-rules.tamu.edu/rule7.htm). No missed work will be accepted after 6 December.
- “Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/”
- 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 Room B-118 Cain Hall, or call 845-1637.”

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<thead>
<tr>
<th>Course Grading Scale</th>
<th>Final Grade Grading Scale</th>
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<tbody>
<tr>
<td>A+=100</td>
<td>A=90-100</td>
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<tr>
<td>A=95</td>
<td>B=80-89</td>
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<tr>
<td>A-=92</td>
<td>C=70-79</td>
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<td>B+=88</td>
<td>D=60-69</td>
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<tr>
<td>B=85</td>
<td>F=0=59</td>
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<td>B-=82</td>
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This is a “W” designated Course: Writing Intensive Course (W): All writing assignments must be completed and with a passing average, for the student to pass the course. Anyone who may be enrolled in the course for reasons other than meeting requirements in the major must also complete all writing assignments with a passing average to pass the course. Instructions and strategies for each specific writing assignment will be posted on elearning: they also will be thoroughly discussed with explicit prompts given and questions answered in class and during office hours or by email.

General Description of Writing Assignments: Please read specific assignment description and requirements posted on elearning in addition to these general principles.

*On-line Journal Entries:* length 250-300 words, to be submitted as a doc or docx file through elearning “Assignments”. These informal responses are the first step in noticing what you find interesting in the materials we are reading for class, asking you to read observantly and to notice more than “just the facts” but what is odd or new to you. The entry should describe some issue/topic/ information contained in the reading before the due date that you found the most unexpected, surprising, or interesting and why. The first is due no later than 5pm Friday 9 of September and the second is due no later than 5pm Monday 10 October. Either can be submitted prior to that time as you wish.

*Response essays: (1000-1500 words)* This is one way to generate a research paper topic. YOU CAN USE ONE OR MORE RESPONSE PAPERS AS THE STARTING POINT OF YOUR LONG RESEARCH ESSAY

In a primary (written in the 17th century) source text of your choice, identify what you see as an interesting issue, problem, or question to be answered and write a thoughtful response about what its significance might be. This is not a research assignment but asks you to use your careful close reading skills to identify what might become a larger research project. If you write on a text we have discussed in class, be careful to avoid merely repeating or summarizing what was said in discussion. See specific suggestions for texts & topics as they are posted for each assignment on elearning.

*Critical Review of Secondary Source: (800-1000 words)* This is a step in developing your research project. For the first, select one article or book chapter from those found in the secondary criticism folder on elearning on a writer or topic that interests you to write a critical review of it (due in class Week 5) and for the second, using your library skills, find a scholarly source not in our texts or elearning (due in class Week 11). You can select an article that seem to fit with your larger research interests or one that you simply find interesting in general. In this review you should give a complete and correct bibliographical citation of piece, identify what the thesis or argument is in the article, briefly and accurately summarize its contents, and finally give your assessment of how convincing the article is and how it might be useful in working on a research topic, for example whether its model of analysis might be applied to other primary texts. In these reviews you will also demonstrate that you can correctly cite secondary materials following either MLA or Chicago style format.

*Research Project Seminar Paper: (2500-3000 words)* This is the final step in the research process. You will submit a one page proposal on-line as a doc. or docx.through elearning, which describes the primary source material you will be working with and what the questions or issues are about it that you hope to be able to answer through research, with a list of FIVE secondary critical sources that you intend to consult. You will give a brief presentation on your findings to the class during Week 14. Your final essay should utilize at least FOUR secondary sources. All sources should be scholarly in nature and directly linked to the main approach taken in the essay. The paper must present a clear thesis (issue, problem, or question raised by the primary material) and use the secondary sources to provide background information and context for the issue and/or to suggest a model to
answer the thesis question. The paper must employ correct academic citation style following either the MLA style sheet or the Chicago Manual of Style.
TO: Faculty Senate Executive Committee

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

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

DATE: September 21, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 431

We recommend that ENGL 431 Chaucer 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: 75%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:20

Students write four précis and a final term paper in ENGL 431. During work on the term paper, students are required to attend one conference with the instructor, in which individual feedback on work-in-progress, and guidance for further development, are given. In addition the four précis are designed to build students’ skills in critically engaging with published scholarship, skills essential to writing of the term paper. Further feedback is provided through brief in-class responses to prompts given in class or questions asked by the instructor. These are graded as “unsatisfactory,” “satisfactory,” or “excellent” (minus, check, or plus) and accumulate in the form of a curve credit applied to the term paper. Responses will often be discussed in class as a stimulus to instructional dialogue on the day’s subject matter. Ample instruction is also provided. One full class day is devoted to the parts of the academic writing process; portions of selected class days are given to discussion of examples of academic writing the whole class has read, with attention to the authors’ strategies and methods, both successful and unsuccessful; and portions of other class days are given to questions that develop during the process of writing the term paper.

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):

   ENGL 431 - Chaucer

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

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

Instructor / Coordinator: Cecelia Hawkins
Printed name and signature

Date: 8-8-11

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
Printed name
Date: 8-15-11

Approvals:

Michael T. Stephenson
Printed name and signature

(Date)

College Dean:
Printed name and signature

(Date)

Department Head: Nancy B Warren
Printed name and signature

(Date)
Sketch of “W” Course Compliance for ENGL 431, Chaucer:

<table>
<thead>
<tr>
<th>General rubric category:</th>
<th>Description of relevant course elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relation to the major</td>
<td>An advanced course on a major English author, requiring highly developed critical reading skills. Must be taught at the upper division.</td>
</tr>
<tr>
<td>Amount of graded writing required</td>
<td>Roughly 20 pp.</td>
</tr>
</tbody>
</table>
| Amount of writing instruction | (1) One full class day devoted to the parts of the academic writing process in which advanced English majors remain least proficient: effective development and execution of a research plan, and the successful integration of published scholarship into student argumentation.  
(2) Portions of selected class days given to discussion of examples of academic writing the whole class has read, with attention to the authors’ strategies and methods, both successful and unsuccessful.  
(3) Portions of other class days given, as needed, to questions that develop during the process of writing the term paper. Instructor will frequently begin class by asking whether any new issues have arisen that should be discussed briefly.  
(4) One required conference with the instructor in which individual feedback on work-in-progress, and guidance for further development, are given.  
(5) Written assignment prompts and detailed criteria for success are given. |
| Provisions for practice and/or feedback | (1) During work on the term paper, one required conference with the instructor in which individual feedback on work-in-progress, and guidance for further development, are given.  
(2) Four précis, designed to build students’ skills in critically engaging with published scholarship, skills essential to the term paper’s entry into formal dialogue on its topic.  
(3) Numerous brief in-class responses to prompts given or questions asked by the instructor. Graded as “unsatisfactory,” “satisfactory,” or “excellent” (minus, check, or plus) and accumulating in the form of a curve credit applied to the term paper. Responses will often be discussed in class as a stimulus to instructional dialogue on the day’s subject matter. |
| Collaborative writing (where applicable) | None. |

Sample syllabus follows.
English 431: Chaucer
(Designed for “W” course compliance)

Dr. Britt Mize
bmize@tamu.edu

Minimum prerequisite: 3 hours of English credit at the 300 level.

I. Required Texts

2. Selected articles from recent issues of the *Chaucer Review*. The contents of this scholarly journal are available via Project Muse. To get to it, go to the library’s homepage and enter “chaucer review” in the search box for “E-Journals.” Then select “Find Text @ TAMU” to access .pdf files through Project Muse.

II. What Are We Doing Here?

This course is an advanced interaction with the works of Geoffrey Chaucer, one of the most sophisticated, entertaining, and influential authors in the English language. It’s designed primarily for senior English majors, who are assumed to be experienced, skillful readers and writers. My goals are for you (1) to gain familiarity with the extent, aesthetics, and philosophical orientations of the writings of Chaucer; (2) to become conversant with some of the ways his works have been, and currently are, talked about by professionals in the field; and (3) to exercise and continue developing your skills as an analytical reader, critical thinker, and articulate academic writer. This last goal deserves special notice: as a designated “W” course, English 431 will give attention throughout the semester to the processes of academic writing in the discipline of literary study.

Just so there will be no surprises, I should say a word about costs and payoffs. Competent reading of Middle English requires climbing a steep learning curve; and even apart from the linguistic difficulties faced by Modern English speakers, Chaucer’s writings are nuanced and complex, which is part of what keeps us talking about them more than 600 years later. For these reasons, to succeed in this course you’ll need to pledge your time, full effort, and intensive attention to the texts we read. If you do this, I pledge in return to make it worth the trouble. Rise to the challenge, and you have my word that you’ll learn a tremendous amount and leave intellectually enriched by the always surprising Chaucer.

III. Course Requirements and Grades

The conditions of credit for this course are (1) a passing grade based on your completion of *all* assigned written work (students may not receive credit for a W course without completing the writing) and (2) your attendance and consistent participation in the activities that constitute the course. Please note that you are expected to be present and to bring a sense of responsibility for engaging with the texts we read. The courses I teach take place primarily in the classroom, so not regularly attending class equals not taking the course. My attendance policy is “come to class unless you can’t.” In an extreme case—ten or more MWF class meetings missed for unexcused reasons—poor attendance may be cause for failure.

There will be a final exam worth 25% of the course grade and a final paper (about 8–10 pp.) worth another 25%. The remaining 50% of the course credit will be divided equally among four brief précis (2–3 pp. each) of published articles. You’ll receive detailed assignment sheets to guide you in each type of formal writing assignment (the term paper and the précis), and we’ll discuss their conventions and recommended procedures in class.

Throughout the semester you’ll also be accumulating a positive, negative, or neutral credit, based on brief, in-class written responses, that will be applied to the term paper grade. Here’s how it works: on some days class will begin with an unannounced quiz, each of which will be scored with either a plus, a check, or a
minus. At the end of the semester I’ll total up your marks. Plusses and minuses will cancel each other out one-for-one. After that cancellation, the majority of your remaining marks will determine what happens: if you have mostly plusses left over, your term paper grade will swing up by one degree (for instance, a B on the paper would become a B+); if you have mostly minuses left over, your term paper grade will swing down by one degree (for instance, an A- on the paper would become a B+); and if you have mostly checks left over, you break even and your term paper grade will be unaffected. If you have an excused absence on a day when a quiz was given, that quiz will count neither for nor against you (as if I hadn’t given one at all, so that there is no penalty). If you have an unexcused absence on the day of a quiz, the quiz is simply missed and will be tallied as a minus.

Absences are excused for the reasons outlined in the Student Rules (see student-rules.tamu.edu/rule7.htm). Please alert me by email of any absence that should be excused so it can become part of my records. At my discretion, I may ask for standard documentation.

*Standard Letter Grading Scale:*

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

**IV. Conferences**

Availability to students is important to me. My posted office hours are open hours, and you’re welcome to stop by for any reason. If you can’t make my office hours due to a conflict with your class or work schedule but want to talk to me in person, let me know and I’ll do my best to make an appointment with you for an alternative time.

During the second half of the semester each of you will be required to schedule a conference with me to discuss progress up to that point on your term paper. On the class day prior to your scheduled conference, please hand in to me whatever work you have done so far. When we meet I will provide feedback and offer consultation on your continuing work.

**V. Academic Integrity**

According to the university Code of Honor, “an Aggie does not lie, cheat, or steal, or tolerate those who do.” Besides being a personal insult to me and to the offender’s classmates, academic dishonesty undermines the very nature and purpose of an educational institution. Cases of which I become aware will normally result in failure of the course and the addition of an Honor Violation Probation flag to the student’s official record (see the Honor Council Rules and Procedures at www.tamu.edu/aggiehonor).

All your graded work for this class is expected to be original: created by you, and created for this course. You are responsible for understanding and avoiding plagiarism and cheating. If you’re not certain that you know what is meant by “plagiarism” or “cheating,” either in general or in regard to a specific assignment, please talk with me for clarification. I won’t hold that against you—I’d much rather answer your questions early than run into problems later.

**VI. ADA Policy Statement**
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Studies with Disabilities, in Cain Hall, Rm. B1118, or call 845–1637.
Course Schedule

M 8/27 Introductory matters.

**SELECTED LYRICS AND A DREAM-VISION**

W 8/29 Study the “Linguistic Notes” handout;  
*Chaucer’s Wordes unto Adam, His Owne Scriveyn* (p. 650);  
*The Complaint of Chaucer to His Purse* (p. 656);  
*To Rosemounde* (p. 649).

F 8/31 Textbook Introduction, pp. xv–xxvi (“Chaucer’s Life”);  
*Against Women Unconstant* (p. 657);  
*Merciles Beaute* (p. 659);  
*The Complaint unto Pity* (pp. 640–41).

M 9/3  
*The Parliament of Fowls.*

W 9/5 From *The Legend of Good Women: Prologue*, G version only (ll. 1–545); *The Legend of Philomela* (ll. 2228–393).

**TROILUS AND CRISEYDE**

F 9/7 Book I.

M 9/10 Book II, ll. 1–812.

W 9/12 Book II, ll. 813–1757.

F 9/14 Book III, ll. 1–952.


W 9/19 Book IV, ll. 1–805.

F 9/21 Book IV, ll. 806–1701.

M 9/24 Book V, ll. 1–1316.

W 9/26 Book V, ll. 1317–869;  
**Précis 1 (required).**

**ORIENTATION AND INSTRUCTION FOR TERM PAPER PROJECT**

F 9/28 Strategies for topic selection; research methods; and turning an intelligent critical argument into a scholarly one.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Reading / Assignment</th>
</tr>
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</table>
| M 10/1 | I.1–858, *The General Prologue*.  
Précis 1 returned with comments. |
| W 10/3 | I.859–1880, *The Knight’s Tale* (parts 1–2). |
**Turn in topic statements for term paper.** |
| W 10/10 | I.3855–4324, *The Reeve’s Prologue and Tale*;  
**Précis 2 (elective).** |
| F 10/12 | I.4325–422, *The Cook’s Prologue and Tale*. |
Précis 2 returned with comments. |
| F 10/19 | III.857–1264, *The Wife of Bath’s Tale*;  
*Gentilesse* (p. 654). |
| F 10/26 | IV.1–1212g, *The Clerk’s Prologue and Tale*.  
**Turn in progress report on term paper; begin scheduling individual conferences.** |
| W 10/31 | V.1–708, *The Squire’s Introduction and Tale*;  
**Précis 3 (elective).** |
| M 11/5 | VI.1–286, *The Physician’s Tale*;  
Précis 3 returned with comments.  
**Précis 4 (elective).** |
| W 11/7 | VI.287–968, *The Pardoner’s Prologue and Tale*. |
| F 11/9 | VII.1–452, *The Shipman’s Tale*;  
Précis 4 returned with comments.  
**Précis 5 (elective).** |
          Précis 5 returned with comments.
          [F 11/23  Thanksgiving Holiday.]
F 11/30  IX.1–362, *The Manciple’s Prologue and Tale*;
          Jamie C. Fumo, “Thinking upon the Crow: The *Manciple’s Tale* and Ovidian
          Précis 6 (elective).
          X.1081–96, *Chaucer’s Retraction*.
          Précis 6 returned with comments.
          Term papers due.
TBA    Final Exam (as scheduled by the university).
TO: Faculty Senate Executive Committee

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

CC: Kate Carté Engel, Department of History
    David Vaught, Head, Department of History
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: September 21, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 367

We recommend that HIST 367 Colonization of North America be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 5250
4. Instructor to student ratio for one section: 1:25

HIST 367 requires 2 short papers, a proposal, and a final research paper, for which students turn in a draft that is commented on by the instructor. Additional feedback is provided in class during peer reviews. The instructor also provides feedback on drafts of the short papers. The students have access to an online history writing guide, and several class sessions are devoted to writing issues such as the various aspects of framing a research paper, forming an argument, and proving it through prose. Class discussion is framed around finding a thesis and argument and on the formation of strong paragraph structure and prose.

One of the HIST 367 students from Fall 2010 won a department writing award for her research paper.

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):

HIST 367 - Colonization of North America

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: Katherine Carlile Engel
Printed name and signature
8/10/11 (Date)

Received:
Valerie Balester
(W Course Coordinator, University Writing Center)
8/1/11 (Date)

Approvals:

Michael T. Stephenson
Printed name and signature
(Date)

Department Head:

(Date)

Received: AUG 1, 2011
History 367W – Colonization of North America  
MWF, 11:30-12:20, Glasscock 008

Dr. Kate Carté Engel — 303-A Glasscock History Building  
Telephone: 845-7672; Email: kcengel@tamu.edu  
Office Hours: Monday, 10:30 – 11:30, or by appointment

COLONIZATION OF NORTH AMERICA

One hundred sixty-eight years passed between the founding of Jamestown, Virginia, and the first shot of the American Revolution. During this rich and exciting period of history, three different peoples—Europeans, Africans, and Native Americans—each complex in its own right, came together to create many new “American” societies. From New England to the Lower South, Philadelphia to the Mississippi Valley, colonists, natives, and slaves found different solutions to life’s challenges: supplying their daily needs, organizing governments, dealing with each other, and communicating with God.

This course will introduce that past, the foundation of the world in which we live today. The best way to learn about lives from history is to read the documents people left behind. This semester we will therefore spend much of our time discussing primary sources—the record historians use to reconstruct the past. In addition, we will also investigate the varying ways historians interpret those sources, through the reading of influential historical essays. Taken together, these sources offer students the chance to investigate both history and historical method.

Because this is a “W” course, we will spend a significant amount of class time on writing, and the vast majority of students’ grades will be based on writing assignments, including peer review and revision. Good writing skills is one of the most important skills you can gain from your education. This is an area where time spent will yield rewards, while there are few shortcuts.

READINGS
There are five required texts for this course. All are available at the MSC book store.

- Bailyn, *Peopling of British North America*
- Smith, *Stone: Documenting and Interpreting a Southern Slave Revolt*
- Weber, *What Caused the Pueblo Revolt*
- Merrell, *Lancaster Treaty of 1744*
- Calloway, *The Scratch of a Pen*
- Additional materials will be made available on the course’s “elearning” page and through Cengage’s CourseReader.
COURSE REQUIREMENTS

- **Short Papers** - Students will write two short papers during the first half of the semester. Each will be worth 15% of the final grade. The papers may be revised in response to instructor feedback and, if substantial and substantive improvement achieved, the original grade replaced with a new grade.

- **Research Paper** - The primary assignment for the semester will be a major (10-12 pp.) research paper based on original research using primary sources and also engaging the secondary historical literature. This assignment will be completed in stages. A proposal, due in **class and online, October 22**, will be worth 5% of the final grade. A complete rough draft, including notes and bibliography, due on paper and on line on **November 12**, will be worth 15% of the final grade. The final paper, revised in response to instructor and peer feedback, will be due in paper and online **December 14**. It will comprise 25% of the final grade.

- **Class Participation** - in a discussion based seminar such as this, the active and informed presence of all students is essential. For this reason, class participation is worth 15% of the final grade.

- **On-line discussion** - There will be a discussion forum on line at clearning.tamu.edu. Students will be required to post and engage discussion each week that we have readings. “Weeks” will begin on Mondays. Participation in this discussion will be worth 10% of your final grade.

- **Grading Summary**
  - Short Papers - 30%
  - Major Paper (Proposal, Draft, Final paper) - 45%
  - Class Participation - 15%
  - On-Line Discussion - 10%

**Turnitin.com**

As your professor in this course, I chose to use **Turnitin.com**, an Internet-based service, which serves as a tool to help detect plagiarism. Plagiarism is one of the worst academic sins, because it destroys the trust among colleagues; and without trust research cannot be safely communicated, and consequently there would be no advancement of science. Therefore, it is my hope that you all agree that we all are going to benefit from the use of this service.

Turnitin.com reduces plagiarism by comparing course papers to on-line resources and against turnitin.com’s database which includes books, journals, and paper-selling services. For more information on this service please visit: [http://itsinfo.tamu.edu/turnitin/](http://itsinfo.tamu.edu/turnitin/).

Students will turn assignments in electronically through clearning and also in paper to the professor.

All information subject to change by in-class announcement.
REACHING ME
My office hours are Monday, 10:30 – 11:30, and by appointment. My office is 303-A in the Glasscock (History) Building. Email is the most efficient way to reach me (kecengel@tamu.edu). My office number is 845-7672. If you need to let me know something (such as a class you’re going to miss), please email me (in advance of the absence) so that I have it in writing.

CAREERS IN HISTORY
History majors who wish to explore career ideas, please contact Dr. Philip Smith in the History Department’s advising office, Room 105, Glasscock Building, 862-2061, pms@tamu.edu, or talk to your professor.

ATTENDANCE POLICY
Students are required to attend all course meetings, unless prevented from doing so by a reason eligible for a "university approved" excuse. Examples include religious holidays and severe illness in the family. Students are STRONGLY encouraged to contact the instructor as soon as an absence is anticipated.

Unexcused absences will lower your course participation grade.

LATE WORK POLICY
Assignments are due by the beginning of class on the due date. No late papers will be accepted under any circumstances without prior approval of the instructor. Exceptions will only be made in the case of "university approved" excuses. Medical excuses must come from the university, not from your home doctor.

AMERICANS WITH DISABILITIES ACT (ADA):

The "Americans with Disabilities Act" is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, (campus phone 845-1637).

It is the responsibility of the student to discuss this matter with the professor.

ACADEMIC DISHONESTY/PLAGIARISM:

The Texas A&M University Student Handbook (available online by consulting http://www.tamu.edu/aggiehonor/Handbook.pdf) contains a clear statement regarding "Academic Dishonesty & Plagiarism." Plagiarism is a form of form of cheating.” According to the aggie honor Web site, "plagiarism" can be understood as "the appropriation of another person's ideas, processes, results or words without giving appropriate credit" (aggiehonor/Handbook). Plagiarism may involve uncited or uncredited use of papers or materials taken in whole or in part from other persons or references, such as from Internet Web

All information subject to change by in-class announcement.
sites, books, magazines, journals, or newspapers, or from other students' papers or assignments. If you are unsure of the meaning of this description, confer with the professor if you have any questions. Committing plagiarism will result in receiving an 'F' on the assignment, possibly an 'F' in the course, and may lead to expulsion from the University.

**Course Schedule**

- August 30: Introduction
- September 1: Bailyn, *Peopling of British North America*, 1-44
- September 3: “Richard Freethorne” - CourseReader
- September 6: Bailyn, *Peopling of British North America*, 45-86
- September 8: Bailyn, *Peopling of British North America*, 87-134
- September 15: Weber, *What Caused the Pueblo Revolt of 1680*, discussion cont’d
- September 17: “The Reconquest of New Mexico”, “Conversion and Conquest in Arizona” - CourseReader

  - **Paper 1 Due in class and on line**

- September 22: Salem Witch Trials
- September 23: “The Salem Witch Trials,” CourseReader

- September 27: Colonial newspapers workshop
- September 29: Colonial newspapers workshop
- September 30: Colonial newspapers workshop

- October 4: “Dangers of an Unconverted Ministry” and “Harvard v. Whitefield” on Elearning
- October 8: Writing session - Discuss project of final papers

  - **Paper 2 Due in class and on line**

- October 13: Material Culture sources on elearning
- October 15: Workshop: Forming a Research Question

  - **Paper 1 Revised Due**

All information subject to change by in-class announcement.
- October 18: Time for Researching
- October 20: Time for Researching
- October 22: Time for Researching
  - Final Paper Proposal Due with Bibliography
- October 29: Smith, *Stone*, New questions
  - Revised Paper 2 Due
- November 1: Merrell, *Lancaster Treaty of 1744*
- November 3: Merrell, *Lancaster Treaty of 1744*
- November 5: Merrell, *Lancaster Treaty of 1744*
- November 8: Time for research and writing
- November 10: Time for research and writing
- November 12: Complete rough drafts due online at 4 PM
- November 15: Workshop: Revision
- November 17: Peer review of rough drafts
- November 19: Peer review of rough drafts
- November 23: Time for research and writing
- November 25: Time for research and writing
- November 27: Thanksgiving Break
- November 29: Calloway, *A Scratch of the Pen*, 1-91
- December 1: Calloway, *A Scratch of the Pen*, 92-171
- December 3: Presentation of Results
- December 6: Presentation of Results

Final Paper Due - Tuesday, December 14, 4 PM

All information subject to change by in-class announcement.
Guidelines for Revision of Paper 1

1. Make sure you have a clear introduction with a thesis statement that tells the reader what you will argue in the paper. All your subsequent points should be included within that thesis statement.

2. Pay close attention to paragraph structure. Each paragraph needs a clear topic sentence (the thesis statement for that paragraph) that unifies the paragraph.

3. Avoid run-on sentences, incomplete sentences, and casual phrasings.

4. Avoid the passive voice – it obscures who did what to whom.

5. Be specific whenever you can!
   a. “People moved west to North America for a better life” is much weaker than “Participants in the metropolitan migration usually traveled to North America as single men, seeking jobs or economic opportunities they could not find in London.”

6. Prove your points with evidence.

7. Avoid “ghost quotes.”

8. Read your paper out loud to a friend – this will help you find awkward and disjointed phrasings.

Revisions of the first paper will be due on October 25, in class.

- Turn in a hard copy of your revised paper, as well as the graded copy of your first version.
- It is not sufficient to merely correct the proofreading marks made by the professor.
Guidelines for Peer Review

Your assignment is to provide constructive criticism for your classmates about the research papers they have written. Here are some things to keep in mind as you go through the editing process.

- Write out, in two or three sentences, what the author is trying to argue.
- Remember to point out positive, as well as weaker, points in the papers.
- Assess the paper’s structure. Is there a clear introduction, body, and conclusion? Is the argument (thesis) clearly stated in the introduction, and does it figure prominently in the rest of the paper?
- Assess the use of evidence, both primary and secondary. Is there sufficient evidence to prove the argument? Is evidence clearly documented? Are there aspects off the argument that need further research?
- Assess paragraph structure and “signposting.” Does each paragraph have a clear topic statement that advances the writer’s argument? Are transition statements adequate to let the reader know where he/she is in the paper?
- Assess the mechanical aspects of writing. Are there errors in grammar or syntax? Are there passive, awkward, or weak phrasings? Misused words?
- Provide comments both throughout the paper and in a final, summary note, and include a statement of what grade you think this paper should receive at this time.

NB: Come to class on Wednesday prepared to discuss your colleagues’ work.
TO: Faculty Senate Executive Committee

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

CC: Wendy Boswell, Department of Management
Ricky W. Griffin, Head, Department of Management
Martha Louder, AOC Dean, Mays Business School

DATE: September 21, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: MGMT 373

We recommend that MGMT 373 Managing Human Resources be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 30%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:20

MGMT 373 asks students to write a case analysis as individuals and another collaboratively; in addition, they complete seven short writing exercises individually. Three essay exams provide them with practice but do not count as finished, graded writing. It should be noted that the course is being grandfathered because in the original proposal 3% of the final grade based on writing was allowed to be counted for the essay exams. The committee now requires that to count in the W component, essay exams allow for drafting and revision (as in take-home exams). Since the course is following the format of the originally approved version, it is acceptable. For feedback, one peer review is conducted, and the instructor comments on drafts of the outlines of both case analyses and on the first writing exercise. The second class day is spent discussing business writing and examples and instructions are discussed throughout the semester. Resources and models are also provided.

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):

   MGMT 373 - Managing Human Resources

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: Wendy Boswell

Printed name and signature

Received: Valerie Balester

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

Approvals:

College Dean: Martha Loudder

Printed name and signature

(Date)

Department Head: Ricky Griffin

Printed name and signature

(Date)

RECEIVED

AUG 13 2011

By
MGMT 373 – Spring 2012
Managing Human Resources

Dr. Wendy R. Boswell
Office: 483D Wehner
Telephone: 845-4045
Email: wboswell@tamu.edu
http://maysportal.tamu.edu

OFFICE HOURS  Tuesday & Thursday 9:00-10:00am and by appointment

ASSIGNED READINGS

Additional writing resources may be placed on reserve at the West Campus Library.

COURSE OVERVIEW AND OBJECTIVES
Strategic issues in managing human resources; shared responsibilities of line managers and human resource staff for developing and implementing human resource policies and procedures; human resource planning; job design, analysis and evaluation; staffing; compensation; performance appraisal; training and development; career management; labor relations; legal, ethical and international issues. Prerequisite: MGMT 363.

This course is intended to introduce students to the field of Human Resource Management (HRM). Students will learn theories and applications involved in effectively managing people in organizations. The concepts and critical thinking skills stressed in this course are applicable in all types of organizations and jobs in which students will eventually find themselves. Because this is a “Writing Intensive” (i.e., W) course, an additional objective is to improve students’ professional writing skills, by providing the opportunity for students to learn the writing most commonly associated with the field of business generally and management specifically.

CLASS FORMAT
Classes consist primarily of lecture and discussion. Short videos and active learning experiences will also be included. In order to use class time effectively, it is important that you complete readings prior to the date it will be covered in class.

GRADING

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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100 (30 pts. writing grade)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 (30)</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100 (30)</td>
</tr>
<tr>
<td>Group case analysis I</td>
<td>50 (50)</td>
</tr>
<tr>
<td>Individual case analysis II</td>
<td>50 (50)</td>
</tr>
<tr>
<td>Writing exercises</td>
<td>35 (35)</td>
</tr>
<tr>
<td>Class participation</td>
<td>15 (0)</td>
</tr>
<tr>
<td>Maximum Total</td>
<td>450 (225 pts. –50% of course grade)</td>
</tr>
</tbody>
</table>
Seeking My Assistance

I am more than willing to meet with students to provide assistance with course material and/or other school and career related issues. Please email me (or talk to me in class) to arrange a time to meet. I can usually be flexible on finding a meeting time. However, keep in mind that though I am often in my office during “normal business hours,” this does not mean that I am available to meet with students. So, I would encourage you not to “just stop by” unless it is absolutely necessary.

One rule I have regarding “seeking my assistance”: I will NOT answer questions regarding test material THE DAY OF THE EXAM. In other words, do not email me an hour before the scheduled exam time asking for clarification of a topic. If you have a specific question or need general assistance, make sure that you discuss it with me (in person or via email) the day before the scheduled exam at the very latest. This also means that you will need to give yourself ample time to study (i.e., do NOT begin studying the day before the exam). Keeping up with the material as we go through the semester, rather than cramming last minute, is always the best strategy.

Related, please make sure that you stay on task by reading the assigned readings BEFORE the class meeting when that material will be discussed. This will not only assist in your understanding of the material discussed in class, but will also add to the overall quality of our class discussions (and make it more likely you will earn participation points).

Scholastic Dishonesty

Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Scholastic dishonesty by a few is grossly unfair to the majority of students who are honest. Cases of apparent scholastic dishonesty will be pursued to the fullest extent allowed by University regulations. Please help us help you keep the grading fair and the learning opportunity in Management 373 as equitable as possible.

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 scholastic honesty, please go to the online Student Rules book. Look under Part I: Academic Rules, then go to the section entitled “Scholastic Dishonesty.”

And, please remember the Aggie Honor Code:

Aggie Honor Code

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

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

http://www/tamu.edu/aggiehonor/
On all course work, assignments, and examinations at Texas A&M University, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, visit http://disability.tamu.edu, call 845-1637 or go to Cain Hall, Room B118. No accommodations will be provided to students unless they are registered with the Office of Services for Students with Disabilities. Those students that are registered should contact the course instructor prior to the first examination.

Food and Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or animals (unless approved) within the Wehner Building classrooms.
Writing Resources

Writing is defined not only as surface features such as grammar, mechanics, format, and usage but also includes the quality of the argument and critical thought (higher-order thinking skills such as analysis, synthesis, and evaluation), organization, and suitability of the writing to an audience. I have listed below some useful websites to assist you in improving your writing skills.

I encourage you to visit the Texas A&M University Writing Center (UWC). The UWC, located in Evans Library, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at http://uwc.tamu.edu/ or stop by in person. The UWC website provides many useful writing resources.

Here are some additional writing-related resources you may find helpful:


“General Writing Concerns” from Purdue University's Online Writing Lab (OWL): http://owl.english.purdue.edu/handouts/general/index.html.


TO: Faculty Senate Executive Committee

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

CC: Gary Ellis, Department of Recreation, Park, and Tourism Sciences
    Tim McLaughlin, Head, Department of Visualization
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: September 21, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RPTS 304

We recommend that RPTS 304 Administration of Recreation Resource Agencies 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: 35%
2. Course content appropriate to the major
3. Total number of words: 16,500
4. Instructor to student ratio for one section: 1:25

This course has undergone some significant changes since original certification, specifically, the introduction of a writing assignment through which students build management communication skills by writing 4 memos and the 3 case analyses. Students receive feedback from the instructor on drafts of the memos and on the case analyses. For instruction, the content and writing facets of the assignments is discussed in class and in consultations. Using published case studies as a context, the department is preparing a pool of hypothetical memos that could have been written by experienced industry (recreation, tourism, sport, arts) managers who were involved in the situation summarized in the case. These models will be used in various ways for 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):

   RPTS 304 Administration of Recreation Resource Agencies

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: Gary D. Ellis  
   Printed name and signature  8/12/11  
   (Date)

   Received: Valerie Balester  
   (W Course Coordinator, University Writing Center)  8/13/11  
   (Date)

Approvals:

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

   Department Head: Gary D. Ellis  
   Printed name and signature  8/12/11  
   (Date)
Texas A&M University
Department of Recreation, Park and Tourism Sciences

RPTS 304 Administration of Recreation Resource Agencies

[Academic Term], 3 Hrs. Academic Credit
[Days] [Times] [Meeting Location]
Instructor: J. Robert Rossman, Ph.D., Visiting Professor, Office: AGLS Building 4th floor
Phone: (979) 862 4373
Office Hours: M, W, & F 9:00–10:00 a.m., Tue 1:00—2:00 p.m. or by appointment
E-mail: jrossman@ag.tamu.edu

Teaching Assistant: [Name]
Office: [Office]
Phone: [TA Phone]
Office Hours: [TA Office hours]
E-mail: [TA Email]

COURSE DESCRIPTION Contemporary issues and related administrative practices associated with the provision of recreation services and settings; addresses principles associated with recreation resource agency administration: personnel and customer related administrative issues in recreation resources agencies, concepts and principles relevant to commercial and non-profit recreation agencies. Prerequisites: RPTS 201, RPTS 209, and RENR 201. 3 credits each.

STUDENT LEARNING OBJECTIVES At the completion of the course, students who have applied themselves and learned the material should be able to demonstrate the following.

1. An understanding of management theory as it contributes to managing park, recreation, and tourism agencies.

2. The ability to apply best management practices to management functions and issues in the operation of park, recreation, and tourism.

3. Improved management skills, writing skills, and presentation skills.

WEBSITE: The course is listed on the TAMU E-learning web site that can be accessed from the TAMU home page.

EMAIL: All e-mail correspondence with students will be conducted through the e-mail account you have established with the university. If this is not where you check your e-mail regularly, you need to arrange to forward e-mail received at this address to the address you regularly check. Please e-mail Dr. Rossman through his TAMU account rather than WebCT.

ELECTRONIC DEVICES Cell phones, text messaging, pagers and other devices that disrupt the class must be turned off. Students whose electronic devices disturb class or actions using
such devices in class will be asked to leave class and receive a one day unexcused absence.

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

**COURSE READINGS REQUIRED TEXT**

2. Students will also need to purchase a case study available on line as a download or printed copy from http://www.hbsp.harvard.edu/hbsp/ or Google Harvard Business Publishing. Purchase case number 9-506-027—Museum of Fine Arts Boston.

**GRADING SCALE:** See fine print on pages 6 & 7 for a further explanation of performance expectations. A = 100—90 B = 89.9—80 C = 79.9—70 D = 69.9—60 F = 59.9 or below

**COURSE EVALUATION [100 total points]**
1. Unit examinations [2 @ 12.5 points = 25 points], essay and short answer format

2. Final Examination, [25 points]. The final examination will cover material and lectures scheduled after the second hourly exam onward plus some comprehensive questions that will require students to demonstrate the ability to integrate course material and apply it to managing experience producing organizations. **Students will need a Scantron to take one section of all exams including the Final Examination.**

3. Management Memos. [10 points]. Each student will prepare four management memos no more than two pages in length as assigned during the class. These will be worth 2.5 points each. Guidelines and due dates for these projects will be posted on the web or announced in class. We intend for these to simulate the kind of work with which managers are faced. So, they are likely to come suddenly with short turn-around times.

Management memos will be graded for both content and writing quality. Writing quality will be evaluated in terms of the rubric that is included at the end of this syllabus. You will submit each memo, receive feedback, and revise the assignment accordingly. You will resubmit the assignment for a second opportunity to achieve the 2.5 point total for each memo.

4. Oral Presentations. [5 points]. Managers are often asked to give impromptu oral reports to their work groups. To simulate this, students will be randomly called on to give a 3 minute oral response to questions posed at the end of chapters in your text. Students will be informed of the day they will be called on to respond but not the question they will need to answer. The question will be from the chapter assigned for the class period.
5. Case Studies. [30 points]. Each student will prepare a 5-8 page analysis in response to three case studies (10 points each). All students must respond to the Boston MFA case you have purchased. The other two will come from case studies at the end of some chapters in your text. These will be assigned and your report will be due in class on the day assigned.

Case analyses will be graded for both content and writing quality. Content will be evaluated in terms of use and depth of understanding of the relevant management principles, concepts, and procedures. Writing quality will be evaluated in terms of the rubric that is included at the end of this syllabus. You will submit each case analysis, receive feedback, and then have a second opportunity to achieve the 10 point total for each case analysis.

6. Attendance. [5 points]. University courses are earned credit courses, thus you need to be here to learn the material and earn your grade. You will begin with the full 5 points and lose points for each unexcused absence after the first three. Students with excessive absences will not receive the 5 attendance points. Attendance is 5% of your final grade so loosing attendance points could move your final grade by ½ letter grade if you get to a zero point situation. You must be present at the beginning of class to be counted as present. Excused absences are only those recognized in university policies http://student-rules.tamu.edu/rule7.htm). Include the graduate teaching assistant (TA) in all e-mails regarding absences and give her all excuses, she maintains the attendance log. The TA and I reserve the right to make adjustment to this policy as needed to accommodate truly extenuating circumstances.

COURSE SCHEDULE
1. Course Orientation; TXT Preface and Ch 1, Syllabus Review, Pre-test
2. Managers and Management
3. What Business Are You In? The Experience Economy
4. Overview of Experience Producing Organizations; TXT Ch 2, Organizations
5. Topic Continued
6. Management Theories; TXT Ch 3
7. Topic Continued
8. Topic Continued
9. Topic Continued
10. It's a Jungle Out There! TXT Ch 4 Strategically Positioning Your Unit
11. Topic Continued
12. Topic Continued
13. FIRST UNIT EXAMINATION
14. Organizational Planning; TXT Ch 5
15. Topic Continued
16. Topic Continued
17. Organizing and Coordinating; TXT Ch 6
18. Topic Continued
19. Topic Continued
20. Staffing the Organization; TXT Ch 7, Human Resource Management (HRM)
21. Topic Continued
22. Topic Continued
23. Topic Continued
24. Leadership and Motivation; TXT Ch 8
25. Topic Continued
26. Topic Continued
27. SECOND UNIT EXAMINATION
28. Marketing Principles; TXT Ch 11
29. Topic Continued
30. Topic Continued
31 Organizational Control; TXT Ch 9, pgs 265--283
32. Topic Continues
33. Budgeting, TXT Ch 9, pgs 284--299
34. Topic Continues
35. Topic Continues
36. Funding Sources; TXT Ch 12
37. Topic Continues
38. Topic Continues
39. Economics and Financial Management; TXT Ch 10
40. Topic Continues
41. Topic Continues
42. Topic Continues

FINAL EXAMINATION [Date and Time]

NOTE: A course syllabus is a plan and as such may be adjusted as we proceed through the course. Any revisions will be posted in Howdy and TAMU E-learning.

THE FINE PRINT--IMPORTANT CLASS POLICIES!

AGGIE HONOR CODE The 2004-2005 Texas A&M University Student Rules on scholastic dishonesty defines plagiarism as: failure to credit sources used in an attempt to pass off someone else’s work as his/her own; attempting to receive credit for work performed by another; or failing to credit work obtained in whole or in part from an outside source (http://student-rules.tamu.edu/). The penalty for academic dishonesty is a mark of zero for the assignment and a possible F for the course if this is a repeat offense.

ACADEMIC MISCONDUCT Definitions of academic 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. (http://student-rules.tamu.edu/aggiecode.htm) 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. Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. The full definition a listing of some prohibited behaviors for each area can be found at http://www.tamu.edu/aggiehonor/faq.html

ACADEMIC SANCTIONS The instructor may assign appropriate academic sanctions based upon the specifics of the incident. The penalty for a violation shall be an "F** in the course and "Honor Violation Probation. Less severe
penalties may be imposed if the circumstances warrant. Examples include:

* Receiving a course grade reduction
* Receiving a zero on an assignment
* Being required to participate in extra requirements for a course
* Being withdrawn from the class

EDUCATIONAL SANCTIONS The instructor may assign appropriate educational sanctions. Examples of educational sanctions include requiring a student to attend an academic integrity seminar, to perform appropriate university or community service, or to make restitution for damage that occurred as a result of the incident. No Upper Division student found guilty of academic misconduct may receive Cum Laude, or Magna Cum Laude honors at graduation. Upper Division status is defined as having earned 60 or more credit hours, including transfer hours, prior to the date of the violation. This sanction is automatic upon a finding of academic misconduct, and is imposed without regard to the severity of other sanctions imposed by the instructor.

GRADE DESCRIPTIONS The following is a general guideline for your reference. It is not meant to be exhaustive, as each individual assignment may have additional specific criteria not mentioned here, but upon which a passing grade is dependent.

**A Excellent.** "A" papers completely fulfill the stated purpose of an assignment, demonstrate a mastery of the topic by providing additional insights into the topic, and are interesting and engaging to read. They are concise, logically organized, fully developed, devoid of grammatical errors, thoroughly researched, and accurate. They follow directions completely, use correct documentation, and exemplify a clear, concise, and engaging style of writing.

**B Above Average.** "B" papers go somewhat beyond the minimum requirements for an assignment. Like "A" papers, they fulfill the stated purpose and follow instructions, yet do not display the kind of engaging and exemplary writing characteristics of an "A" paper. They contain few errors.

**C Average.** "C" papers represent just-acceptable college-level work and writing ability, and are of the minimum quality likely to be accepted by an employer. Overall they fulfill the assignment and follow instructions, yet may contain errors in design, content, or grammar.

**D Poor/Below Average.** "D" papers contain major errors or numerous minor errors. They may have failed to adequately develop a topic. They often contain problems with audience and purpose, do not follow directions, and/or show significant problems with general writing skills.

**F Failing.** "F" papers have one or more of the following problems: failure to follow instructions, failure to adequately demonstrate the student's mastery of the material assigned, major or numerous minor errors in content and/or format, poor or non-standard written English, reliance on a single or date source, or some form of academic dishonesty. Adapted from-- Anderson, C. (2003). English 301: Technical writing; Policy sheet and syllabus. Grade descriptions.

**LATE PAPERS** Late papers will be docked 10% per day or part thereof, unless there is an authorized university excuse. A late paper is one that is not turned in by the end of class on the due date in class. The weekend (Saturday and Sunday) will count as two days late. If Friday is the due date, a paper turned in on Monday will start at -30% of the points, etc. If Wednesday is the paper due date, a paper turned in on Thursday will start at -10% of the points. This same paper turned in on Friday will start at -20%, etc.
<table>
<thead>
<tr>
<th>Writing Assessment Rubric</th>
<th>3 – Proficient</th>
<th>2 – Acceptable</th>
<th>1 – Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style</strong>&lt;br&gt;The choices the writer makes for specific audiences. Features may include word choice, tone, and sentence length and structure</td>
<td>• Sustained awareness of audience throughout the paper&lt;br&gt;• The writer's tone complements the paper's purpose and suits the audience&lt;br&gt;• Sentence structure varies according to the content, purpose, and audience&lt;br&gt;• Sentences are clear, logical, and enjoyable to read&lt;br&gt;• Word choice is precise, interesting and appropriate to the writing task</td>
<td>• Awareness of audience in the majority of the paper&lt;br&gt;• The tone, though generally consistent, at times appears inappropriate to the writer's purpose and audience&lt;br&gt;• Sentences are varied in structure, only occasionally choppy or repetitive&lt;br&gt;• Sentences are generally clear, logical and readable&lt;br&gt;• Writer demonstrates general control over vocabulary appropriate to the writing task</td>
<td>• Minimal or no awareness of audience or purpose&lt;br&gt;• The writer's tone frequently appears inappropriate to the writer's purpose and audience&lt;br&gt;• Sentences tend to be basic, choppy, or structurally repetitive&lt;br&gt;• Some words chosen are vague and inappropriate</td>
</tr>
<tr>
<td><strong>Idea or Content Development</strong>&lt;br&gt;The depth or sophistication of thoughts and ideas. Features may include research, reasoning, evidence, details, and development</td>
<td>• The central subject or argument of the paper is clearly emphasized and consistent with the evidence&lt;br&gt;• Original ideas or examples or independent reasoning are fully elaborated throughout the paper with logical examples, details, and evidence&lt;br&gt;• Response contains an abundance of information that fully addresses counterarguments, biases, or readers' expectations</td>
<td>• The central subject or argument of the paper is clearly identifiable and consistent with the evidence&lt;br&gt;• Some original ideas or examples or independent reasoning are evident&lt;br&gt;• Supporting ideas are developed with some examples, details, and/or evidence&lt;br&gt;• Some parts of the paper may be well developed, but other parts of the paper are only partially developed&lt;br&gt;• Response contains sufficient information to provide a sense of completeness</td>
<td>• The central subject or argument of the paper is overly general or lacks consistency with the evidence&lt;br&gt;• Ideas are basic or obvious&lt;br&gt;• Ideas are unclear, irrelevant, and/or repeated&lt;br&gt;• Attempt at development is evident, but unsuccessful&lt;br&gt;• Lacks a sense of completeness and fails to address reader concerns</td>
</tr>
<tr>
<td><strong>Organization</strong>&lt;br&gt;The coherence of the writing. Features may include balance and ordering of ideas, flow, transition, and appropriate format</td>
<td>• Paragraphs are purposefully organized and substantially developed&lt;br&gt;• The order and structure are compelling and move the reader through the text easily&lt;br&gt;• Thoughtful use of transitions</td>
<td>• Effective structure and arrangement of ideas&lt;br&gt;• Order of paragraphs may, occasionally, appear mechanical or awkward&lt;br&gt;• Order or balance of ideas within paragraphs is generally consistent and cohesive&lt;br&gt;• Transitions present but may be cumbersome or repetitive</td>
<td>• Paragraphs frequently seem unrelated or repetitive&lt;br&gt;• Paragraph sequence may be confusing&lt;br&gt;• The order or balance of ideas within paragraphs is inconsistent&lt;br&gt;• Little or inappropriate use of transitions</td>
</tr>
<tr>
<td><strong>Conventions</strong>&lt;br&gt;Includes grammar, punctuation, capitalization, spelling, documentation, etc.</td>
<td>• Handling of grammar and mechanics enhances the reader's understanding of the writer's purpose&lt;br&gt;• Documentation style is consistent&lt;br&gt;• When appropriate, quotes are effectively integrated into the body of the paper</td>
<td>• Errors do not interfere with communication&lt;br&gt;• Documentation style is mostly consistent&lt;br&gt;• When appropriate, an effort is made to integrate quotes into the body of the paper</td>
<td>• Errors interfere with communication and damage the writer's credibility&lt;br&gt;• Documentation style is inconsistent&lt;br&gt;• Quotes, if appropriate, are not integrated well into the body of the paper</td>
</tr>
</tbody>
</table>

Adapted for Use at Texas A&M University As of 09/10/2009
TO: Faculty Senate Executive Committee

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

CC: Frederic Parke, Department of Visualization
    Tim McLaughlin, Head, Department of Visualization
    Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: September 21, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: VIST 375

We recommend that VIST 375 Foundations of Visualization be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Instructor to student ratio for one section: 1:20

VIST 375 has used a University Writing Center writing assistant every semester it has been offered. Students write eight two-page papers on visualization topics, approximately every other week throughout the course. Each writing assignment goes through three iterations. The first is a rough draft that is peer reviewed. After the peer review is complete, a revised draft is submitted. This draft is reviewed by the writing assistant, who provides constructive feedback to the students. After the students receive this feedback, they submit a final draft, which is reviewed by the instructor, who assigns a grade and provides additional feedback to the students. For instruction, there are assigned readings on writing topics, which are discussed in class. Also, common errors become the topic of class discussion.

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):

   VIST 375-901 FOUNDATIONS OF VISUALIZATION

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: FREDERIC L. PARKE 7/20/11
   Printed name and signature
   (Date)
   Received: Valerie Balester 7/1/11
   (W Course Coordinator, University Writing Center) (Date)

   Approvals:
   College Dean: Jorge Vargas 7/25/11
   Printed name and signature
   (Date)
   Department Head: Tim McLaughlin 7/25/11
   Printed name and signature
   (Date)

   RECEIVED
   JUL. 29 2011
Course title and number  VIST 375-901 Foundations of Visualization
Term  Fall 2011
Meeting times and location  10:20am-11:10am MWF Langford C207

Course Description and Prerequisites
A comprehensive introduction to visualization concepts, techniques and applications. This course will introduce the major topic areas of visualization including: cultural context, application areas, visual perception, the digital image, visual language, coordinate systems, geometric representation, modeling, animation, image synthesis, image compositing, ethics and the future of visualization. Examples will be used to illustrate various visualization topics and application areas. Possible example areas include architectural pre-visualization, computer animation, computer art and sculpture, interactive games, scientific visualization, virtual reality and visual special effects.

This is not a programming course, however, we will make use of existing software tools to illustrate visualization topics and for some assignments.

This is a 'W' writing intensive course. Writing related topics and issues will be included in course readings, lectures and discussion. There will be eight 2-page (400-500 word) writing assignments. Each writing assignment will be developed through three iterations - an initial rough draft (peer reviewed), a revised draft (constructive feedback from the Undergraduate Writing Assistant), and a final version (feedback and grade from the instructor). These writing assignments will focus on aspects of visualization and will be coordinated with course topics. Achieving a passing grade in this course is dependent on achieving a cumulative passing grade on the writing assignments.

Prerequisites: MATH 152, VIST 271, junior or senior classification

Learning Outcomes or Course Objectives
To introduce the context and the foundation concepts, algorithms, techniques and applications of visualization; resulting in a comprehensive fundamental understanding of computer based visualization and the capability to recognize and select visualization techniques appropriate for particular applications.

An additional objective is to enhance each student's ability to discuss, analyze and present visualization concepts in correct, effective written form.

Instructor Information
Name  Frederic Parke
Telephone number  845-6596
Email address  parke@viz.tamu.edu
Office hours  MW 11:30am-1:00pm; F 9:00-10:00am
Office location  Langford C418

Textbook and/or Resource Material
F. Parke, ed., VIST 375 Course Notes, Fall 2011 (Web-based notes)
Located at http://www-viz.tamu.edu/courses/vist375/11fall
Grading Policies

Grading will be based on in-class participation (15%), a midterm exam (15%), a final exam (15%), weekly quizzes (20%), and bi-weekly writing assignments (35%).

The instructor's qualitative judgment of the student's class participation will include such factors as attendance, preparation and informed participation in discussions and participation in peer review of writing assignments.

Weekly quizzes will be on assigned reading and topics discussed in class.

There will be eight 2-page (400-500 word) writing assignments related to the material covered in class readings and in-class discussions.

Final versions of the writing assignments and weekly participation are graded on a scale of 0-10 where 10 is excellent, 9 is very good, 8 is good, 7 is ok, 6 is marginal, 5 and below is poor.

Each unexcused absence deducts 3 points from the weekly participation grade. Being late to class results in a 1 point participation deduction.

Final versions of writing assignments lose 2 points for each class day they are late. Revised draft versions are not graded, but turning them in on time contributes 5 points to your overall writing assignments grade.

Attendance Policy

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

Course Topics, Calendar of Activities, Major Assignment Dates

Weekly quizzes and approximately bi-weekly writing assignments; midterm exam in week 7 Concepts of effective writing interwoven with the topics listed below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro and Visual Culture</td>
<td>Course notes - Section 1</td>
</tr>
<tr>
<td>2</td>
<td>Human Vision</td>
<td>Course notes - Section 2</td>
</tr>
<tr>
<td>3</td>
<td>The Digital Image</td>
<td>Course notes - Section 3</td>
</tr>
<tr>
<td>4</td>
<td>Color Spaces</td>
<td>Course notes - Section 4</td>
</tr>
<tr>
<td>5</td>
<td>Visual Language</td>
<td>Course notes - Section 5</td>
</tr>
<tr>
<td>6</td>
<td>Image Operations</td>
<td>Course notes - Section 6</td>
</tr>
<tr>
<td>7</td>
<td>Coordinate Systems/ MidTerm</td>
<td>Course notes - Section 7</td>
</tr>
<tr>
<td>8</td>
<td>Geometric Representation</td>
<td>Course notes - Section 8</td>
</tr>
<tr>
<td>9</td>
<td>Environment Modeling</td>
<td>Course notes - Section 9</td>
</tr>
<tr>
<td>10</td>
<td>Language of Film/Animation</td>
<td>Course notes - Section 10</td>
</tr>
<tr>
<td>11</td>
<td>Animation</td>
<td>Course notes - Section 11</td>
</tr>
<tr>
<td>12</td>
<td>Image Synthesis</td>
<td>Course notes - Section 12</td>
</tr>
<tr>
<td>13</td>
<td>Image Synthesis/VR/Games</td>
<td>Course notes - Section 13</td>
</tr>
<tr>
<td>14</td>
<td>Ethics and Future of Visualization</td>
<td>Course notes - Section 14</td>
</tr>
</tbody>
</table>

Final Exam: 3:00-5:00pm Friday Dec. 9, 2011

Other Pertinent Course Information

Undergraduate writing assistant: Ashley Stacy

This is a required course for VIST majors. It is a writing intensive course and fulfills a writing requirement for graduation.
Plagiarism: In this course, we want to encourage collaboration and the free interchange of ideas among students and in particular the discussion of reading assignments and review questions, approaches to solving them, etc. However, we do not allow plagiarism, which, as commonly defined, consists of passing off as one's own the ideas, words, writings, etc. those 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 the permission of that person. Plagiarism is one form of scholastic dishonesty. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section on Scholastic Dishonesty.

"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.

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

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

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

CC: Fran Gelwick, Department of Wildlife and Fisheries Sciences
    Thomas Lacher, Jr., Head, Department of Wildlife and Fisheries Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: September 21, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WFSC 410

We recommend that WFSC 410 Principles of Fisheries Management be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:15

WFSC 410 is a four-credit course. Students write five short essays, about 250 words each and one four-page essay, all individual work. They also produce an eight-page team-written management report. In-class writing occurs each week in lecture, with mini-peer-review sessions of the writing sample about five times per semester, in which the class discusses the most common writing errors and best practices in scientific writing. For feedback, each student is required to schedule three 20-minute appointments with the instructor (approximately 3 weeks apart, primarily during lab periods) to review individual writing progress. For instruction, “Writing Tips” are available in a folder on the course web page. The folder also contains anonymous or fictional examples of acceptable and unacceptable work. A link to the UWC home page is included on the course web page, and links also point students to particular items on the UWC site (e.g., handouts and podcasts).

Since original certification was granted, more case study assignments in which students write their responses as a short essay have been included. The course also now requires a substantial amount of team work.
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):

WESC 410 Principles of Fisheries 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: 
Frances Grewick

Printed name and signature

(Date)

Received: 
Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: 
Mark Hussey

Printed name and signature

(Date)

Department Head: 
John Carey

Printed name and signature

(Date)

RECEIVED
AUG 01 2011

By
WFSC 410W (901, 902) - Principles of Fisheries Management, Fall 2011

Lecture-Discussion Day, Time, and Location:
TR 11:10 AM-12:25 PM, READ 164B

Laboratory Day, Time, and Location(s):
M 12:40PM-03:25 PM / BTLR 007 / NAGL 110
W 12:40PM-03:25 PM / BTLR 007 / NAGL 110

1. Overview
   a. This course is required for certification by The American Fisheries Society as an Associate Fisheries Scientist (www.fisheries.org). Two over-arching goals for student learning will connect Lecture-Discussion and Laboratory:
      • To gain a fundamental comprehension of fisheries science and the fisheries management process, and their importance to Texas, the USA, and internationally.
      • To think and write like a scientist in order to answer fisheries questions and adaptively negotiate solutions to fisheries problem—individually and through interdependent teamwork.
   b. During the semester you will have the opportunity to…
      • Study issues in a range of aquatic systems from small ponds and streams, to large inland reservoirs and rivers, to coastal estuaries.
      • practice sampling techniques for fish and other aquatic biota, their habitats, the stakeholders involved in fisheries management, and how to analyze the data you collect.
      • follow guided-inquiry methods, and work in teams on assignments.
      • be evaluated on several competencies (technical and professional), aligned with the learning objectives of the TAMU WFSC degree programs (see 11. Learning Outcomes Assessment).
   c. If you are to develop as a thinker, you also will need to develop as a writer. To develop as a writer, you must impose upon yourself the same standards that good writers impose upon themselves. The key question I will ask as I grade your written work is “What specifically does this writing demonstrate about your ability to scientifically reason and communicate as a fisheries professional?” (see Tips for Success, Course home page).
   d. Model of Learning Cycle we will follow for Principles of Fisheries Management:
2. Workload and Expectations
   a. WFSC 410W is a 4-credit course that consists of integrated lecture-discussion (3 credits) and laboratory (1 credit). You are expected to work in lab an average of 2.5 hours each week. In addition to the in-class and in-lab time scheduled for a 4-credit course, TAMU projects you will need to spend 8-12 hours/week (i.e., 2-3 hours/credit) outside of class studying and working (see 9. Assignments). Preparation (reading, writing, and thinking) by you and your team are needed to successfully complete assignments for each class period.

   b. In lecture-discussion and lab you will be challenged to learn, use, and communicate your new knowledge. You will be challenged to master quite a bit of material, so come to classes well-prepared and ready to carefully listen, follow instructions, and work together so that your assignments are on time, successfully and most easily completed, and your overall grade remains high (see, 6. Grading).

   If you strive to think and communicate like a scientist in your work throughout the semester, in the end, you will understand fisheries science and management (motto: Think like a scientist not like a student).

   Power of a Paradigm - Try to shift your paradigm of involvement from that of learner-student to that of scientist-colleague. Read with the purpose in mind of sharing or discussing what you learn with someone else within 48 hours after you learn it. You will not only better remember what you read, but you will expand your perspective, and deepen your understanding and motivation to apply your new knowledge.

3. Human Resources
   a. Instructor: Dr. Fran Gelwick, Associate Professor
      - Office: 110-J, Old Herman Heep Lab Bldg. (next to Student Computing Center and Central Parking Garage)
      - Phone: 862-4172 (transfers to secretary Susan Leasure, or her voice mail to leave me a message)
      - E-mail (I generally read and answer email 9-10 AM, 4-5 PM Mon-Fri): first use email tool in E-learning Blackboard Vista for course-related communication; for other reasons use figelwick@nature.tamu.edu
      - Office Hours (by phone and in person): Tue, Wed, & Thur 9-10 AM (any scheduled commitments I have away from my office I will post online via announcements and Course E-mail)

   b. Graduate Teaching Assistant: Edward Enriquez
      - Office: TBA
      - Phone: TBA
      - Email: use BlackBoard Vista Course E-mail Tool
      - Office Hours: TBA

4. Course Resources
   a. Required (NOTE that American Fisheries Society publications are also available at discount as one of the many benefits of membership; see http://www.fisheries.org):
      - Access to and frequent readings in (both during class and as homework)
        2. W.A.Hubert and M.C. Quist, editors, 2011, Inland Fisheries Management in North America, 3nd edition, American Fisheries Society;
        3. Field Guide to Fishes of Texas, Texas A&M University Press (also see the web site for updates and more pictures: http://www.bio.txstate.edu/~tbonner/txfishes/index.htm).
      - Access to and frequent use (almost daily) of online resources for Assignments and Assessments
        1. your TAMU E-learning BlackBoard Vista Course Web Site: http://elearning.tamu.edu; run the Browser Check and read ITS notes here.
        2. E-learning, BlackBoard Vista Course E-mail, Announcements, Calendar Tools, through which we communicate and deliver information related to course activities.
b. Optional:
   • If you are considering Graduate School, you will likely find the following very useful in your own future work as well as additional reference materials for this course.

   c. Three-before-me:
      • To demonstrate you are self-directed learners, take the initiative to consult three different resources for information to answer your questions; then if you still want my help, bring me documentation of your findings. NOTE that you have multiple resources available to accomplish your work:
        1. Evans Library – of course! (see also our WFSC Reference Site: http://library.tamu.edu/subject-guides/wildlife-fisheries-science )
        2. Online searches on the Evans Library web site you can run using ENDNOTE Reference Database Software (see TAMU SEL website: http://sell.tamu.edu/ ), which allows you to download citations and find electronic files to use in working on your assignments.
        3. Instructional Technology Services – ITS personnel can help with technical problems (see links on E-learning and BlackBoard Vista web sites)
        4. University Writing Center. Each undergraduate student at Texas A&M University pays for the services of the University Writing Center (http://writingcenter.tamu.edu). Not only does the Center’s web site have many helpful tips for improving your writing, but the consultants at the University Writing Center are well-trained and happy to help you improve your writing skills.
           a. Maybe you will find all the help that you want on the web site, or you may schedule appointments with writing consultants at the two Center locations:
              i. on main campus on the second floor of Evans Library and
              ii. on the 2nd floor of the West Campus Library.
           b. You may schedule appointments using their web site or by telephone (458-1455).
        5. More Human Resources. Don’t overlook your TA and your peers in this class, especially your team members, but also those in other teams.

5. Policies and Guidelines
   a. As a member of the Aggie Student Community, you are probably already familiar with the Student Rules and Aggie Code of Honor. However, you should also notice that these are periodically revised, and that you should review them at the beginning of each semester:
      • http://student-rules.tamu.edu
      • http://www.tamu.edu/aggiehonor

   b. To remind you of these codes and encourage you to demonstrate that you acknowledge and understand their importance and take pride in adhering to them, you will have an opportunity to periodically review and sign (or otherwise affirm) the following statement with regard to your assignments and assessments:

   "An Aggie does not lie, cheat, or steal, or tolerate those who do. On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

   ________________________________ Your Signature

6. Grading and Criteria
   a. Your grade in WFSC 410, 689 is based on the total number of points earned (1,000 points). NOTE: to earn W-credit you must pass the W-portion of the course assignments with a passing grade (≥D, ≥ 60%). The
course is graded on a percentage rating scale (here correlated to the Gablehouse length categories, based on angler opinions, for North American Sport Fishes):

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>(Trophy) A</td>
</tr>
<tr>
<td>85-89%</td>
<td>(Memorable) B+</td>
</tr>
<tr>
<td>80-84%</td>
<td>(Preferred) B</td>
</tr>
<tr>
<td>75-79%</td>
<td>(Quality) C+</td>
</tr>
<tr>
<td>70-74%</td>
<td>(Stock) C</td>
</tr>
<tr>
<td>65-69%</td>
<td>(Sub-Stock) D+</td>
</tr>
<tr>
<td>60-64%</td>
<td>(&lt; Sub-Stock) D</td>
</tr>
<tr>
<td>55-59%</td>
<td>(&lt;&lt; Sub-Stock) F+</td>
</tr>
<tr>
<td>&lt; 55%</td>
<td>(&lt;&lt;&lt; Sub-Stock) F</td>
</tr>
</tbody>
</table>

b. Your TA and I will strive to give your assignments our utmost attention (whether submitted for feedback only, or also for a grade) and to return them to you as scheduled. If an illness or other emergency prevents you from completing assignments on time, you should make arrangements with the appropriate instructor, and if possible, do so before the due date. If you make such arrangements ahead of time, or present documentation of an excused absence, your assignment is not late (see 6. c. and d. below).

c. Late Policy: Graded Assignments turned in on time are important to helping you do well in both Lab and Lecture-Discussion. This demonstrates that you are not only reliable, but also you respect and value your own time and that of your peers and Instructors. Therefore, think ahead and plan to finish assignments such that you can turn in your work on time.

*NOTE:* Automatic 20% deduction is made for a graded assignment that is Late (i.e., after the time, or time period in which it was originally due, but before the Missed Date on and after which you will not be able to submit the work and will not earn any points). Your assignment is NOT LATE if:

1. it is unavoidable, due to absence that is officially excused by the University, or
2. you turn in the assignment before the due date, or
3. you successfully negotiate with either your TA or me (as appropriate to the assignment) to consider your absence as excused, in which case you will receive a reasonable extension of the original due date.

*NOTE:* Technical difficulty with your own or University computers is NOT an automatic excuse for an otherwise late assignment. Plan to access information as soon as possible after it is made available and by using your own and University computers as necessary. If you have technical difficulty, communicate first with the appropriate ITS personnel (e.g., University labs contact the help desk; WFSC labs contact your TA or WFSC Help in 103B Nagle Hall, 845-5795, as soon as possible to identify and resolve the problem). Even if you have an excused absence, you are responsible for keeping yourself informed and updated about changes to class assignments as they are posted on E-Learning and announced in class (Lecture and Laboratory).

d. Plan: Dates for Assignments and Activities are approximated (see 10. Schedule). Regularly check online Announcement and Calendar Tools, and listen for in-class announcements.

- Plan to complete each assignment well-before the due date and prepare contingency plans to cope when unexpected stuff happens (a professional skill to cultivate!). You will be in a much better position to negotiate consequences of an otherwise late assignment (see 6. b. and c. above).

e. Scoring discrepancies: If you feel that your graded assignment, exam, paper, or quiz was not scored properly and you want it to be re-considered, you must submit a typed request (E-learning Course E-mail) stating your reasoned explanation of (a) why your score should be revised, (b) what your revised score should be.

- If we find it necessary to re-score your entire assignment, your revised score may increase, decrease or stay the same. For team assignments all authors must agree and sign the request for a revised score.
7. **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 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.”

8. **Academic Misconduct**

Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty and academic misconduct ([http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)). Section 20 declares, “It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.” Further, Section 20 defines a variety of categories of academic misconduct.

9. **Assignments (points):**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>In Lec</th>
<th>In Lab</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Quizzes at any time (10 @ 10 pts)</td>
<td>✓</td>
<td>✓</td>
<td>100</td>
</tr>
<tr>
<td>*Individual Scores for Team-based Quizzes at any time (5 in Lec, @ 10 pts)</td>
<td>✓</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Exams over Technical Skills and Practical Knowledge (2 @ 75 pts)</td>
<td></td>
<td>✓</td>
<td>150</td>
</tr>
<tr>
<td>Participation (20 pts) and Team Cooperation (20 pts)</td>
<td>✓</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Microthemes (5 @ 250 words each x 30 pts ea) - W pts</td>
<td>✓</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>*Individual Scores for Team-based Problem Sets, Case Studies (18 @ 10 pts)</td>
<td>✓</td>
<td>✓</td>
<td>180</td>
</tr>
<tr>
<td>Theme (250 words x 4 pages) - W pts</td>
<td>✓</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>*Team-based Management Report (250 words x 8 pages = 2000 words total) - W pts</td>
<td>✓</td>
<td>✓</td>
<td>80</td>
</tr>
<tr>
<td>Final (comprehensive), Team Bonus: +1 pt if team average 75-80, +2 if &gt; 80%</td>
<td>✓</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Total: 77% Individual (52% non-W, 25% W), 23% *Team-based (15% non-W, 8% W)</td>
<td>✓</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

*Peer Ratings will be used to convert a score for a Team-based Assignment Score to your Individual Score for that Assignment (see 11. Learning outcomes assessment)*

10. **Schedules**

Both lecture and lab schedules are somewhat tentative, as we may find it necessary to modify them to meet our logistical circumstances and learning objectives. You will have advance notice of such changes (e.g., announcements in class and E-Learning, Blackboard Vista Tools).
<table>
<thead>
<tr>
<th>Date</th>
<th>Wk #</th>
<th>Mon/Wed Lab Activity</th>
<th>Chapters in Fisheries Techniques</th>
<th>Tue &amp; Thur Lecture</th>
<th>Case study</th>
<th>Chapters in Inland Fisheries Management 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29 9/1</td>
<td>1</td>
<td>Intro, AFS Electrofishing Safety</td>
<td>Ch 3, 5</td>
<td>Tue-Thur</td>
<td>3. Float trip S.Dakota cyprind distribution - Assessment, Monitoring, Stream Community</td>
<td>Ch 11 &amp; 20</td>
</tr>
<tr>
<td>9/5-9/8</td>
<td>2</td>
<td>Pre-test, ID Fish, standard procedures for measuring fish lgth, wt, age</td>
<td>Ch 15, 16</td>
<td>In Lab Indiv</td>
<td>4. Effects Angling Unexploited Wisc Fish - PSD, Lgth-Freq, Inst. &amp; Tot. Annual Mortality, Exploitation, Reg. &amp; S. Impoundments</td>
<td>Ch 2, 7, &amp; 16</td>
</tr>
<tr>
<td>9/12-9/15</td>
<td>3</td>
<td><strong>Carter Creek Fish and Habitat</strong></td>
<td>In Lab Indiv</td>
<td>Thu</td>
<td>6. Flannel mouth sucker condition Colo R - Lgth-Freq, PSD, Wr, CPUE, Precision, Bias, Integrate Habitat, Season, &amp; Food, River Fishes</td>
<td>Ch 2, 11, 21</td>
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<td>Fish ID, standard procedures for collecting fish and measuring stream habitat</td>
<td>Ch 6, 7</td>
<td>In Lect</td>
<td>8. Pred eat Prey, inadvert introd N Pike, Sandhills Nebraska - Lgth-Freq, PSD, CPUE, Small Natural Lake, Trophic Interactions</td>
<td>Ch 2 &amp; 16</td>
</tr>
<tr>
<td>9/19-9/22</td>
<td>4</td>
<td><strong>Brazos River, Seine &amp; Hoop, Gill net</strong></td>
<td>Ch 17</td>
<td>Tue-Micro theme 3 Due</td>
<td>14. Interpret size structure fish sample - Dynamic Rate Functions, Growth, Mortality, Recruitment, Gear Bias, Monitoring</td>
<td>Ch 2 &amp; 11</td>
</tr>
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<td>Fish ID, Standard procedures for diet analysis</td>
<td></td>
<td></td>
<td>21. Northern Pike reproduction early life hist, recruitment patterns - Index of Abundance, Reservoir, Trophic Upsurge, Habitat, Pop Assessment, Monitoring</td>
<td>Ch 2, 8, 10, 11, &amp; 17</td>
</tr>
<tr>
<td>9/26-9/29</td>
<td>5</td>
<td>ID, Weigh, measure, otoliths, gut contents</td>
<td>In Lab Indiv</td>
<td>Tue-Micro theme 4 Due</td>
<td>16. Sampling Gear Biases, bluegills - Lgth-Freq, PSD, Growth, Mortality, Recruitment, Assessment</td>
<td>Ch 2, 11, &amp; 17</td>
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<td>22. Successful use protected slot, largemouth bass &amp; panfish - PSD @ Age 3, Indirect Effects, Pop Dynamics, Small Impoundment</td>
<td>Ch 2, 7, &amp; 16</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Due Date</td>
<td>Description</td>
<td>Ch</td>
<td></td>
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<td></td>
<td>10/3-10/6</td>
<td>ARTF Pond</td>
<td>Tue-Micro</td>
<td>5 Due</td>
<td>Ch 7, 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ID, Weigh, measure, guts, otoliths</td>
<td>Thu</td>
<td>9. Misapplication Min Lgth Limit Crappie - CPUE, PSD, Growth Increments,</td>
<td>Ch 2, 11, &amp; 17</td>
<td></td>
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<tr>
<td></td>
<td>10/10-10/13</td>
<td>Lab Practical 1</td>
<td>Tue-Thu</td>
<td>24. Developing pond mgmt plan - PSD, Wr, Human Dimensions, Stakeholder</td>
<td>Ch 2, 7, 16</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Data Analysis &amp; Writing</td>
<td>In Lab</td>
<td>12. Protected Slot for Largemouth bass, size structure persistence - CPUE,</td>
<td>Ch 2, 7, &amp; 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/24-10/27</td>
<td>Data Analysis &amp; Writing</td>
<td>In Lab</td>
<td>5. Communism meets Tragedy commons - Management Recommendations, Social &amp;</td>
<td>Ch 5, 6, 7, 11, 14, 16</td>
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<tr>
<td></td>
<td></td>
<td>Data Analysis &amp; Writing</td>
<td>Indiv</td>
<td>31. Rehabilitation Lentic Habitat - Stakeholders, Communication, Human</td>
<td>Ch 5, 6, 10, 13, &amp; 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/7-11/28</td>
<td>Stream Webs Video</td>
<td>In Lect</td>
<td>26. Exotic species Brazil, native fish restoration, economics - Introductions,</td>
<td>Ch 5, 6, 8, 10, 11, 12, 14, &amp; 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/14-11/17</td>
<td>Lab Practical 2</td>
<td>In Lab</td>
<td>17. Managing lake Oahe walleye imbalance food web - Size Structure,</td>
<td>Ch 2, 5, 6, 7, 13, 14, &amp; 17</td>
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<td></td>
<td>11/21-11/23</td>
<td>Thanksgiving - no lab</td>
<td>Tue</td>
<td>28. Manage prey (Mysis) resources Colorado Reservoirs - Dams, Ecological</td>
<td>Ch 10, 12, 13, &amp; 17</td>
<td></td>
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<td></td>
<td>11/28-12/1</td>
<td>Data Analysis &amp; Writing</td>
<td>Tue-Thu</td>
<td>27. Manage small scale MX trophy LMB Tourism - Human Dimensions, Management</td>
<td>Ch 5, 6, 7, 10, 11, 13, 14, &amp; 16</td>
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11. Learning Outcomes Assessment

Assessment of your individual learning is based on both Individual and Team Assignments. It is said that “many hands make light work”; also, shared experiences can provide the context for meaningful and long-term learning. Peer-Assessment is also included, as well as Self-Assessment, both important components of good thinking. So, whenever you are doing a task in or for this class, ask yourself, if a competent independent observer watching closely would conclude that you are engaged in taking charge of your mind, of your ideas about the physical world or your thinking about that world, or would such a person conclude that you are merely going through the motions of doing an assignment and trying to succeed solely by rote memorization?

LECTURE-DISCUSSION & LABORATORY OUTCOMES:
- Research and Recall information related to fisheries issues
- Understand, Remember and Interpret data presented in graphs and tables, and create your own graphs and tables to demonstrate your understanding
- Arrange information, Compare and Contrast, and Identify Information Gaps needed to frame and solve a problem or project an outcome
- Synthesize, Integrate pieces of information to make Conclusions, Evaluate Alternatives, and make Predictions

LABORATORY:
1. The lab portion of this class is essential to your learning and is integrated with lecture.

TECHNICAL SKILLS:
- Boater Education – NOTE: required for participation in “on the water” activities. Online Boater Safety Education Course
- Electrofishing Safety – NOTE: required for participation in “on the water” activities. AFS Safety Video Course
- Flow Meter - correctly use a Flow Meter and a manual method (neutrally buoyant object) to measure flow in a local stream, and compare calculated discharge for each method
- YSI-85 Multimeter - correctly calibrate, measure and interpret water parameters, and diagnose and correct common problems encountered when using a YSI-85 Multimeter (Oxygen, Cond, Temp)
- Otoliths - correctly prepare Otoliths of channel catfish and sunfish (centrarchids) for aging, and correctly age known-age fish (catfish and largemouth bass) based on TPWD training videos
- Pharyngeal Teeth - correctly prepare Pharyngeal Teeth of a minnow (cyprinid), and identify and correctly count the tooth pattern as used in a taxonomic fish key
- Length, Weight - correctly Measure Length, Weight and record data for fish using correct methods and equipment for the species and size of fish, and calculate mean, standard error of the mean (SE), and 95% Confidence Interval (CI) for the mean, and interpret what these values indicate about the data
- Identify - correctly identify by sight at least 10 common game and forage fishes in Texas, and dissect and identify major organs and their functions
- Seine, Gill Net, Frame or Hoop net - correctly deploy nets, to retain and remove targeted fish species and sizes

2. The lab time is scheduled and thus limited; you are required to attend your assigned lab each week. It is 1 credit and will require approximately 3 hours of outside preparation per week. Your Team Membership is assigned based on your lab section so that you have additional time for your team to work together (see Team Policies and Expectations).
3. Make plans, check to be sure where lab will meet (either Nagle 110 for computer exercises, or Butler 007 for lab, Evans Library Annex 4th Floor Media Center, or other, e.g., departure location for a field trip). Read the assigned material before you go to lab to know what the lab will be about; what equipment, instruments, and notebooks or field data sheets you will be using. Along with appropriate clothing, you might want your textbook or field guides and fish keys available for reference and additional information related to successfully accomplishing the day’s activities.

4. Be aware that your lab participation points include all aspects of lab work that demonstrate self-direction and motivation, collegiality, and cooperation (you might want to make this part of your expectations to document in your Team Notebook). This extends to making sure your lab space is clean before leaving class, carefully using, cleaning and returning instruments and materials to their appropriate status (e.g., logoff, turn off, etc.) and location, loading and unloading specimens, equipment, and instruments in lab and on field trips.

MANAGEMENT REPORT:
Specific Guidelines (a Rubric) will be given to you, which contains point value and criteria for each section of the report (e.g., Introduction, Methods, Discussion). The Format follows the General Instructions section in...


Additional Resources on Style as links in Resources for Authors http://www.fisheries.org/afs/publications.html

TEAM NOTEBOOK (for all team activities, both in lecture and laboratory; included in Participation and Team Cooperation): Each team keeps a Notebook and team members must date and sign off on the entry for each meeting (see Team Policies and Expectations). Such notebooks are used by scientists to document their procedures and manage the accumulated information, thoughts and ideas shared during their research, and thus, to facilitate their synthesis of new knowledge.

This can be an electronic (e.g., a blog can be set up for your team in E-learning) or hard copy, according to what your Team agrees to keep, however, you will be required to periodically submit your Team Notebook for formative assessment of your progress towards Participation and Team Cooperation, so make sure I will be able to easily read and follow your notes.

Enter and share your notes and comments regarding team assignments in preparation for, as well as findings during, lecture and lab exercises and field trips. Notes give context to data that you collect and help you to interpret results inferred by your data, and allow you to make and document conclusions and recommendations as you prepare for your writing assignments, reports, quizzes, and exams, and thus, help you to remember and use what you learn and create your own new knowledge.

TEAM HOMEWORK:
You have homework assignments (Case Studies, Problem Sets) during the semester through the BlackBoard Vista Assignments Tool. These are designed to develop your problem solving and critical thinking skills and test your ability to apply concepts associated with Fisheries Management. Study and discuss possible answers and solutions with your team members. Turn these in for a Team Assignment Score that will be adjusted by scheduled team Peer Ratings (see Team Peer Assessment and Ratings below) to convert it to an Individual Score on Team Assignments. You may want to copy and share notes for use in class as some of these and similar problems will appear on Exams and Quizzes.

INDIVIDUAL and TEAM QUIZZES:
You should assume a quiz is possible in every class (lab and lecture). Quizzes are usually based on your class topic or homework assignment for that day. The quizzes are designed to help you assess your own learning and to monitor your readiness for the next stage of learning. Quizzes may be multiple choice and other objective styles. Following the Individual Quiz, you may have an opportunity to immediately repeat the questions as a Team Quiz--your individual score on the team quiz will be calculated based on your Peer Ratings (see below).

MICROTHEMES: Microthemes (250 words) can take many forms, from summaries of assigned readings, to interpretation of provided data, to solutions to problems posed to you. To help sharpen your thinking, you are encouraged to discuss the assignment with your peers before you begin to write. Then write a tightly focused microtheme that meets
the stated length limitation. A Microtheme Rubric will be provided. The microtheme approach helps develop useful skills for future natural resource professionals, who undoubtedly will be called on to write short, focused prose (e.g., for news releases, agency or legislative briefs).

THEME: Following completion of your Microthemes, you will write one Theme (1,000 words) that includes more content and requires more extensive research and evaluation. A Theme Rubric will be provided.

TEAM BONUS POINTS on Quizzes and Exams: when two or more students in a Team obtain >= 75% on their Individual Quiz or Exam, their individual scores are averaged as a Team Exam Score and additional TEAM BONUS POINTS will be calculated.

HOW THE TEAM BONUS WORKS: (Option A) For Team Average of 75-80% on the quiz or exam, 2 Team Bonus Points are added to their Individual assignment score. (Option B) For Team Average of >81% on the quiz or exam, 3 Bonus Points are added (team members whose scores were < 75%, will receive their own score without Team Bonus Points).

TEAM and MEMBER PEER ASSESSMENTS:
You will periodically rate the effectiveness of your Team Functioning, based on the Team Policy Guidelines and Expectations Agreement that your Team develops.

The Peer Rating of Team Effectiveness is a formative (ungraded) assessment for feedback (to you) to help your team work together successfully.
Twice -- at Mid-Term and End-of-Term-- you will give a summative Team Member Rating of the effectiveness of each Team Member, which I will used to calculate your Individual Scores for the Team Assignments turned in prior to that Team Member Rating.
Forms for each of these are similar and will be given to you to fill out online.

FINAL EXAM:
A comprehensive exam will be given in class on the final exam date for this course. The closed-book exam is two parts, objective questions (matching, multiple choice, fill in blank), and also paragraph answers. The Final Exam includes questions related to case studies and homework sets you worked on as well as topics of in-class activities. For written answers, you will choose among offered questions that assess your learning retention and also your ability to transfer your learning to solving a different problem that is only slightly similar, but related to those in the case studies homework and class discussions.