Memorandum

TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
DATE: October 25, 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:

- ENTC 419 Technical Project Management
- ANTH 423 Bioarcheology
- INFO 300 Business Communications I

Courses submitted for C certification:

- VIBS 489 Science in Cinema & Society
- INFO 400 Business Communications II

Courses submitted for W recertification:

- ANTH 340 Folklore and the Supernatural
- COSC 494 Professional Internship
- DCED 301 Dance History
- ECON 312 Poverty, Inequality, and Social Policy
- FREN 336 Contemporary France
- INFO 439 Management of Information Systems
- MUSC 312 Music in Modern Western Culture
- SOCI/WGST 424 Women and Work in Society
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Roy B. Flemming, Department of Political Science
Walter Buchanan, Head, Department of Engineering Technology
Ray W. James, AOC Dean, Dwight Look College of Engineering
DATE: October 26, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: ENTC 419

We recommend that ENTC 419 Technical Project 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: 100%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:20

ENTC 419 was previously a W course. In the C version of the course, students write two Quad charts, and then work as a team on a capstone design presentation, a capstone design document, final technical proposal memos, and a final technical proposal. In each case students are held accountable for doing some of the work individually, and they also learn collaborative writing techniques. In addition to the capstone presentation, they work as a team to coordinate an Ethics/Leadership/Entrepreneurship Seminar. Peer review is used for feedback for the Quad Charts; for the capstone presentation, teams practice presenting to another team—with the final version being presented for faculty, students, and industry guests (an audience that will also provide feedback). Peer review is also used for the capstone design document and the final technical proposal memo. Each team meets with the instructor to discuss the proposal memo contents before turning in the final report. An online database of work from previous teams is used for instruction (including oral presentations); in addition, students learn skills from class discussions and assignments and impromptu speeches.
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):
   ENTC 419 – TECHNICAL PROJECT 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: Joseph Morgan
   Printed name and signature
   8/8/11

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   8/16/11

   Approvals:
   College Dean: Jo Howze
   Printed name and signature
   (Date)

   Department Head: Walter Buchanan
   Printed name and signature
   8/9/11

   RECEIVED
   AUG 15 2011
   ESSAP
ENTC-419: TECHNICAL PROJECT MANAGEMENT  
Fall 2011  
MW 4:00 M 5:15  
T107A

INSTRUCTOR: Dr. Joseph A. Morgan, D.E., P.E.  
OFFICE: Fernier 111  
LAB: MISL M Fernier 006  
PHONE: Cell: 979-575-0128  
E-MAIL: morganj@entc.tamu.edu  
OFFICE HOURS: Wednesday and Friday 3:00 PM - 4:00 PM. (Recommend making appointment)

COURSE DESCRIPTION:  
ENTC 419 encompasses four primary areas. First, students should gain an introduction to the fundamentals of engineering/technical project management principles. Second, this course offers the student opportunity to develop the components necessary to satisfy the initial requirements of ENTC 420, Engineering Technical Projects. These components include evaluating and selecting the project, the sponsor, the faculty advisor, the project team, and generating potential project quad charts, capstone design document and presentation with initial prototype design, and a formal technical proposal. Third, students enrolled in ENTC 419 will have the opportunity to interact with engineers working in the public and private sectors through a series of guest lecturers and seminars. Finally, ENTC 419 has been chosen by the EET/TET faculty members to satisfy the requirements of a Communications (C) Course required of all students graduating on or after catalog 130. Successful completion of this course provides the student with the tools and knowledge necessary to plan, execute, manage, control and document a valuable and beneficial capstone design experience while gaining significant insight into why these factors are important to the student’s professional development.

OBJECTIVES:  
To provide students with an understanding and appreciation of working effectively in a team environment to accomplish an open-ended design project. By effectively planning and communicating the project scope, a realistic assessment of project time and costs can be made. To develop a team approach to defining the scope in terms of milestones, deliverables and the work to be accomplished via a work breakdown structure. Using the work breakdown structure, teams will create work packages and activities that can be arranged in time with task interdependencies indicated. A Responsibility Assignment Matrix will be created to assign tasks to team members and determine labor and duration requirements. A Network Logic Diagram will allow the teams to determine total project time and identify the critical path for the project. Teams will prepare a Gantt Chart for the project and tasks to be accomplished and create a baseline schedule that includes the critical path. Teams will estimate associated costs and identify and evaluate risk factors that will need to be mitigated. The final project plan will be documented in a Formal Technical Proposal that should be used by the team as one of their initial deliverable in ENTC 420. The preliminary design will be presented in a capstone design document. A web presence will be developed by each team to document all activities. Seminars and guest lectures will augment the wWhat and aHowo aspects of the tools and techniques with the t Whyh these elements are important to their overall success.

PREREQUISITE:  
The capstone design experience (ENTC 419 followed by ENTC 420) is intended to be completed by students during the last two major semesters of their undergraduate education program. As such, students should be within one major semester of graduation prior to enrolling in ENTC 419. Students not meeting this requirement will be dropped from the course. Students should understand and appreciate that there are several prerequisites that must be satisfied prior to being registered in ENTC 420. Not meeting all of these prerequisites could result in retaking ENTC 419. It is the student’s responsibility to work with the program coordinator and academic advisor to ensure he/she meets this prerequisite requirement.
TEXTBOOK:
Recommended in Successful Project Management, Gido and Clements. ISBN 0-538-88152-

REFERENCE:

MATERIALS:
Students are responsible for providing their own materials for all assignments. In addition, each student must have all assignments available on a removable media device in a thumb drive is recommended. This form of soft copy will allow all students to readily present materials during class from the podium.

GRADING:
The final grade each student receives will be based on individual work and on the work generated by the team. To receive a passing grade (C or Better), each student SHALL
1. satisfactorily complete all writing assignments,
2. receive a grade of 70 or better on the final exam, and
3. receive a team grade of 70 or better on the Formal Technical Proposal

The following elements are used in determining the final course grade. Each element may have an individual and/or a team grade associated with it. The course grade is found in the following manner:

Course Grade = .65 (Team grade average) + .35 (Individual grade average)

The table below indicates the relative weight of each element for both the team and individual grade:

<table>
<thead>
<tr>
<th>Element</th>
<th>Team Grade Weight</th>
<th>Individual Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Project Quad Chart</td>
<td>.20</td>
<td>.10</td>
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<tr>
<td>Capstone Design Presentation</td>
<td>.20</td>
<td>.15</td>
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<tr>
<td>Capstone Design Document</td>
<td></td>
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<tr>
<td>Planning Memo</td>
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<tr>
<td>ELE Seminar Summary</td>
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<td>.15</td>
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<tr>
<td>Formal Technical Proposal</td>
<td>.40</td>
<td>.40</td>
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<tr>
<td>Web Page</td>
<td>.10</td>
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<tr>
<td>Average</td>
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<tr>
<td>Weighting Factor</td>
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<td>.35</td>
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</tbody>
</table>

Potential Project Quad Charts: two submitted, one graded by peers
Capstone Design Presentation: Presented to Project Sponsor and Advisor, the 419 and 420 Course Instructors, other ENTC 419 students, and invited guests.
Capstone Design Document: Includes prototype design/performance requirements, major project milestones/deliverables and test matrix.
Formal Technical Proposal: Team effort with individual responsibility for sections of report
Project Web Page: Communicates with text, images, animation, sound and video
Final: Must receive a 70% or higher
Attendance: *
Bonus Assignments: Up to 10 points added to final exam grade based on quality of deliverables (Must be approved prior to Week 7)

FINAL COURSE GRADE:
Each student will receive a course grade based on the above individual and team performance. The following factors will impact the final course grade each student receives:
• Attendance and participation are the two most important factors in benefiting from this course. Attendance will be taken via a sign-up roster that will be distributed sometime during each class. For each unexcused absence, 5 points will be deducted from your final course grade. It is your responsibility to insure that YOU sign the attendance roster r no one can sign for YOU.

• A primary portion of the student’s grade is for written/oral assignments. Grading of these assignments will focus on technical content and ability to communicate concepts effectively, but will also include assessment of style, format, grammar, punctuation, etc. A course grade of C or better in ENTC 419 requires that all assignments be completed in satisfactory manner.

• Each team must receive a 70% or higher grade on their Formal Technical Proposal to receive a C or better grade in the class.

• Students will receive a final course grade which is no higher than the grade he/she receives on the Final Examination.

IC GRADERS  The intent of the capstone design sequence is that each student participates, as a productive team member, in all facets of a project from its inception (Idea) to its completion (Working Prototype). Furthermore, it is intended that ENTC 420 be taken in the last semester of technical coursework. Based on performance in ENTC 419 and other technical courses, a student may not fulfill this requirement. If that situation arises, the student will need to repeat ENTC 419, thus joining another team so that he/she contributes to the entire I2WP process for the project. Therefore, ENTC 419 students will receive an I grade for ENTC 419 until which time it is clear that he/she has meet this requirement. Thus the ENTC 419 grade will be based on the work that is completed on the project he/she participates in and moves forward to ENTC 420 as a team member.

IMPORTANT

TESTS: Exam date and time will be announced in class. All students must take the exam at this time unless they have an approved written request to take it early. Only emergency situations will be considered as a valid excuse for not taking the exam on or before the scheduled time. Students who do not take the exam on or before the scheduled time or do not have an acceptable justification (emergency) for missing the exam will receive a zero grade for the exam.

PEER EVALUATIONS: A major portion of the work you perform in this course will be accomplished in a team environment. As such, you will be required to submit a confidential assessment of your peers that will be used to determine individual grades for team assignments. It is your responsibility to submit this confidential assessment in a separate sealed envelope containing the course name and your signature on the outside of the envelope. All peer evaluations must be submitted in the envelope containing the Formal Technical Proposal – peer evaluations will not be accepted in any other manner. Teams members will be given an I grade until this assessment is received. Late submittals of the Formal Technical Proposal package, for any reason, will be cause to lower the team grade for this assignment.

ACADEMIC INTEGRITY

The Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." Academic Integrity is essential for the university environment of academic inquiry and learning and the accurate recognition of each student's achievement in that endeavor. Collaboration and information sharing are characteristics of a university education; however, academic integrity is violated when student conduct involves dishonesty or ways that give a student an unfair advantage. Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, abuse and misuse of access and unauthorized access, violation of departmental or college rules and university rules on research. (This listing is not exhaustive.) Clarification of these terms is at: www.tamu.edu/aggiehonor/definitions.php. Students may report violations of the honor code to the Aggie Honor System Office (AHSO), www.tamu.edu/aggiehonor or to the instructor. The report procedure is described at: www.tamu.edu/aggiehonor/reporting.php. Self-reporting is encouraged and may be considered a mitigating circumstance in the sanctioning phase of a particular case. The honor code process is described at:
www.tamu.edu/aggiehonor/process.php and www.tamu.edu/aggiehonor. The following is a highlighting of some of your student responsibilities:

* You are responsible to be fully acquainted with and to comply with the Aggie Honor Code, Honor Code Rules and Procedures.
* You are responsible to seek clarification from the instructor if you are in doubt whether an action constitutes academic dishonesty.
* You are to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act—failure to confront and deter it will reinforce, perpetuate and enlarge the scope of such misconduct.

AMERICANS WITH DISABILITIES ACT 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 that you have disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room 126 of the Koldus Building, or call 845-1637.
## ENTC 419
### Project Management

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>Course overview, assignments and ENTC 420 expectations/prerequisites</td>
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<tr>
<td>2</td>
<td>Project management process groups, knowledge levels and tools</td>
</tr>
<tr>
<td>3</td>
<td>Quad Charts and White Papers</td>
</tr>
</tbody>
</table>
| 4    | Individual potential project Quad Charts  
Random selection (names called from class roster R not from those attending) |
| 4    | Communications process and professional ethics  
Communicating with upper management and scope creep |
| 5    | Capstone Design Documents  
Personality trait assessment |
| 6    | Capstone Design Document Presentations |
| 7    | WBS and RAM |
| 8    | Network Logic Diagrams |
| 9    | Risk management R identification and mitigation |
| 10   | Project budget models and contract types  
Projects management in a global environment |
| 11   | Formal Technical Proposals |
| 12   | Project Control |
| 13   | Earned Value |
| 14   | Formal Technical Proposals Due  
Earned Value Method |
| 15   | TAT Meeting Requirements and Presentations |

Presentation of the above topics is subject to change based on the availability of guest lecturers from industry and ELE Seminars.
## MAJOR DELIVERABLES

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Ind/Grp</th>
<th>Form</th>
<th>Due date</th>
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<tbody>
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<td>H/C Email</td>
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<td>Team Formation Memorandum</td>
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<td>H/C Email</td>
<td>3 PM, W of Week 2</td>
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<td>Potential Project Quad Charts (2)</td>
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<td>Work Breakdown Structure</td>
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<td>Earned Value Process</td>
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<td>H/C</td>
<td>3 PM, W of Week 13</td>
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<td>Formal Technical Proposal</td>
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<td>H/C</td>
<td>3 PM, W of Week 14</td>
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<td>OTHER DELIVERABLES:</td>
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<td>ELE Seminar Memo</td>
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<td>H/C</td>
<td>Meeting following ELE</td>
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</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Lori E. Wright, Department of Anthropology
    Cynthia Werner, Head, Department of Anthropology
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: October 25, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: ANTH 423

We recommend that ANTH 423 Bioarcheology 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: 45%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:15

Students write two lab reports and a research paper on a topic of their choice for ANTH 423. Lab assignments consist of student analysis and interpretation of osteological data collected in class. These are written in scientific format, under 5 pages in length. Students get feedback on a preliminary bibliography for the research (at least 10 sources) and on the first draft. Instruction includes a lecture on the principles of scientific writing and on citation methods in science writing, routine criticism of writing in the papers read for class discussion each week, a presentation by Evans Library on online literature searching and another by the University Writing Center on plagiarism.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ANTH 423  BIOARCHAEOLOGY

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]  9-26-2011

   Printed name and signature: Lori E. Wright

   Received: [Signature]  7/28/11

   (W Course Coordinator, University Writing Center)

   Date: 7/28/11

   Approval:

   College Dean: [Signature] Michael T. Stephenson

   Printed name and signature

   (Date)

   Department Head: [Signature]  9-28-2011

   Printed name and signature

   (Date)
ANTHROPOLOGY 423: BIOARCHAEOLOGY (Writing)
Fall 2012

Instructor: Dr. Lori E. Wright

Class: Monday & Wednesday, 3:00 - 4:15 PM.
Room: Anthropology Building, Room 300 A & B
Office Hours: Monday, 12:00 - 2:00 PM, and by appointment, sign up sheet is on my office door!
Office: Anthropology Building, Room 316B, 979-307-0413
Email: lwright@tamu.edu Email is the most efficient way to reach me!

Course Description: This writing intensive course will acquaint the advanced undergraduate student interested in archaeology and physical anthropology with the broad range of issues that can be examined with evidence gleaned from human skeletal remains. The course will focus on the role of human skeletal studies in reconstructing both the biological and cultural past of our species. Classes will be a combination of lecture and seminar formats, with some laboratory demonstrations.

Prerequisites: ANTH 225 and either ANTH 210 or any upper level archaeology class

Texts:
2) Readings to download from the course page at: http://elearning.tamu.edu/

Grading: Two exams will cover material presented in lectures and in readings discussed in class. Each student will prepare a research paper and two written laboratory assignments. Class attendance and participation in discussion of weekly readings will also contribute to your grade. Grades (A≥90, B= 80-89, C=70-79, D= 60-69, F<60) will be assigned from the following proportions:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>20%</td>
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<tr>
<td>Exam #2</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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<tr>
<td>Leading class discussions &amp; Participation</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Lab assignment #1</td>
<td>10%</td>
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<tr>
<td>Lab assignment #2</td>
<td>10%</td>
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</table>

Writing component of the course: Writing instruction is integrated throughout this course, both through lectures and the critical analysis of published research. Three written assignments will contribute approximately half of the grade. Students will write a research paper (8 to 12 pages, excluding bibliography), on a topic of your choice. A preliminary bibliography for your paper listing at least 10 sources must be submitted by October 8, and your first draft is due on November 12. You will have an opportunity to revise and improve your paper; the final version is due on December 3. Only the final version will be graded. Please discuss paper topics with me well in advance of the bibliography due date. Papers will be submitted online using the Turnitin service. Lab assignments will consist of your analysis and interpretation of osteological data collected in class. These will be written in scientific format, under 5 pages in length.
Anth 423 Course Schedule & Reading Assignments:
Classes will include a mixture of lectures and seminar periods. This schedule is tentative, and may well change! Read the assignments listed below before each class, as indicated. Papers can be downloaded from elearning.tamu.edu. In general, assignments for lecture classes will be from Larsen's Bioarchaeology, although there are background reading assignments that will be posted on WebCT also. For seminar classes, numbered readings will be assigned to individual students who will lead discussion of the reading. However, all students are expected to have read all of the assignments and to be able to discuss them (Not just the paper you are assigned to lead!). Note that readings pdfs will be posted to the web well in advance of the class for which they are assigned.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 27</td>
<td>Class Introduction, Individuation &amp; skeletal anatomy review</td>
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<tr>
<td></td>
<td></td>
<td>Dr. Wright’s research</td>
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<td></td>
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<td>Skeletal review from varied osteology texts, also see <a href="http://www.eskeletons.org">www.eskeletons.org</a></td>
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<td></td>
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<td>learn your bones and body orientation terminology</td>
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<td>Larsen, Chapter 1, p. 1-5.</td>
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<tr>
<td>2</td>
<td>Aug. 29</td>
<td>Quiz, Demographic Parameters: Sex estimation Lecture</td>
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<td>2</td>
<td>Sept. 3</td>
<td>Lecture on Scientific Writing</td>
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<td>Read the American Journal of Physical Anthropology Guide for Authors</td>
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<td>3</td>
<td>Sept. 5</td>
<td>Sex estimation lab</td>
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<tr>
<td>3</td>
<td>Sept. 10</td>
<td>Demographic Parameters: Age estimation Lecture</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 12</td>
<td>Age estimation lab</td>
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<tr>
<td></td>
<td></td>
<td>Sex Estimation Lab Assignment is due in class.</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 17</td>
<td>Paleodemography: Life Tables, etc. Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buikstra, J. E., &amp; Konigsberg, L. W. (1985) Paleodemography: critiques and</td>
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<tr>
<td>5</td>
<td>Sept. 19</td>
<td>Paleodemography Seminars</td>
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<tr>
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<td></td>
<td>1) Storey, R. (1985) An estimate of mortality in a pre-Columbian urban</td>
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<td></td>
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<td>population. Amer. Anthrop. 87: 519-535.</td>
</tr>
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<td>3) Buikstra JE, Konigsberg LW, and Bullington J (1986) Fertility and the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development of agriculture in the prehistoric Midwest. Amer. Antiq. 51:528-546.</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 24</td>
<td>Presentation by Dr. Stephen Bales, Evans Library on online researching</td>
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<tr>
<td></td>
<td></td>
<td>Dr. Wright, on citations and formatting of bibliographies</td>
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<tr>
<td></td>
<td></td>
<td>Age Estimation Lab assignment is due in class.</td>
</tr>
<tr>
<td>6</td>
<td>Sept. 26</td>
<td>Histology, Growth &amp; Stress Lecture</td>
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<tr>
<td></td>
<td></td>
<td>Larsen, Chapter 2, pp. 6-63</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 1</td>
<td>Growth &amp; Stress Seminars</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Oct. 3</td>
<td><strong>Activity Lecture: Trauma, Wear &amp; Tear</strong></td>
<td></td>
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<tr>
<td></td>
<td>Larsen, Chapter 5 &amp; 6, pp. 161-225</td>
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<tr>
<td>Oct. 8</td>
<td><strong>Paper bibliography due</strong>, minimum 10 sources – Activity Seminars</td>
<td></td>
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<tr>
<td>Oct. 10</td>
<td><strong>Body modification, dead and alive!</strong></td>
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<tr>
<td>Oct. 15</td>
<td><strong>Midterm exam</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 17</td>
<td><strong>Paleodiet Lecture: Elements &amp; Isotopes</strong></td>
<td></td>
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<tr>
<td></td>
<td>Larsen, Chapter 8, pp. 270-301</td>
<td></td>
</tr>
<tr>
<td>Oct. 22</td>
<td><strong>Diet Seminars</strong></td>
<td></td>
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<tr>
<td>Oct. 24</td>
<td><strong>Geology &amp; Migration Lecture</strong></td>
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<td>(no readings from the text, work on your papers!)</td>
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<tr>
<td>Oct. 29</td>
<td><strong>Migration Seminars</strong></td>
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<tr>
<td>Oct. 31</td>
<td><strong>University Writing Center presentation on plagiarism</strong></td>
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<tr>
<td>Nov. 5</td>
<td><strong>Paleopathology: Infectious &amp; Nutritional Disease Lecture</strong></td>
<td></td>
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<tr>
<td></td>
<td>Larsen, Chapter 3, pp. 64-108.</td>
<td></td>
</tr>
</tbody>
</table>
12 Nov. 7

**Cool pathology cases**


13 Nov. 12

--- *First draft of research paper due!*

**The Agricultural Revolution**


13 Nov. 14

**Columbian Exchange Seminars**


14 Nov. 19

**Genetics and Population Affinity Lecture**

Larsen, Chapter 9, pp. 302-332

14 Nov. 21

**Morphological Genetics Seminars**


15 Nov. 26

**Molecular Genetics Seminars**


15 Nov. 28 Repatriation Seminars: The NAGPRA Challenge

16 Dec. 3 Catch up, exam review & Research Papers due in class!
Mon. Dec. 10 Final Exam!! 3:30 – 5:30 pm

Attendance and Exam Policy

A good record of class attendance is necessary to succeed in this class. If you must be absent for an exam or for the discussion of a reading that you are scheduled to lead, you must notify me in advance of the exam date, or no more than 48 hours later (if it was a last minute medical emergency only) and you must have a legitimate reason for the absence, as defined in the TAMU Regulations.

Copyright & Plagiarism

All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

“An Aggie does not lie, cheat, or steal or tolerate those who do.”
For information regarding the Aggie Honor Code, rules and procedures, see http://www.tamu.edu/aggiehonor

Americans with Disabilities Act

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

We will spend about 20 minutes discussing each paper. As you discuss the assigned paper, you should expect me to interrupt, raise questions, and direct the conversation to include your classmates. Your comments on the paper should be no more than 15 minutes in length, and should cover the following points:

1) Brief summary of the research described:
   - what material was studied? Culture? Time period?
   - what data were collected?
   - what do the results mean for the specific case?

2) Discuss theoretical issues raised in (or missing from) the work:
   - does this change how we interpret the adaptation of this culture?
   - implications for analytic methods, previous work?
   - how does this relate to other themes we have discussed?

3) Critical assessment of the work's value, and relevance:
   - did you believe it?
   - how useful will this be to other researchers?
   - does the paper conform to expected format for a scientific paper?
     How does it deviate from this? Why?

4) ONE page (ONLY!) summary outline for distribution to the class:
   - **USE BULLETS, NOT PARAGRAPH STRUCTURE,**
     You may even use incomplete sentences!! The point is to be **brief.** We should not be so busy reading your outline that we can't listen and participate in your seminar.
   - include the full citation(s)
   - brief summary of the main argument of the work(s)
   - key critical comments
   - your name at top of the page!!
   - bring enough copies for each member of the class

5) Try to generate some class discussion on the issues you raise by relating it to other seminars, core readings, etc. Everyone in class should have read the work you present and be able to discuss it, so your comments should not be a monologue!
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Della Whitcomb, Department of Information and Operations Management
    Rich Metters, Head, Department of Information and Operations Management
    Martha Louder, AOC Dean, Mays Business School
DATE: October 26, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: INFO 300

We recommend that INFO 300 Business Communications I 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: 79%
2. Course content appropriate to the major
3. Total number of words: 2050
4. Instructor to student ratio for one section: 1:25

INFO 300 is a one-credit course. Two assistants are assigned to the course. The writing assignments revolve around cases relevant to the major and are of the type of writing expected by professions in this field. Students produce writing for two cases, each of which requires a progress report, a memo, a letter, and an executive summary. Although they do not count towards the W requirements, scripts of phone calls related to the cases and essay exams are written. Instruction comes from in-class activities and exercises, readings, models, and two workshops on style. Students submit drafts of their progress report, memo, letter and executive summary assignment to a writing assistant for feedback. Students also receive feedback and benefit from practice on each week's journal entry.
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):

   INFO 300 - BUSINESS COMMUNICATIONS

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: Della Whitcomb  
Printed name and signature  
6/16/2011  
(Date)

Received: Valerie Balester  
(W Course Coordinator, University Writing Center)  
9/5/11  
(Date)

Approvals:

College Dean: J. Struwe  
Printed name and signature  
(Date)

Department Head: Rich Metters  
Printed name and signature  
8/3/11  
(Date)
INFO 300
Business Communications I
Spring 2012

Course Description

Present proper techniques for writing major-specific business communications: progress report, memorandum, letter, executive summary, Verbal communications via phone call and person-to-person communication; Critiques of personal and peer writing.

Prerequisites: Junior classification and major in INFO (Management Information Systems or Supply Chain Management)

Learning Objectives

The fields of Management Information Systems and Supply Chain Management require the professional to be interacting with business customers or suppliers, working in teams of colleagues and clients, and reporting results to others in the team or to managers. This high level of communication usually involves strong writing and communication skills. To facilitate the learning of these skills, this course will focus on writing skills as utilized by a Management Information Systems or Supply Chain Management professional in communication with clients, coworkers, team members, supervisors and management. Students will focus on clear statements of progress, support, concerns and needs identification as it relates to a work-related issue, as provided in case studies related to MIS and Supply Chain Management.

Specific objectives for this course include:

1. Construct clear sentences and paragraphs with proper grammar and punctuation for business use.

2. Develop understanding of appropriate format for business communications:
   - Progress Report
   - Memo
   - Letter
   - Executive Summary
   - Phone call
   - Person-to-person conversation

3. Learn to critique one’s own writing and peer’s writing.
Instructor Information

Instructor: Della Whitcomb  
Office: Wehner 340 CC  
Phone: 862-1993  
E-Mail: dwhitcomb@mays.tamu.edu  
Office Hours: To Be Determined  
Course Time: To Be Determined  
Course Site: http://eLearning.tamu.edu/  
Credit: 1 credit hour

Course Materials

Textbooks: To be determined  
Class Notes: Available at Copy Corner or course website on eLearning

Course Approach

The reading of lecture materials and cases needs to be completed prior to the class in which the material will be discussed. Using a case as the situation basis, class discussions and activities, homework and role-play will be used to apply the concepts being learned. Each class will include exploration of ways ideas can be incorporated or expressed in written form, including the use of writing exercises. In addition, guest speakers will be used to demonstrate the significance of good writing skills.

Grading Policies

Student's performance in this course will be based on their performance on 8 assignments and 2 exams. The points earned from each assignment and exam is noted below, in addition to the requirement for each assignment. The rubric for grading each assignment is attached.

Six assignments will be able to be rewritten and resubmitted for grading; the resubmitted assignment will count for 50% of the assignment's total grade.

In-class writing exercises will be graded by peer review.

<table>
<thead>
<tr>
<th>Component</th>
<th>Requirements</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Report</td>
<td>Minimum of 100 words</td>
<td>100 points</td>
</tr>
<tr>
<td>Memorandum</td>
<td>Minimum of 150 words</td>
<td>100 points</td>
</tr>
<tr>
<td>Letter</td>
<td>Minimum of 250 words</td>
<td>100 points</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>Minimum of 250 words</td>
<td>100 points</td>
</tr>
<tr>
<td>Portfolio assignment</td>
<td>Minimum of 800 words</td>
<td>800 points</td>
</tr>
<tr>
<td>Journal</td>
<td>Minimum of 500 words</td>
<td>250 points</td>
</tr>
<tr>
<td>Phone call script</td>
<td>Minimum of 200 words</td>
<td>50 points</td>
</tr>
<tr>
<td>Conversation script</td>
<td>Minimum of 200 words</td>
<td>50 points</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td></td>
<td>50 points</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td></td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>150 points</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>1850 points</strong></td>
</tr>
</tbody>
</table>
Grading scale:
A: 1665 – 1850 points
B: 1480 – 1664 points
C: 1295 – 1479 points
D: 1110 – 1294 points
F: 1109 points and below

Exams:
All exams will be kept by the instructor. Students may review or question the results of an exam within one week of the grade posting. Exam questions or grade changes will not occur after the one week period.

Makeup exams are only given to students with documented, university-approved excuses. The student must notify the instructor no later than the end of one working day after the missed exam. The makeup exam will be scheduled within 3 days of the missed exam. The format of the makeup exam may vary from that of the regular exams and will be at the discretion of the instructor. All exams are comprehensive with emphasis on the newest material presented.

Assignments:
Assignments are individual work efforts; only the person-to-person conversation script is a group effort with each group consisting of 3 students. Assignments are due at the beginning of class on the day they are due. Do not miss class to finish an assignment – it is lost after class starts. If you will be unable to attend class on the due day, you may turn the assignment in ahead of time or ask someone to submit it for you. Late assignments will be accepted up to only two class dates later. There is a 10% penalty per day assessed against late assignments that are unexcused.

The first 4 assignments (progress report through executive summary) are ones that a student can revise or correct after peer review and assistant feedback. The final version of the assignment will then be submitted for grading.

Attendance:
It is expected that you will attend class every day. Class attendance is critical to learning business writing skills and performing well in this course. Attendance will not be taken on a formal basis but your instructor will notice when you are not present. A student will be able to make-up an in-class exercise only if that student has an university-excused absence. If you miss class, you are responsible for the material covered during the class. If you miss an exam, quiz or an assignment due date, you must have a university-excused absence to take a makeup quiz, exam or turn in an assignment. The instructor is under no obligation to provide an opportunity for you to make up work missed because of an unexcused absence. Please refer to the Student Rules regarding Academics at http://student-rules.tamu.edu for further information, if needed.

Classroom Etiquette:
You will be able to access your grades via the eLearning.com (classroom web site). Your grades and work will not be made available by any other means.

If you come to class late, please enter the room quietly and take a seat quickly.

To maintain the nice appearance of the Wehner classrooms, we will NOT bring drinks or food to any of the classrooms. NO EXCEPTIONS!

Please turn off all cell phones and pagers before entering the classroom.
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17, 2012</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Use of Progress Report</td>
<td>To be determined</td>
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<tr>
<td>Jan. 30</td>
<td>Progress Report</td>
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<tr>
<td>Feb. 6</td>
<td>Memorandum, Progress Report Draft Due</td>
<td>To be determined</td>
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<tr>
<td>Feb. 13</td>
<td>Memo Continued, Memo Draft Due</td>
<td>To be determined</td>
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<tr>
<td>Feb. 20</td>
<td>Letter Development, Progress Report Assignment Due</td>
<td>To be determined</td>
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<tr>
<td>Feb. 27</td>
<td>Letter Continued, Memo Assignment Due</td>
<td>To be determined</td>
</tr>
<tr>
<td>March 5</td>
<td>Letter Continued, Letter Draft Due</td>
<td>To be determined</td>
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<td>March 19</td>
<td>Mid-Term Exam</td>
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<tr>
<td>March 26</td>
<td>Executive Summary Development</td>
<td>To be determined</td>
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<tr>
<td>April 2</td>
<td>Executive Summary Continued, Letter Assignment Due</td>
<td>To be determined</td>
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<tr>
<td>April 9</td>
<td>Phone Call &amp; Person-to-person Discussion</td>
<td>To be determined</td>
</tr>
<tr>
<td>April 16</td>
<td>Phone Call &amp; Person-to-person Conversation Requirements</td>
<td>To be determined</td>
</tr>
<tr>
<td>April 23</td>
<td>Phone call script &amp; person-to-person conversation</td>
<td>Script assignments due</td>
</tr>
<tr>
<td>April 30</td>
<td>Portfolio Assignment due</td>
<td></td>
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<tr>
<td>May 7</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, visit [http://disability.tamu.edu](http://disability.tamu.edu), call 845-1637, or go to Cain Hall, Room B118. In addition, please notify the instructor within the first week of class if accommodations are needed.

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. 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](http://www.tamu.edu/aggiehonor).

It is the responsibility of the students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Submitting any work performed by another person as your own work is considered cheating or scholastic dishonesty. The Aggie Honor Code requires that any act of scholastic dishonesty be referred to the Honor Council for review and determination of consequences. NOTE: Plagiarism consists of submitting another person’s ideas, words, writing, etc. as one’s own. Accordingly, obvious duplication of variable naming and programming solutions will not be tolerated and no credit for that component will be given.
On course work, assignments, and examinations at Texas A&M University, students will be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Course Communication

The instructor will be communicating class-related information via the eLearning website. Please be sure that the instructor has your valid/usable email address. Important information may also be posted on the class web site.

Students often ask questions or seek clarification regarding lectures, homework, quizzes and exams in the form of email. In communicating with the instructor, please try to express your thoughts as clearly as possible. To ensure that your email receives prompt attention, please be sure to include “INFO300” or “INFO 300” in the ‘Subject’ line of your email. Also, make sure that you identify yourself clearly in the text of the email since the ‘From’ line often contains your email alias. If you want a reply, be sure that you can be reached at the email address contained in the ‘From’ line.

Departmental Communication

The INFO Student Services Office (SSO) communicates with all INFO students (undergraduate and graduate) via eLearning. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eLearning (http://elearning.tamu.edu/).

When accessing the INFO Student Services Communications portal through eLearning, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all INFO students will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Undergrad MIS students, and Undergrad SCM students. The same information that is posted in the folders will be sent to students through the e-mail function within eLearning; however, the messages will be sent only to the students for whom they are directly relevant.

In summary, all messages posted to the folders of this course will be available at any time to all INFO students. The students for whom a specific message is directly relevant will also receive the same information via e-mail.

It is recommended that students set the auto forward option in the eLearning system in order to forward any e-mails received from the SSO to their tamu.edu accounts.

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee Chair

CC: Kevin Curley, Department of Veterinary Integrative Biosciences
    Evelyn Tiffany-Castiglioni, Head, Department of Veterinary Integrative Biosciences
    F.H. "Skip" Landis, AOC Dean, Biomedical Sciences Program

DATE: October 25, 2011

SUBJECT: REPORT ON PROPOSED C COURSE: VIBS 489

We recommend that VIBS 489 Science in Cinema and Society be certified as a Communications (C) course for four academic years (9/11 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: 62.5%
2. Course content appropriate to the major
3. Total number of words: 3800
4. Total minutes of oral presentation: 18-20
5. Instructor to student ratio for one section: 3:20

A prerequisite to this course is BIMS 481, a seminar in writing. In VIBS 489, students keep a journal, write a paper, and deliver two oral presentations. Students keep journals in order to reflect upon the misuse of scientific concepts they encounter outside of the academic setting. They must compose at least 3 journal entries every 2 weeks (with the exception of the first and last weeks of the semester), for a minimum of 18 entries. For the paper, which is a critical evaluation of scientific concepts presented in a film of their choosing, they first write a 500-word proposal and receive feedback from the instructor, and then they turn in a draft of the paper for peer review and further written feedback from the instructor and a graduate assistant. One of the presentations is a short "elevator" speech, and the other is a 15-20-minute presentation of their paper topic. All students present a dry run of their seminar (15-20 min.) to the instructor and receive written and oral feedback on their performance. For instruction, two full lectures are devoted specifically to creating and delivering oral presentations and one lecture is devoted to effective journaling.
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):

   WIBS 489: Special Topics in Biomedical Science - Science in Cinema and Society

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: Kevin Curley
Printed name and signature

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

Approvals:

College Dean: EVELYN TIFFANY-CASTIGLIONI
Printed name and signature
(Date)

Department Head: EVELYN TIFFANY-CASTIGLIONI
Printed name and signature

RECEIVED
By
AUG 18 2011
27 of 95
VIBS 489: Special Topics in Biomedical Science – Science in Cinema and Society

Syllabus - Spring 2011

Instructor:  Kevin Curley
Office:  47A Veterinary Teaching Hospital
Office Hours:  MW 1-3 p.m., or by appointment
E-mail:  kcurley@cvm.tamu.edu
Phone:  979.845.9287

Class Meeting Time:  TR 3:55-5:10 p.m. in VMA 331

Prerequisites:  BIMS 481 – Seminar in Writing, GENE 320 – Biomedical Genetics

Welcome to VIBS 489!

As science and technology become increasingly pervasive in popular culture the lines between factual science and scientific fantasy become harder to distinguish, especially for the general public.  My goal is foster your ability to critically evaluate the “science” you encounter outside the academic setting.

This course is designed to help you
•  become more cognizant of the accuracy with which scientific principles are conveyed in modern cinema;
•  increase your ability communicate scientific concepts orally; and
•  strengthen your general writing skills

We will utilize a plethora of examples from popular cinema to facilitate our exploration of the perceptions of science in today’s society.  You are required to view the assigned movies before class and be ready to discuss them.  Your enrollment in this course will allow you access to streaming versions of all required media via the university’s MediaMatrix Internet Media Services (http://mediamatrix.tamu.edu).  Additionally, an optional screening of each film will be held, in VMTH 101(* or VMA 331), on the Monday evening of the week in which it will be the focus of our classroom discussion.

As the course goals will be largely pursued through classroom discussions and interactions with guest lecturers, regular attendance is absolutely required.  More than one unexcused absence will result in a reduction of 5% from the total point tally used in determining final grades.  All excused absences must be verified through the BIMS office with appropriate documentation.

Calculation of Final Grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Quizzes</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Student Journals</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Peer Review Workshop</td>
<td>25 pts.</td>
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<tr>
<td>Paper - Proposal</td>
<td>25 pts.</td>
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<tr>
<td>Elevator Pitch of Proposal</td>
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<tr>
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<tr>
<td>Paper - Final Version</td>
<td>150 pts.</td>
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<tr>
<td>Oral Presentation</td>
<td>200 pts.</td>
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<td>Class Participation</td>
<td>200 pts.</td>
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Total 1000 pts.

Letter Grade Equivalent

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>≥ 899.5 pts</td>
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<tr>
<td>B</td>
<td>899.5 &gt; 799.5</td>
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<tr>
<td>C</td>
<td>799.5 &gt; 699.5</td>
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<td>D</td>
<td>699.5 &gt; 599.5</td>
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<td>F</td>
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Students must obtain at least 70% of the points from oral presentations (175/250 pts.) and written assignments (298/425 pts.) in order to receive graduation credit for a C course.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Viewing or Assignment Due</th>
<th>Lecture Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 18</td>
<td>Course Introduction &amp; Syllabus Overview</td>
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<tr>
<td></td>
<td>Jan 20</td>
<td>A Scientist Caricature</td>
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<td>2</td>
<td>Jan 25</td>
<td><em>Frankenstein (1931)</em></td>
<td>Mad Scientists</td>
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<td></td>
<td>Jan 27</td>
<td>Effective Journaling</td>
<td><em>Guest Lecturer: Valerie Balester</em></td>
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<tr>
<td>3</td>
<td>Feb 1</td>
<td><em>Arrowsmith (1931)</em></td>
<td>The Physician-Scientist</td>
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<tr>
<td></td>
<td>Feb 3</td>
<td>Accidents, Mistakes, and Mutants</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 8</td>
<td><em>Contact (1997)</em></td>
<td>Determined and Defiant</td>
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<tr>
<td></td>
<td>Feb 10</td>
<td>Paper Proposal</td>
<td>Students Pitch Their Proposals</td>
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<tr>
<td>5</td>
<td>Feb 15</td>
<td><em>Multiplicity (1996)</em></td>
<td>Xeroxing Humans</td>
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<tr>
<td></td>
<td>Feb 17</td>
<td>title TBA</td>
<td><em>Guest Lecturer: Katrin Hinrichs</em></td>
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<tr>
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<td></td>
<td>Dept. of Veterinary Physiology and Pharmacology</td>
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<tr>
<td>6</td>
<td>Feb 22</td>
<td><em>The Boys from Brazil (1978)</em></td>
<td>Genes Are Just Part of the Picture</td>
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<tr>
<td></td>
<td>Feb 24</td>
<td>Journals (first 6 entries)</td>
<td>Observations from Your Journals</td>
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<tr>
<td>7</td>
<td>Mar 1</td>
<td><em>Bones</em> - “The Truth in the Lye”</td>
<td>Blood, Bones, and Larvae</td>
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<td>Mar 3</td>
<td>CSI - “Kill Me If You Can”</td>
<td>title TBA</td>
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<td><em>Guest Lecturer: Jeff Tomberlin</em></td>
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<td>8</td>
<td>Mar 8</td>
<td><em>Lorenzo’s Oil (1992)</em></td>
<td>Clinical Trials &amp; New Cures</td>
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<td></td>
<td>Mar 10</td>
<td>Paper - Draft</td>
<td>Peer Review Workshop</td>
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<tr>
<td></td>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
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<td>9</td>
<td>Mar 22</td>
<td><em>Outbreak (1995)</em></td>
<td>Scary Viruses and Super Weapons</td>
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<td></td>
<td>Mar 24</td>
<td>title TBA</td>
<td><em>Guest Lecturer: Christine Budke</em></td>
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<td></td>
<td></td>
<td>Dept. of Veterinary Integrative Biosciences</td>
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<td>10</td>
<td>Mar 29</td>
<td><em>And the Band Played On (1993)</em></td>
<td>Searching for the Tiny Culprit</td>
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<td></td>
<td>Mar 31</td>
<td>Demystifying PowerPoint</td>
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<td>11</td>
<td>Apr 5</td>
<td>Film TBD *</td>
<td>Student Choice - Film TBD by class</td>
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<td></td>
<td>Apr 7</td>
<td>*Paper - Final Version</td>
<td>Tips for Effective Oral Presentations</td>
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<td>12</td>
<td>Apr 12</td>
<td>Observations from Your Journals</td>
<td>Student Presentations</td>
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<td></td>
<td>Apr 14</td>
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<td>Student Presentations</td>
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<tr>
<td>13</td>
<td>Apr 19</td>
<td></td>
<td>Student Presentations</td>
</tr>
<tr>
<td></td>
<td>Apr 21</td>
<td></td>
<td>Student Presentations (Aggie Muster)</td>
</tr>
<tr>
<td>14</td>
<td>Apr 26</td>
<td></td>
<td>Student Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Apr 28</td>
<td>Journals (18 total entries)</td>
<td>Course Wrap-up</td>
</tr>
</tbody>
</table>
Brief Assignment Overview:

**In-class Quizzes:** On the days on which film viewings are to have been completed, there will be a quiz covering the main concepts of each film.

**Student Journals:** Students will keep journals in order to reflect upon the misuse of scientific concepts they encounter outside of the academic setting. They must compose at least 3 journal entries every 2 weeks (with the exception of the first and last weeks of the semester), for a minimum of 18 entries. Journal entries need not be lengthy, but they do need to convey complete thoughts. Usually a paragraph or two will do, but you may want to write more than that on certain subjects. Avoid the urge to research the scientific principles related to your journal entries; these critiques should be based on your existing knowledge base and be written impromptu.

Journals will be collected three times throughout the semester. The first time will be on February 22, the second time will be unannounced, and the last time will be April 28. **Please bring your journal to class each day; you may be asked to relate something from it during class discussion.**

**Paper:** Students will be required to craft a 1500-word critical evaluation of the scientific concepts presented in a film of their choosing (other than those already assigned). These papers must at least (1) explore the basic scientific aspects of the major themes presented in that film, and (2) compare and contrast the “science” portrayed with what is currently understood by the scientific community. Your discussion must be supported by at least 5 references from peer-reviewed scientific literature.

Proposal – This will serve as a brief presentation of the main ideas you will attempt to cover in your paper. It should be the result of your initial brainstorming and a bit of preparatory literature research. The proposal must include the following information:

a. A brief summary of your chosen film’s plot. (**about 200 words**)

b. A list of the primary scientific principles that are incorporated into the film.

c. A short synopsis of the current scientific understanding of at least one of the above principles. (**about 300 words**)

d. One reference from peer-reviewed literature.

Draft – This should encompass the full breath of ideas that will make up the final version; however, they may be somewhat unpolished. **Drafts must adhere to the minimum length and reference requirements** listed above.

**Oral Presentation:** Students will be required to give a **15-20 minute seminar** about the major topics discussed in their paper. Following the presentation, students should be prepared to answer questions from their peers. In preparation for this oral presentation, each student must attend one of the scheduled (TBA) practice sessions in order to present a dry run of their seminar to the instructor. Using the included rubric, the instructor and the other students will evaluate each seminar. Presentation scores will be determined by adding the average student-evaluated score* to the instructor-evaluated score.

* **Individual student-evaluated scores deviating from the instructor’s score by 25% or greater will be replaced with the instructor-evaluated score when calculating the average student-evaluated score.**
Americans with Disabilities Act (ADA) Policy Statement:

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

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VIBS 489: Special Topics in Biomedical Science - Science in Cinema and Society

Student Seminar Evaluation

Evaluator: _______________________________
Speaker: _______________________________
Date: __________________________________

I. Personal confidence, appearance and poise (10) __________
II. Voice, eye contact, and presenting without distracting mannerisms (10) __________
III. Organization and presentation of topic (20) __________
IV. Knowledge of topic and evidence of preparation for presentation (25) __________
V. Use of visuals to support presentation and quality of visuals used (15) __________
VI. Awareness of time and length of seminar (10) __________
VII. Response to questions (10) __________

Total (100) __________

Main strengths of the presentation, suggestions for improvement, and other general remarks:
TO: Faculty Senate Executive Committee

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

CC: Della Whitcomb, Department of Information and Operations Management
Rich Metters, Head, Department of Information and Operations Management
Martha Louder, AOC Dean, Mays Business School

DATE: October 26, 2011

SUBJECT: REPORT ON PROPOSED C COURSE: INFO 400

We recommend that INFO 400 Business Communications II be certified as a Communications (C) 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: 93.5%
2. Course content appropriate to the major
3. Total number of words: 6950
4. Total minutes of oral presentation: 35
5. Instructor to student ratio for one section: 1:25

INFO 400 is a one-credit course. At least two assistants will help with the course. Students will learn techniques for handling an interview to collect information and will write a research paper, on which they will do a presentation with eight slides. They will do some work in teams, including writing a team management paper and a case analysis paper and presentation. These are monitored to ensure individual effort. Instruction will include numerous in-class exercises so that groups can plan, discuss, and practice. Students will also look at example documents. The instructor will provide formative feedback on the individual research paper proposal, evaluating whether the topic has sufficient scope, adequate resources, and statement of process on a draft of the research paper (with some help from an assistant). Further feedback will be given when students provide draft slides of their presentations for comment one week before the due date. Optionally, students may receive and use formative feedback from in-class exercises undergoing peer review and seek assistance from the professor and TA at any time before completion of an assignment.
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):
INFO 400 Business Communications II

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: Della Whitcomb Della Whitcomb 6/6/2011
Printed name and signature

Received: Valerie Balester 9/1/11
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: 
(Date)
Printed name and signature

Department Head: 
(Date)
Printed name and signature
INFO 400  
Business Communications II  
Spring 2012

Course Description

Develop critical interpersonal and oral communication skills; Develop strategies for positive team development, conflict resolution, oral presentations and information elicitation; Produce effective visual aids.

Prerequisites: Senior classification and major in INFO (Management Information Systems or Supply Chain Management)

Learning Objectives

In the career fields of Management Information Systems and Supply Chain Management, a professional is often involved in working individually and collaboratively with teams of colleagues and clients in problem or process identification, problem resolution and plan specification. To enable students in the respective majors to learn these necessary communication skills, this course will focus on facilitating the development of critical communication skills, learning to communicate effectively in oral presentations with visual aids, learning productive interviewing skills for information collection, and developing effective strategies for positive team development and conflict resolution.

Instructor Information

Instructor: Della Whitcomb  
Office: Wehner 340 CC  
Phone: 862-1993  
E-Mail: dwhitcomb@mays.tamu.edu  
Office Hours: To Be Determined  
Course Time: To Be Determined  
Course Site: http://eLearning.tamu.edu/  
Credit: 1 credit hour

Course Materials

Textbooks: To be determined  
Class Notes: Available at Copy Corner or course website on eLearning

Course Approach

The reading of lecture materials and cases needs to be completed prior to the class in which the material will be discussed. Class discussions and activities, homework and role-play will be used to apply the concepts being learned. In addition, guest speakers will be used to demonstrate the significance of good communication skills for productive project completion and professional development.
Grading Policies

Student’s performance in this course will be based on their performance on 8 assignments and 2 exams. The points earned from each assignment and exam is noted below, in addition to the requirement for each assignment.

<table>
<thead>
<tr>
<th>Component</th>
<th>Requirements</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing video &amp; self-eval</td>
<td>Minimum of 5 minutes; 500 words</td>
<td>150 points</td>
</tr>
<tr>
<td>Team management paper</td>
<td>Minimum of 750 words</td>
<td>100 points</td>
</tr>
<tr>
<td>Team case analysis</td>
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<tr>
<td>Case Analysis Report</td>
<td>Minimum of 2500 words; 10 pages</td>
<td>100 points</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>Minimum of 8 slides; 20 minutes</td>
<td>100 points</td>
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<tr>
<td>Individual research paper</td>
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<tr>
<td>Proposal</td>
<td>Minimum of 200 words</td>
<td>100 points</td>
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<tr>
<td>Final Paper</td>
<td>Minimum of 3000 words</td>
<td>175 points</td>
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<tr>
<td>Presentation</td>
<td>Minimum of 8 slides, 10 minutes</td>
<td>175 points</td>
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<tr>
<td>In-Class Exercises</td>
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<td>100 points</td>
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<tr>
<td>Mid-Term Exam</td>
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<td>250 points</td>
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<td>Final Exam</td>
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<td>300 points</td>
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<tr>
<td><strong>Total:</strong></td>
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<td><strong>1550 points</strong></td>
</tr>
</tbody>
</table>

Grading scale:

A: 1395 – 1550 points
B: 1240 – 1394 points
C: 1085 – 1239 points
D: 930 – 1084 points
F: 929 points and below

Exams:
All exams will be kept by the instructor. Students may review or question the results of an exam within one week of the grade posting. Exam questions or grade changes will not occur after the one week period.

Makeup exams are only given to students with documented, university-approved excuses. The student must notify the instructor no later than the end of one working day after the missed exam. The makeup exam will be scheduled within 3 days of the missed exam. The format of the makeup exam may vary from that of the regular exams and will be at the discretion of the instructor. All exams are comprehensive with emphasis on the newest material presented.

Assignments:
Individual and team assignments will be used in this course. The individual assignments will include the interviewing video and self-evaluation and the semester-long research paper. The latter paper will have staggered deliverables to enable the student to receive and utilize feedback in the development of their paper.

Teams of students will prepare and submit the team management paper and the team case analysis, which will be in response to a case study in their particular major. Each group member will submit a peer evaluation for themselves and each group member; the averaged score will be used in calculating each student’s grade on the respective assignment.

Peer evaluations will be encouraged for each of the presentations (interviewing, team case analysis and research paper) with the evaluation occurring after the respective presentation.
Assignments are due at the **beginning** of class on the day they are due. Do not miss class to finish an assignment – it is late after class starts. If you will be unable to attend class on the due day, you may turn the assignment in ahead of time or ask someone to submit it for you. Late assignments will be accepted up to only **two class dates** later. There is a 10% penalty per day assessed against late assignments that are unexcused.

**Attendance:**
It is expected that you will attend class every day. Class attendance is critical to learning business communication skills and performing well in this course. Attendance will not be taken on a formal basis but your instructor will notice when you are not present; your involvement in in-class activities and evaluations will reflect your presence/absence. If you miss class, you are responsible for the material covered during the class. If you miss an exam or an assignment due date, you must have a university-excused absence to take a makeup quiz, exam or turn in an assignment. The instructor is under no obligation to provide an opportunity for you to make up work missed because of an unexcused absence. Please refer to the Student Rules regarding Academics at [http://student-rules.tamu.edu](http://student-rules.tamu.edu) for further information, if needed.

**Classroom Etiquette:**
You will be able to access your grades via the eLearning.com (classroom web site). Your grades and work will not be made available by any other means.

If you come to class late, please enter the room quietly and take a seat quickly.

To maintain the nice appearance of the Wehner classrooms, we will **NOT** bring drinks or food to any of the classrooms. **NO EXCEPTIONS!**

Please turn off all cell phones and pagers before entering the classroom.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17, 2012</td>
<td>Course Introduction</td>
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<tr>
<td>Jan. 23</td>
<td>Team development lecture</td>
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<td>Case study distribution</td>
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<td>Jan. 30</td>
<td>Conflict resolution</td>
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<td>Case analysis content discussion</td>
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<td>Team member proposal due</td>
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<td>Feb. 6</td>
<td>Interviewing skills</td>
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<td>Research paper proposal due</td>
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<td>Team management paper due</td>
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<td>Feb. 13</td>
<td>Interviewing skills</td>
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<td>Research paper outline due</td>
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<td>Feb. 20</td>
<td>Interviewing video presentation &amp; evaluation</td>
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<td>Interviewing video &amp; evaluation due</td>
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<td>Feb. 27</td>
<td>Interviewing video presentation &amp; evaluation</td>
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<td>Research paper – Draft Due</td>
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<td>Mid-Term Exam</td>
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<td></td>
<td>Presentation Discussion</td>
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<td>March 19</td>
<td>Team Case Analysis Presentations</td>
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<td>March 26</td>
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<td>April 2</td>
<td>Communication discussion</td>
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<td>April 9</td>
<td>Research paper presentations</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Required Reading</td>
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<td>April 16</td>
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<tr>
<td>May 7</td>
<td>Final Exam</td>
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**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. 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](http://www.tamu.edu/aggiehonor).

It is the responsibility of the students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Submitting any work performed by another person as your own work is considered cheating or scholastic dishonesty. The Aggie Honor Code requires that any act of scholastic dishonesty be referred to the Honor Council for review and determination of consequences. NOTE: Plagiarism consists of submitting another person’s ideas, words, writing, etc. as one’s own. Accordingly, obvious duplication of variable naming and programming solutions will not be tolerated and no credit for that component will be given.

On course work, assignments, and examinations at Texas A&M University, students will be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Course Communication**

The instructor will be communicating class-related information via the eLearning website. Please be sure that the instructor has your valid/usable email address. Important information may also be posted on the class website.

Students often ask questions or seek clarification regarding lectures, homework, quizzes and exams in the form of email. In communicating with the instructor, please try to express your thoughts as clearly as possible. To ensure that your email receives prompt attention, please be sure to include “INFO400” or “INFO 400” in the ‘Subject’ line of your email. Also, make sure that you identify yourself clearly in the text of the email since the ‘From’ line often contains your email alias. If your want a reply, be sure that you can be reached at the email address contained in the ‘From’ line.
Departmental Communication

The INFO Student Services Office (SSO) communicates with all INFO students (undergraduate and graduate) via eLearning. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eLearning (http://elearning.tamu.edu/).

When accessing the INFO Student Services Communications portal through eLearning, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all INFO students will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Undergrad MIS students, and Undergrad SCM students. The same information that is posted in the folders will be sent to students through the e-mail function within eLearning; however, the messages will be sent only to the students for whom they are directly relevant.

In summary, all messages posted to the folders of this course will be available at any time to all INFO students. The students for whom a specific message is directly relevant will also receive the same information via e-mail.

**It is recommended that students set the auto forward option in the eLearning system in order to forward any e-mails received from the SSO to their tamu.edu accounts.**

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Thomas Green, Department of Anthropology
    Cynthia Werner, Interim Department Head, Department of Anthropology
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: October 25, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANTH 340

We recommend that ANTH 340 Folklore and the Supernatural be certified as a writing (W) course for four academic years (1/1/12 to 1/1/16). 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: 50%
2. Course content appropriate to the major
3. Total number of words: 2800
4. Instructor to student ratio for one section: 1:25

In ANTH 340 students complete a preliminary hypothesis with a sentence outline and bibliography in preparation for a long research paper. Feedback is provided through peer review and through instructor comments on drafts of the final paper. Instruction includes small group student discussions of research and rhetorical strategies geared to preliminary drafts. Readings from anthropology serve as a model, and classes incorporate instruction from Evans Library and the University Writing Center. Practice is also provided through in-class writing.

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

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

   _ANTH 340_ "Folklore and the Supernatural"

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: Thomas A. Green 9/2/2011
Printed name and signature (Date)

Received: Valerie Balester 9/12/11
(W Course Coordinator, University Writing Center) (Date)

Approvals:

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

Department Head: Cynthia Werner 9.5-2011
Printed name and signature (Date)
ANTH: 340 FOLKLORE AND THE SUPERNATURAL (WRITING INTENSIVE)

Instructor: Dr. Thomas Green
Office: 235C Anthropology Building
E-mail: t-green@tamu.edu
Telephone: 845-5242 (main Anthropology office)
Office Hours: TR 2-3 & by appointment
Department Website: http://www.tamu.anthropology.edu

"Folklore and the Supernatural" offers a cross-cultural introduction to folk expressions of the supernatural (e.g., superstition, belief tale, divination, magical healing) as they develop outside the contexts of academic medicine or institutionalized religion. The topic is analyzed utilizing theory drawn from anthropology, folklore, and related social sciences. As a writing intensive course, students will be held to a higher standard in written assignments than would be the case in a non-W section

COURSE OBJECTIVES:
1. To enhance understanding of human diversity in the context of cross-cultural examples of supernatural folklore.
2. To develop an understanding of the ways in which folklore has been used as a vehicle for the expression of human relationships to the supernatural.
3. To acquire a familiarity with the methods and goals of anthropological writing.
4. To gain practical familiarity with written discourse by taking a research project through the stages of defining a topic, posing a research question, submitting a proposal, and revising preliminary drafts.

TEXTS:
Web Readings listed in “Assignments” below.

GRADING:
Exams based on all four texts, films, and class lecture/discussion (2 x 20% each ) = 40%
Class Participation (discussion, draft submission, peer-editing)=10%
Thesis statement, outline, and working bibliography (approximately 250 words, not including bibliography) =10%
Term Project (approximately 3000 words, not including bibliography) =40%

Lab classes provide instruction in phases of the research and writing process.
Workshop classes provide opportunities to work on specific phases of the writing process with advice from the instructor and input from peers.

ENVIRONMENT:
Your success depends on your level of engagement with the ideas transmitted in class and through the readings, the assignments, colleagues, and the instructors. An appropriate level of involvement requires:

1. Attending every class—on time.
2. Engaging in class discussions, labs, and workshops.
3. Completing reading assignments prior to dates designated for lecture/discussion.
4. Turning in written assignments at the beginning of the designated class.
5. Refraining from activities that distract you or your colleagues in class.
   - “Side” communications on matters not directly related to ongoing class business.
   - Cell phones, pagers, alarms, etc. Turn them off.
   - “Texting,” either sending or reading.
   - Crossword puzzles, newspapers, or any other printed material unrelated to this class.
   - Comatose states, especially when accompanied by snoring and/or falling out of your seat.

If you engage in any of these activities listed under #5, you will be asked to leave class. Repeated offenses will result in your being dropped from class.

ASSIGNMENTS*

January
18: Course Overview
20-27: Central issues and concepts
   - “University Writing Center: Overview” <http://writingcenter.tamu.edu/classroom-workshops/uwc-overview/>

February
1: Writing Lab (Anthropological Research and Resources)
   - Meet in Evans Library, Room 204B
   - http://writingcenter.tamu.edu/2010/how-to/research-documentation/research-papers/
3: The Supernatural: Definitions and cultural expressions
   - OO “Introduction”
   - MWR “Body Ritual Among the Nacirema” Miner
8: Film
   - Wondrous Events: Foundations of Folk Belief
   - OO "Beings Without Bodies"
10-17 Worldview and Belief
   - OO "Moccasin Telegraph," “Folklore Foodways and the Supernatural,” “If I Knew You Were Coming”
22: Topic Due
24: EXAM I

March
1-10: Priests, Shamans, and Diviners

*OO* “Aftermath of a Failed Séance,” “Bad Scares and Joyful Hauntings”

**14-18: SPRING BREAK**

**22:** Workshop

**Preliminary Hypothesis, Sentence Outline, and Bibliography Due**

Peer Review

http://writingcenter.tamu.edu/2008/how-to/revising-editing/peer-response-for-writing/

**24-31 Ethnomedicine**

*MW*: Ch. 6 Intro, “Eyes of the Ngangas” Lehmann, “Mothering and the Practice of Balm” Wedenoja, “Swallowing Frogs” Rebhun,

*OO* “Supernatural Experience, Folk Belief, and Spiritual Healing”

http://writingcenter.tamu.edu/classroom-workshops/undergrad/plagiarism/

**April**

5-12: Supernatural Assault

*MWR* “The Real Vampire” Barber

*OO* “The Tourist Folklore of Pele,” “Terror in Transition”

**14:** Workshop

**Rough Draft Due**

Peer Review

http://writingcenter.tamu.edu/2005/how-to/revising-editing/revising-and-proofreading/

**19-26:** Supernatural Responses to Social Crisis


Night Battles, Ginzburg

**28:** Exam 2

**May**

3: **Term Project: Due NO LATER THAN 1:00 P.M.**

*Please check your "official" e-mail address (the one you registered with TAMU) regularly. We will use this to modify assignments, if necessary, and to pass along other relevant information.*
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 Office of Support Services for Students with Disabilities in Room 216 of the Student Services Building. The telephone number is 845-1637.”

Academic Integrity Statement

AGGIE HONOR CODE:

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

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

For additional information please visit: http://www.tamu.edu/aggiehonor/
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: George Eustace, Department of Construction Science
    Joe Horlen, Head, Department of Construction Science
    Leslie Feigenbaum, AOC Dean, Department of Architecture
DATE: October 25, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COSC 494

We recommend that COSC 494 Professional Internship 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: 83%
2. Course content appropriate to the major
3. Total number of words: 18,750
4. Instructor to student ratio for one section: 1:22

For this internship, the instructor has assistance from three students. The writing requirement is extensive, with an additional requirement for the composition of oral presentation slides. The writing assignments include an initial report, five weekly reports with daily entries, four essay-style weekly reports, two monthly progress reports, a final report, and a completion letter. The assigned assistant grader reviews the writing assignment and marks up the student’s work to indicate the type of error noted based upon the requirements contained in a writing guide that is provided to all students. The instructor also reviews the student’s work and provides feedback comments to each student on how to improve as appropriate. The weekly assignments are submitted on Monday morning and the assistant grader and instructor provide comments by the end of the day on Wednesday of the same week. This quick turnaround allows the student to see the areas needing improvement prior to submitting the next weekly assignment.

For each assignment, written instructions are provided (this is a distance course), and students are provided with examples of previous student work; guidance is provided by the instructor on request by email or phone. Each week the instructor provides feedback by email to all students based upon the review of all assignments noting areas needing improvement. A document containing selected student comments from individual reports is also provided to all students.

The course is a major assessment tool within the Academic Quality Plan.

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):

COSC 494/484 - Professional Internship

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: George N. Eustace, P.E.  
Printed name and signature  
(Date)

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

Approvals:

College Dean: Jorge Vanegas  
Printed name and signature  
(Date)

Department Head: Joe Horlen  
Printed name and signature  
(Date)
COURSE
Title and Number: COSC 494: Internship. Lecture. 950.
Term: Spring 2011
Instructional Type and Method: Internship; Distance, Internet

DESCRIPTION AND PREREQUISITES
An internship (15 weeks, 600 hours) with a construction or construction-related company that exposes the student to construction-related activities, daily logs, monthly reports, final report and completion letter required; distance education course with non-resident status. No other TAMU courses may be taken while enrolled in COSC 494. (6-40). Credit 6;

Prerequisites: COSC 364 and 381; approval of internship faculty coordinator.

OBJECTIVES
1. Familiarize student with the construction industry work environment. Student will gain experience in a variety of construction operations in the realm of construction management.
2. Apply curriculum content in practical application.
3. Effectively communicate verbally and in writing with various clients
4. Develop project and jobsite documentation skills
5. Develop time management and task prioritization skills

INSTRUCTOR INFORMATION
Name: Mr. George Eustace
Phone Number: 979.458.0156
E-mail Address: All e-mail correspondence will be through eLearning
Office Hours: MTWRF; 9:00AM to 4:30PM
Office Location: Room 321, Langford Building A

GRADING POLICIES: The final letter grade for this course will be based upon the total points earned based upon the following breakdown.


The submission due date and time for each assignment are as shown under CALENDAR of ACTIVITIES and MAJOR ASSIGNMENTS.

A replacement or supplemental report will not be accepted after the original report submission has been graded and points assigned in eLearning.
The available points for each assignment are provided under **CALENDAR of ACTIVITIES and MAJOR ASSIGNMENTS**.

All assignments must be submitted electronically through eLearning (elearning.tamu.edu) a computer-based learning system.

In addition, hard, signed copies of the Monthly Progress Reports and Final Completion Letter must be mailed to the instructor at the end of the course.

Specific file name format and report header are required. **Reports will not be accepted that have either an incorrect file name or lack a proper report header.** The unique file name and header enable the various reports to be filed and retrieved in a consistent manner.

**No late reports will be accepted.** Assignments may be submitted starting at 5:00 P.M. (CST) on the prior Friday and ending at 08:00 A.M. on the following Monday. This approximately 60 hour time period will allow ample time for the submission of the required reports with proper planning and time management. **Students are encouraged to alert the instructor immediately of any situation that may prevent a report from being submitted on time.**

This internship is a "writing intensive" course as part of the University Core Curriculum requirement. As a result, the final grade will be based solely (100%) upon the quality of the various writing assignments.

All of the writing assignments will be graded for clarity, grammar, spelling and in accordance with the Writing Guide that is provided as a reference document in the eLearning section.

**The student is responsible for proofreading and correcting all potential errors. The use of the MS Word spelling and grammar checking function prior to submission is strongly encouraged as a reasonable and prudent action. A ten (10) point deduction will be assessed for each spelling error.** All other errors will be assigned a one point deduction for each error. Each document is to be written in a professional format, tone and style. The use of slang terms, and demeaning or derogatory language is unacceptable.

The University Writing Center has a number of helpful online handouts and tutorials: (http://uwc.tamu.edu/handouts/toc.html). A general writing guide is provided as a reference document in eLearning.

### **CALENDAR of ACTIVITIES and MAJOR ASSIGNMENTS**

**Student Email Correspondence**

One point deduction per error in any email

In order to encourage the use of proper, professional email etiquette, every email message sent during the course to the instructor will be checked for a proper subject line, spelling, grammar, capitalization, and clarity. One point will be deducted for each such error found within each email message that is received.

Students are encouraged to notify the instructor of any errors within any email message that is received from the instructor.

**Course Introduction/Orientation/ Quiz on Course Syllabus**

Due No Later Than (NLT): January 24, 2011 @ 08:00 A.M. (CST)

At the end of the first week, each student must submit this report. The purpose of this initial assignment is to introduce you to the grading standards, gather information to be shared with future interns, and ensure a full understanding of the course syllabus.

File naming format to be used: **LastName_FirstName_IR.doc**
Weekly Reports  
100 points each  
Due No Later Than (NLT): 08:00 A.M. (CST) on Monday of the following week

Nine (9) weekly reports will be required. No weekly report will be required for the weeks when other reports are due.

File naming format to be used:  
LastName_FirstName_WR1.doc

The File Name must be placed in the "Header" of each Weekly Report document to identify the student.

Weekly Reports 1, 2, 3, 4 and 5 are formatted as a daily log that must be maintained and submitted as a weekly report in response to the specific questions contained within each weekly assignment.

Weekly Reports 6, 7, 8 and 9 are formatted as essay questions that will be answered based upon the student’s observations and experiences during the internship.

A MS Word template is provided within eLearning for each weekly report. The MS Word template for the upcoming week should be downloaded each Friday and reviewed.

All of the questions must be answered with a complete statement that is clear, concise, informative and devoid of relative terms. Incomplete, fragment or bullet statements as well as copying and pasting wording from prior log entries are unacceptable and will be graded down. Ensure the response addresses the questions that have been asked.

Students are encouraged to ask questions and actively seek to learn new knowledge and skills each day. A list of Professional Skills and Knowledge is provided as a reference document within eLearning.

Monthly Progress Report  
100 points each  
Due: NLT February 21, 2011 @ 08:00 A.M. (CST)

File naming format to be used:  
LastName_FirstName_PR1.doc and LastName_FirstName_PR2.doc

The Monthly Progress Report must be in memorandum format and written to the Faculty Internship Coordinator. This report will address the extent that progress is being made on each of the task areas agreed upon in the Individual Internship Agreement. The memorandum will state the specific actions accomplished towards each task area for the reporting period. The memorandum will also state the specific actions to be accomplished in the next reporting period. An overall assessment statement must be provided at the end of the report. Further specific assignment requirements are contained as a document within the eLearning “Assignments” tab.

An electronic, unsigned copy of each Monthly Progress Report will be submitted electronically by the above due dates via eLearning.

A hard copy of each Monthly Progress Report will be signed by the intern and the internship supervisor, and submitted with the Internship Completion Letter at the end of the course.

Final Internship Report  
Due: NLT April 18, 2011 @ 08:00 A.M. (CST)

File naming format to be used:  
LastName_FirstName_FR.doc

Specific assignment requirements are contained in a reference document within eLearning “Assignments” tab.
A checklist of the professional tasks and skills must be completed and submitted with the Final Internship Report.

File naming format to be used:  **LastName_FirstName_PT&S.xls**

The following statement is required at the end of the final report:

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

A twenty (20) point deduction will be assessed for failure to include this required statement on the Final Internship Report.

**Internship PowerPoint Presentation w/ Narrative Notes**

Due: NLT April 25, 2011 @08:00A.M. (CST)

File naming format to be used:  **LastName_FirstName_Internship Provider Name.ppt**

This report will be in the form of a 15 slide (minimum) and 20 slide (maximum) MS PowerPoint presentation that addresses the information documented in the various weekly, monthly and final reports. Using the "Notes Page" feature within PowerPoint, a slide narrative (100 words minimum) is required for each presentation slide including the initial title slide. The slide narrative must be in conversational form with complete sentences. The slide narrative should amplify and explain the content of each slide in the presentation. The narrative must compliment and not restate the information contained on the presentation slide.

Guidelines for the content of the various slides are available within eLearning “Assignments”.

Multiple students with the same internship provider may not submit jointly developed presentations.

The following statements are required at the end of the presentation:

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

“The internship provider has reviewed this presentation and approved its public release.”

A thirty (30) point deduction will be assessed for failure to include either one of these required statements.

**Internship Completion Letter**

Must be postmarked on or before May 2, 2011

A penalty of 10 points will be deducted for each day the postmark is beyond May 2, 2010.

The InternshipCompletion Letter must be prepared as a business letter on company letterhead. An example of the required format and content is provided within the eLearning assignment. This letter must be typed and addressed to the Faculty Internship Coordinator and certify the completion of the internship and all requirements. The completion letter must be prepared and **signed by the student** and **signed by the supervisor**. There must be a "Reviewed by:" block and comment space for the supervisor. Comments by the supervisor are welcome, but not required.

The mailing address for the Internship Completion Letter is:

George N. Eustace, P.E.
Faculty Internship Coordinator
3137 TAMU, 321 Langford A
College Station, Texas 77843-3137

Receipt of an acceptable Internship Completion Letter is required for academic credit regardless of the student’s overall point total.
from completed assignments.

SPECIAL PROVISIONS

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

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

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

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

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

Copyright: The instructor reserves copyright to all materials used in this course. This means all materials generated for this class, which includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy any material, unless expressly granted written permission.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kathleen Byrne Hanik, Department of Health and Kinesiology
    Richard Kreider, Head, Department of Health and Kinesiology
    James B. Kracht, AOC Dean, College of Education and Human Development
DATE: October 25, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: DCED 301

We recommend that DCED 301 Dance History 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: 55%
2. Course content appropriate to the major
3. Total number of words: 4100
4. Instructor to student ratio for one section: 1:15

Students in DCED 310 observe dance videos and then write about their observations in a blog; in addition they write a research paper. For feedback, instructor conferences are encouraged and available on request. Written feedback from the instructor is provided on the bibliography, outline, and thesis statement to prepare students for writing the research paper. Further instructor feedback is provided on the first draft of the research paper. A peer review of the research paper is conducted as well, and students use the writing center for a review. For instruction students read about writing issues, some specific to writing about dance, and examine professional models of writing.

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

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   Dance History DCED 301-900

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: Kathleen Byrne Hanik Kastle-Buell 9/28/11
   Printed name and signature

Received: Valerie Balester 9/27/11
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: James B Kracht 9/28-2011
   Printed name and signature (Date)

Department Head: 9/27/11
   Printed name and signature (Date)
DCED 301-900: Dance History
Online Writing Intensive
Department of Health and Kinesiology, Texas A&M University
Spring 2011

Instructor: Kathleen Byrne
Office Location: G. Rollie White, 232D
Office Phone: 862-4404
Email: kbyrne@hlkn.tamu.edu

Guest Lecturer: Jessica Ray Herzogenrath
Office Hours: M/W 1:45-3 pm or by appt.

Office Location: G. Rollie White, 232D
Office Phone: 862-4404
Email: kbyrne@hlkn.tamu.edu

Pre-requisite: DCED 200 or Instructor’s Approval
Text: Articles and web links provided online
Course website: http://courses.cehd.tamu.edu/

Course Overview
Dance History is an online humanities course which investigates the relationship between dance and society throughout history. Evaluating the development of dance from the nineteenth century to present day, this course discusses how events throughout history influence choreography and dance technique. Parallels between society, dance, visual arts, and music during a specific time in history will be addressed.

Designated as a writing course, DCED 301 will fine tune writing skills through various graded and ungraded writing observations and assignments. Through these assignments, the technical aspect of writing and critical thinking skills will be homed in on, expanding the student’s understanding of dance history.

Course Objectives
1. Students will demonstrate the scope and variety of different choreographic works and will identify the choreographer, time period, historical, and social significance.
2. Students are asked to critically analyze choreographic works and develop an informed opinion about dance and its influence on society. (video blogs)
3. Students will address the parallels between society, dance, visual arts, and music during a specific time in history. (example: Dance and Picasso, Cunningham/Cage)
4. Students will discuss the human condition and culture during specific events throughout history and its influence on dance technique. (example: slavery and its role of it development of jazz dance, influence of other cultures on dance technique)
5. Students will evaluate the development of dance from the 19th century to Present Day.
6. Students will be able to identify philosophies of choreographers that have shaped the world of dance and how those philosophies have impacted their choreographic works and society.
7. Students will demonstrate writing abilities appropriate for the analysis of choreography by responding through online blogs to videos.
8. Students will demonstrate the ability to gather research and write an insightful well organized paper regarding some given aspect of Dance History.

General Course Content:
1. Course syllabus and expectations; Writing Center; Moodle
2. Romantic Ballet; the Romantic Ballerinas; Blasis; Perrot; Romantic Ballets: La Sylphide, Giselle, Pas de Quatre; Bournonville; Post Romanticism in France: Arthur Saint-Leon: Coppelia
3. Russian Ballet; Petipa: The Sleeping Beauty; Ivanov: The Nutcracker/Swan Lake; Early 20th Century reformers
4. Experimentalism in Ballet; Diaghilev’s Ballet Russes; Fokine; Nijinsky; Massine; Balanchine; Pavlova
5. Ballet Rising; Nureyev; Baryshnikov; Ballet comes to America; Rise of American Ballet; in musical theater; New York City Ballet; American Ballet Theater; Tudor; Robbins; Feld
6. Early Modern Dance; America’s Pioneers; Duncan; St. Denis; Shawn; Denishawn; German influence: Wigman and Holm; Weidman; Tamaris
7. America After Denishawn; Bennington; Graham; Humphrey;
8. The Second Generation; Limon; Horton; Dunham; Primus; Ailey; Sokolow; Lang
9. Reinterpreting Modern Dance; Nikolais; Taylor; Hawkins; Cunningham
10. Postmodernism; Monk; Childs; early Tharp; Brown; Rainer; Halprin; Paxton
11. Movies and Musicals; Chaplin; Ruby Keeler; Eleanor Powell; Busby Berkely; Fred Astaire; Ginger Rogers
12. Jazz and Tap dance
13. Social and Popular Dance
14. Current Artists

Course Work:

Research Paper: 210
The paper is 8-10 pages long (1.5 spacing, minimum 2,000 words) and is created using 6-8 scholarly resources (websites such as wikipedia are not accepted). The paper is graded in multiple levels to provide the students with the tools necessary for success. These include an outline and bibliography including a thesis and concluding statement (10 pts); a peer reviewed draft --students will be provided a rubric to guide their grading(20 pts); a writing center reviewed portion (10 pts); an instructor reviewed draft (20 pts) that will be returned for preparation for the final draft (150). Further instructions are provided online.

Final Exam: 160
The final exam will be a cumulative exam based on readings and video observations from the semester. The essay writing exam will be online and students will have one hour to complete it. This exam is closed book--see Academic Integrity Statement below.

Class Participation: 65
Students will take a quiz on their readings or post a discussion question based on their reading as well as respond to a peer’s post. The discussions and quizzes will begin on the second module (Romantic Ballet). Since this is an online course, it is essential that the students keep up with the reading and view the online lectures. Class participation is based on completion of discussion postings and quizzes. All discussion posts and quizzes are due by the due date specified on the schedule. Late posts will not count toward class participation points without proper documentation. See a list of accepted documentation in Rule 7 of the student rules: http://student-rules.tamu.edu/rule07

Video Observation Blog: 65
The students will view dance videos and respond by posting a blog online. The critical responses should be insightful and provide information regarding the choreography, costuming, and lighting. There will be 13 video observations worth five points each, 150 word minimum.

Grade Scale:

500-450 = A
449-400 = B
399-350 = C
349-300 = D
299-0 = F
Course Schedule:
**Weekly class participation will be through responding to discussion questions and answering short quizzes on readings. When the participation for the week is in the form of a discussion question, the first discussion response will be due by Wednesday and the response to a peer’s posting is due by Friday at 5 pm. Quizzes will be due by Friday at 5 pm.**

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<tbody>
<tr>
<td>1/18</td>
<td>First day of classes</td>
</tr>
<tr>
<td>1/24</td>
<td>Last day to add/drop classes without penalty</td>
</tr>
<tr>
<td>2/2</td>
<td>Assignment #1 due: Post biography and picture; Assignment #2 due: Research topic; video blog due Discussion post due for module 2</td>
</tr>
<tr>
<td>2/4</td>
<td>Response to peer discussion post due for module 2; video blog due</td>
</tr>
<tr>
<td>2/11</td>
<td>Assignment #3 due: Outline, thesis, and bibliography; video blog due; Begin assignment #5: first draft of research paper; video blog due</td>
</tr>
<tr>
<td>2/25</td>
<td>Begin Assignment #4: Send section of research paper draft to writing center for critique (due 3/25); video blog due</td>
</tr>
<tr>
<td>3/4</td>
<td>video blog due</td>
</tr>
<tr>
<td>3/11</td>
<td>Assignment #5 due: First draft of research paper; video blog due</td>
</tr>
<tr>
<td>3/14-3/18</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>3/25</td>
<td>video blog due; Assignment #4 due: feedback from writing center</td>
</tr>
<tr>
<td>4/1</td>
<td>video blog due</td>
</tr>
<tr>
<td>4/4</td>
<td>Last day to Q-drop classes; Begin Assignment #6: peer review</td>
</tr>
<tr>
<td>4/8</td>
<td>video blog due</td>
</tr>
<tr>
<td>4/15</td>
<td>Assignment #6 due: Peer review of Research Paper; video blog due</td>
</tr>
<tr>
<td>4/22</td>
<td>Assignment #7 due: Final draft of research paper with cover page and bibliography; video blog due</td>
</tr>
<tr>
<td>4/29</td>
<td>video blog due</td>
</tr>
<tr>
<td>5/3</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>5/6, 5/9-11</td>
<td>Final Exam Week; Dance History online essay final exam: due date TBA</td>
</tr>
</tbody>
</table>

Writing Course Statement:
Students who fail the writing portion of this course but still have a passing grade in the other course work will be considered failing. This course has been approved as a Writing credit course and must uphold specific standards in regard to the writing portion of the course.

University Writing Center (UWC): TAMU’s writing center offers undergraduate assistance with all stages of writing, including online help. You can find the writing center on the second floor of the Evans Library. See [www.uwc.tamu.edu](http://www.uwc.tamu.edu) for details and hours of operation.

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you
believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

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

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

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**Academic Integrity Statement**

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

All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

It is further recommended that instructors print the following on assignments and examinations:

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

**Note:** *This syllabus is subject to change.*

**UPDATE:** 1/11
TO: Faculty Senate Executive Committee

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

CC: Edgar Browning, Department of Economics
    Timothy Gronberg, Interim Department Head, Department of Economics
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 25, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 312

We recommend that ECON 312 Poverty, Inequality, and Social Policy 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: 1:25

Students in ECON 312 write five short papers for 30% of the grade, and 3% under is allowed because students write essay exams at mid-term and as a final, as was agreed upon when the course was first re-certified. (Essay exams taken in-class where students do not have the opportunity to revise drafts are no longer accepted for W classes except when they were originally accepted and a course has not substantially changed.) Feedback is given because essays are of the same genre and are spaced throughout the semester, and they also serve as practice for the final exam. Instruction includes discussion of in-class examples and readings that demonstrate writing skills.

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

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and
concerns (enter prefix, number, and complete course title):
ECON 312: Poverty, Inequality & Social Policy

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: Edgar [Signature]
(Date)

Received: [Signature]
(W Course Coordinator, University Writing Center)
(Date)

Michael T. Stephenson

Approvals:

College Dean: Jose Luis Bermudez
(Date)

Department Head: Timothy Gronberg
(Date)

RECEIVED
AUG 3 5 2011
Poverty, Inequality, and Social Policy

This course deals with the economic analysis of poverty, inequality, and the multitude of government policies which have important consequences for the distribution of real income in the United States. Its primary goal is to provide factual background and an analytical framework which will help you to independently evaluate the increasingly important role of government in redistributing income. Note that Econ. 323 (or 322, or the equivalent) is a prerequisite.

A secondary goal is to help you to develop your ability to express yourself effectively in writing. This is a writing intensive course for economics majors, and your grade will depend not only on your mastery of the content of the course, but also on how well you present the knowledge/analysis you have acquired.

There will be two tests and a comprehensive final exam in this course. The tests will count 15 percent (on whichever test you score lower) and 20 percent of your final grade, and the final exam 35 percent. The tests and final exam are composed entirely of essay questions, and as suggested above, your grade depends in part on the expositional quality of your answers. Tests (and exam) should be taken in blue books.

There is no make-up test in the event you miss one of the regular tests. In that case, the one test you take will count 25 percent of your final grade and the final exam will count 45 percent.

The remaining 30 percent of your final grade will be based on five shorter papers (500-750 words) on topics assigned throughout the course. These topics will be much like questions that might be used on tests, and should provide good practice for the tests and final.

Your final course grade will be based on the (weighted) average score using the following scale (with qualifications discussed on the first day of class):

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>88-100</td>
<td>A</td>
</tr>
<tr>
<td>75-87</td>
<td>B</td>
</tr>
<tr>
<td>58-74</td>
<td>C</td>
</tr>
<tr>
<td>47-57</td>
<td>D</td>
</tr>
</tbody>
</table>

If you need assistance in developing your writing skills, I recommend you avail yourself of the services provided by the University Writing Center:

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

A couple of more things required by the university:

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

- **Academic Integrity Statement and Policy** (All syllabi should contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu.)  
  "An Aggie does not lie, cheat or steal, or tolerate those who do.”

Assigned readings:

- **Text:** Browning, *Stealing from Each Other*.
- Papers in a reading packet available at Notes-N-Quotes.
- Several handouts to be distributed in class.

Office Hours: 1:40-2:15 and 3:45-4:40 MW, and by appointment.

E-mail: [ekbrowning@comcast.net](mailto:ekbrowning@comcast.net)

Telephone: Office: 845-7355; (College Station): 693-1695 (NB: I am in College Station on Monday through Wednesday only.)

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I. **The Distribution of Market Incomes**


Text, Ch. 1, “Egalitarianism and the Market”.


Text, Ch. 2, “Inequality”.

Text, Ch. 3, “Group Inequalities”.


Text, Ch. 4, “Incomes around the World”.

---

II. **Poverty and Antipoverty Policies**

Text, Ch. 5, “Poverty”.


Text, Ch. 6, “Our Trillion Dollar Welfare System”.

---
Murray, *Losing Ground*, Ch. 16.
Dalrymple, “What is Poverty?” from his *Life at the Bottom*.

### III. Economic Analysis of Selected Policies

Text, Ch. 7, “Social Security and Medicare”.
Text, Ch. 8, “More Transfers” (sections dealing with the minimum wage, preferential admissions policies, and immigration—skip the section on unemployment insurance).
Text, Ch. 9, “Taxation”.

### IV. Should Government Redistribute Income?

Rosen, “Rationales for Income Redistribution,” from Ch. 8 of *Public Finance* 3rd edition.
Text, Chs. 10, “The (Many) Costs of Transfers”, and 11, “Just Say No”.

**Rough Lecture Outline**

1. Introduction
2. Markets and earnings
3. Markets and earnings
4. Ability and its determinants
5. Ability and its determinants
6. Education
7. Inequality and its measurement
8. Group inequalities and discrimination
9. Poverty and its measurement
10. Test 1 about here
11. Welfare programs and the negative income tax
12. Analysis of welfare programs
13. Analysis of welfare programs
14. Analysis of welfare programs
15. Food stamps and the Earned Income Tax Credit
16. Social Security
17. Social Security
18. Social Security
19. Minimum wage and affirmative action
20. Test 2 about here
21. Immigration
22. Immigration
23. Arguments for government redistribution
24. Arguments for government redistribution
25. Arguments for government redistribution
26. Arguments against government redistribution
27. Arguments against government redistribution
28. Summing up
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Nathan Bracher, Department of European & Classical Languages & Cultures
     Steve Oberhelman, Head, Department of European & Classical Languages & Cultures
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: October 25, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FREN 336

We recommend that FREN 336 Contemporary France 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%
2. Course content appropriate to the major
3. Total number of words: 2700
4. Instructor to student ratio for one section: 1:22

This course requires students to write four in-class compositions and three formal essays outside of class. The in-class essays provide feedback for students to help them prepare for the more formal essays. Each in-class writing is assigned and returned with instructor comments before the out-of-class essay is due, so that students have time to incorporate changes. During the semester, students study various genres of French writing, and class discussion centers on semantics, grammar, syntax, and register.

The only significant change since original certification was granted has been the addition of an oral presentation. The oral presentation helps students learn about organization, clarity, and content, useful in their writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   FREN 336 W Contemporary France (Writing Intensive)

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: Nathan Brecher
   [Handwritten name and signature]
   (Date: Aug 17, 2011)

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   [Handwritten name and signature]
   (Date: 9/17/11)

   Approvals:
   Michael T. Stephenson
   [Handwritten name and signature]
   (Date)

   College Dean:
   [Handwritten name and signature]
   (Date: 8-24-2011)

   Department Head:
   [Handwritten name and signature]
   (Date: 8-24-2011)
Dr. N. Bracher  
Office: Academic 329A  
Tel: 845-2124  
e-mail: nbracher@tamu.edu  

Prerequisite: FREN 202 or equivalent (university level Intermediate French II) by transfer or placement


Recommended text: Jean-Benoît Nadeau & Julie Barlow, *Sixty Million Frenchmen Can’t Be Wrong*  
ISBN 1-4022-0045-5

**General Description:** This course focuses on French culture and society from the perspectives of sociology, linguistics, and anthropology. We will be dealing more with the contexts, habits, and structures that make it possible to understand current events and present day institutions in France than with the events and institutions themselves. We will moreover repeatedly stress the cultural differences that make for the sharp contrasts between American and French approaches to the basic issues of society as well as for frequent cultural misunderstandings.

**Writings & Assignments:** The syllabus below points out which chapters of our text *Les Français* will be covered from one week to the next. It is absolutely indispensable for each student to read the pages indicated before class. Each student will write four (4) “In Class Compositions” on the dates indicated in bold. The subjects of these essays will be provided by the instructor and will be based on previous readings and discussions. A select number of these in-class compositions will reappear on the exams, which will focus on material found in the textbook and studied in lectures and class discussions. Moreover, each student will submit three papers of 700 to 1,000 words in length, and presenting an analysis of a press dossier or assigned reading, and each student will have to make an oral presentation of 5 – 7 minutes on a similar topic. Specific instructions will provided at least one week before each paper is due. Some adjustments and modifications of the schedule may prove necessary. All changes will be announced by the professor.

**Notation:** la note globale sera calculée selon les pourcentages suivants:

- In-class compositions ........................................ 25%
- Oral Présentation ........................................ 15%
- Papers ....................................................... 25%
- Midterm Exam ............................................... 15%
- Final ......................................................... 20%

N.B. Students wanting to make up any graded test, composition, quiz or assignment must provide a Texas A&M University Explanatory Statement of Absence from Class available at [http://shs.tamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shs.tamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf).

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in B-118 Cain Hall. The phone number is 845-1637.

**Academic Integrity Statement:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 janvier</td>
<td>In-class composition 1</td>
</tr>
<tr>
<td>24 – 28 janvier</td>
<td>Chapitre 1: 13-32: &quot;Points de vue français sur l'espace&quot;</td>
</tr>
<tr>
<td>31 janvier – 4 février</td>
<td>Ch. 2. 33-54: &quot;Points de vue français sur le temps&quot;</td>
</tr>
<tr>
<td>4 février</td>
<td>Paper 1</td>
</tr>
<tr>
<td>7 -- 11 février:</td>
<td>Ch. 6 97-111: &quot;Socialisation et modes d'évasion&quot;</td>
</tr>
<tr>
<td></td>
<td>Ch. 7 112-126: &quot;Démographie et intervention de l'état&quot;</td>
</tr>
<tr>
<td>11 février</td>
<td>In-class composition 2</td>
</tr>
<tr>
<td>14 -- 18 février:</td>
<td>Ch. 12, 191-200: &quot;L'enseignement: écoles, collèges, lycées&quot;</td>
</tr>
<tr>
<td></td>
<td>Ch. 13, 201-209: &quot;Universités et grandes écoles&quot;</td>
</tr>
<tr>
<td>18 février</td>
<td>In-class composition 3</td>
</tr>
<tr>
<td>23 – 25 février:</td>
<td>Ch. 14: &quot;L'économie&quot; p. 210-218</td>
</tr>
<tr>
<td>28 février – 2 mars:</td>
<td>Ch. 8: &quot;La famille française aujourd'hui&quot;, p. 127-135</td>
</tr>
<tr>
<td>4 mars</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>7 – 11 mars:</td>
<td>p. 81- 85 “La famille française traditionnelle”</td>
</tr>
<tr>
<td></td>
<td>Ch. 8: &quot;La famille française aujourd'hui&quot;, p. 135-142</td>
</tr>
<tr>
<td>14 – 18 mars:</td>
<td>Spring Break</td>
</tr>
<tr>
<td>21 – 25 mars:</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>28 mars – 1 avril</td>
<td>Ch. 10, 158-173: &quot;Le gouvernement&quot;</td>
</tr>
<tr>
<td>4 avril</td>
<td>Paper 2</td>
</tr>
<tr>
<td>4 – 8 avril</td>
<td>Ch. 11, 174-190: &quot;L'administration&quot;</td>
</tr>
<tr>
<td>11 avril:</td>
<td>In-class composition 4</td>
</tr>
<tr>
<td>11 - 13 avril:</td>
<td>Ch. 6, p. 97-109, “Socialisation et modes d’évasion”</td>
</tr>
<tr>
<td>15 – 20 avril:</td>
<td>Ch. 16, p. 235-253 : “La société française aujourd’hui”</td>
</tr>
<tr>
<td>20 avril:</td>
<td>Paper 3</td>
</tr>
<tr>
<td>25-27 avril:</td>
<td>Ch. 17, 261-273: &quot;La religion&quot;</td>
</tr>
<tr>
<td>29 avril – 3 mai:</td>
<td>Ch. 19, 288-296: &quot;Les loisirs&quot;; Ch. 21, 309- 330 Français et Américains</td>
</tr>
</tbody>
</table>

**LUNDI 9 MAY de 10H30 à 12H30: ***FINAL EXAM***
N. B. Il sera parfois nécessaire de modifier le programme. Tout changement sera annoncé par le professeur.
TO: Faculty Senate Executive Committee

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

CC: Robin Starnes, Department of Information Systems and Operations Management
Rich Metters, Head, Department of Information Systems and Operations Management
Martha Loudder, AOC Dean, Mays Business School

DATE: October 26, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: INFO 439

We recommend that INFO 439 Management of Information Systems 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: 65%
2. Course content appropriate to the major
3. Total number of words: 7750
4. Instructor to student ratio for one section: 1:12

Students in INFO 439 write a request for proposal (RFP), ten one-page memos, five case analyses, and a response to the RFP (the last being collaboratively written). Feedback includes peer review for the first memo and instructor comments on the ten business memos. For instruction, there is class discussion of common errors. In addition, the instructor provides oral feedback to any student upon request. For instruction, lecture and in-class discussion via overhead projector are used to discuss specific documents for the business field. A Writing Assistant from the University Writing Center has always helped with this class, and an information sciences student also assists.

There have been some significant changes made since original certification was granted. Specifically, the present instructor includes three lecture sessions for writing. In addition, industry speakers focus not only on MIS, but also on writing for business. This emphasizes the need for excellent writing skills in the field of IT. There has been some change in the assignments, as listed above. Additional instruction is now provided for memos, the case analysis, and RFP documents. Peer reviews are now also sometimes used for memo review and feedback.
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):

   INFO 439 Management of Information Systems

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

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

Instructor / Coordinator: Robin Starnes 9/27/11

Printed name and signature

Received:

Valerie Balester 9/29/11

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

Approvals:

College Dean: Brenda Smith 9/29/11

Printed name and signature

Department Head: Rich Metters 9/28/11

Printed name and signature
Instructor: Robin H. Starnes  
Office: 315 D Wehner  
Phone: 979-845-1748 (email preferred)  
E-Mail: rstarnes@tamu.edu  
Office Hours: T&TH 9:00-9:30 and 2:00-3:00

CATALOG DESCRIPTION

Theoretical and practical issues for managing computerized information systems; planning and control functions of the firm; emphasis on case studies of design projects. Prerequisite: Senior classification in business or approval of instructor.

COURSE OVERVIEW AND OBJECTIVES

This course will focus on the strategic use of IT. Specifically course objectives are to:

1. Examine IT as it exists today, the effective use of the technology, different methods to acquire and manage the technology, and business issues regarding the use of the technology.
2. Focus on issues from consultant, vendor, and client perspectives.
3. Utilize current events, industry speakers, and industry examples in our examination of the issues and the discussion of the business cases.
4. Emphasize the importance of effective business writing.

The course will include lecture, cases, speakers and research and development of a minor and major research paper. The course will also provide access to the university writing lab. The personnel at the writing lab are available to work with you to improve your communication skills. Topics will be grouped around strategic issues and current events where possible. Teams of students will be responsible for leading a case analysis for the class. Each student will be responsible for preparing cases individually. Teams of students will prepare a Request for Proposal and Response to Request for Proposal. Teams will also present their response to the class. Students will also be introduced to different sources of IT information and will be required to utilize the sources.

The course schedule on the portal lists reading materials associated with each day’s lecture. This is subject to change, so please check it frequently. Be prepared for the class. We will have class discussions over the material.
COURSE MATERIALS

Online resources from the publisher are available for the textbook. You can visit http://www.coursesmart.com/

SCANTRON® Forms: Four (4) green TAMU Measurement & Research Form No. 882-ES.

Additional Cases: Will be required and available through Harvard Business Review online. Instructions to access the cases are posed on the portal. Price $19.75 for five cases.

Additional Readings: Additional readings will be posted on the Howdy Portal as applicable and will be available for students to download. The readings are also available from the University’s electronic resources website (http://library.tamu.edu/).

The reading will come from such journals as the Harvard Business Review or CIO. The readings are copyrighted and are for your use only as you are enrolled in this class.

GRADING AND COURSE REQUIREMENTS

Case Assignments: Case assignments allow you to analyze industry scenarios and issues. You will be expected to turn in an individual analysis for each case. The analysis should be 2-3 pages in length. Cases should follow the footnote/reference standards of MLA. All papers should follow the formats on the portal. All papers should be double spaced with one-inch margins all around. Use Time Roman 12 Font double-spaced. Your team will be assigned one of the cases to lead for an in class discussion. Assignments turned in on their due date after they have been collected will be considered late. Assignments turned in late due to University approved absences will be dealt with as explained in the attendance policy section. All assignments must be reviewed within one week of their return or when grades are posted, whichever is later.

Research Paper Assignments: Research papers should follow the footnote/reference standards of MLA. They are due at the beginning of class and follow the late standards for Case Assignments. The Request for Proposal (RFP) should be 5-7 pages in length and is an individual assignment. The Request for Proposal (RFP) Response is a team effort. You will be assigned to a team. The major research paper (RFP Response) should be 15-17 pages. This is a research paper and should include at least five cited sources. The Executive Summary to accompany the research paper should be one page. All pages should follow the formats on the portal. All papers should be double-spaced with one-inch margins all around. Use Times Roman 12 Font double-spaced for both. You will make an individual formal presentation to the class on your RFP and your team will make a formal presentation to the class on your RFP research. The first (individual) should be approximately 5 minutes in length. The second (team) should be approximately 15 minutes in length with an additional 5 minutes for the question/answer session. A copy of your Power Point presentation will be turned in on the presentation day. The Power Point presentations should follow the standard as posted on the portal.

Writing Assignments, Presentations and Class Participation: Various writing assignments will be made during the semester to study business writing techniques. Not all assignments will
be graded. These writing assignments should follow the appropriate business format of the assignment. Individual discussions regarding assignments will also be required. Class participation is expected during class discussions and for speakers and is part of your final grade.

Submission of Papers: Two hard copies of the initial RFP and RFP Research should be turned in at the beginning of class of the date due. Two hard copies of each Case Analysis should be turned in at the beginning of class on the date due. A cover page with your name, course title, and class section should be attached to each assignment. Turnitin.com will be utilized for the RFP assignments. Make sure your file name is as follows. Your Name-Paper Title. Only one hard copy of smaller writing assignments is required and turnitin.com will not be used for those.

Exams: There will be a comprehensive final exam over the text, class discussion and/or the extra reading assigned. In addition, there will be three exams during the semester. These exams will consist of multiple choice and/or short answer questions covering text, class discussion, extra reading, and class speakers. You should have two green TAMU Measurement & Research SCANTRON® form with you on exam days. I will not return the SCANTRON® or the exam. You can review the exam and your graded SCANTRON® in my office during office hours or you can make an appointment to do so. All exams must be reviewed within one week of the exam date or when grades are posted, whichever is later.

Evaluation: Your course grade will be based on the total points accumulated during the semester. The weights assigned to the various components of your course grade are indicated below:

Individual Assignments

- Final Exam: 100
- Exams 3 @ 50 each: 150
- Class Participation & Presentation Skills: 100

Individual writing skills

- Cases Analysis 5 @ 50 each: 250
- Business Writing Assignments: 150
- Request for Proposal (RFP) minor paper: 100

Group Assignments

- Team Presentation Skills: 50

Collaborative writing skills

- RFP Response major paper (includes Executive Summary): 150

Total Possible Points: 1000

Final letter grades will be awarded using a class ranking system. For example 900 will be assigned an A, but a lower score, such as 880, may be assigned an A depending on the class distribution of scores.
Grading and Posting of Grades: Grades on exams, quizzes, assignments, will be available through the portal. If you feel that there was an error made in grading, please discuss your concern with me after class or during office hours within one week from the day when the grade is posted or the assignment is returned to you. At the end of this seven-calendar-day period, the grade will be considered correct. Any error in posting a grade should also be called to my attention for correction during the one-week review period. After one week, each grade posted on the class home page is considered correct. I do not discuss scores or grades over the phone or via email. If you would like to discuss your grades, visit me during office hours.

CLASS ATTENDANCE

Students are expected to attend class for the section in which they are registered during each class session.

Student Assistance Services (http://studentaffairs.tamu.edu/sas/) in 112 Koldus provides instructors with prompt notification of student absences reported to them by parents and students. This office's voice telephone number is 979-845-3113 and their FAX telephone number is 979-458-1691. Immediately after being notified, Student Assistance Services prepares a memorandum that is sent to ALL of your instructors and your Academic Dean's office. This service is only a notification and it is recommended that you also notify your professors (email) of your absence. Use of this notification process does not relieve the student from responsibility of providing appropriate documentation in support of a university excused absence type reason for the absence.

LATE WORK POLICY

Any course deliverable submitted late will be discounted by 20% per day. “Late” means submitting an assignment or project anytime after the assignment deadline has passed. Projects and assignments turned in more than 72 hours late will receive a zero (0). Exception: See “Make-Up Work Policy” below.

MAKE-UP WORK POLICY

Students with excused absences will be given adequate time and opportunities to submit work (i.e., exams, homework, assignments, etc.) they miss due to absence. To submit work or take a make-up exam under the “make-up” policy, students must provide documentation and notice to the instructor as specified in TAMU student rules (see Student Rules: Rule 7 -- http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal, anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Texas A&M University is committed to providing reasonable accommodation for all students with disabilities. If you believe you have a disability requiring an accommodation, please speak with the instructor as early in the semester as possible to discuss appropriate accommodations.
Students with disabilities must be registered with Disability Services prior to receiving accommodations in this course (http://disability.tamu.edu). The Office of Disability Services is located in Cain Hall, Room B118, or call 845-1637.

**RELIGIOUS HOLIDAYS**

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV at http://student-rules.tamu.edu). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

**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 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 Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On course work, assignments, and examinations at Texas A&M University, you will be asked to sign the following Honor Pledge:

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

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. This policy will be strictly enforced.

**PRIVACY OF GRADES**

Scores for various course assignments, midterm grades, and final letter grades will be posted on the course website. You will only be able to see your own scores and grades. Due to privacy requirements of the university, I cannot discuss scores or grades over the phone or via e-mail. If you would like to discuss your scores or grades, please visit me during office hours.

**SYLLABUS CHANGES**

The topics and dates as outlined in the course calendar on the portal are subject to change. All necessary changes will be announced and discussed in class. You are responsible for attending class and checking the portal making sure you are aware of any such changes.

**Electronic Course Support**
I use the Texas A&M University (TAMU) eLearning system (http://elearning.tamu.edu) as a means of electronic support for class activities. I will refer to this resource as the course website. Links to the syllabus and other pertinent course information such as handouts and assignments can be found in the TAMU eLearning system. You should check the course website regularly to be informed of what is happening in the class.

I rely extensively on electronic communication with the class. As professionals, you should have the habit of regularly checking your email. I recommend checking your email at least once a day. When I send email messages to the class, I will use the email system on the course website.

You can access the eLearning system using your NetID and password. By default, your neo account is included as your email address in your account profile. Further, by default, mail messages posted using the eLearning system are NOT forwarded to your email. You can change both of these settings by editing your account profile. To edit your account profile, click on “My Settings” in the upper right corner after you login. Specify your email address under the “My Profile” tab. Be sure to only add the email address where you want to receive the email messages for this course. If you would like your eLearning mail forwarded to your email account, place a check in the box under “Mail forwarding” on the “My Tool Options” tab.

**Email Etiquette.** I use email extensively to communicate with students. You will likely want to communicate with me via email as well. To enable me to understand your email communications, I require the following before I will respond to an email message:

1. **Subject Line** -- You must include INFO 210 as the first part of the subject line. Then you must add a meaningful description that suggests the content of your message.
2. **Salutation** -- Use a proper salutation (e.g., Professor Starnes or Mrs. Starnes)
3. **Closing** -- Include a closing (e.g., first name and last name).
4. **General Format** -- Use proper grammar (e.g., spelling, sentence structure, paragraphs, capitalization, etc.)

The first few times you send a message to me that does not conform to this format, I will return it to you and ask you to review this syllabus section.

**Backup of Your Work.** No excuse will be accepted for work lost on campus or on your own computers. It is your responsibility to have a good backup system. I recommend that, occasionally during your work and always before you log out, you do the following:

Append to each file name the date and the time of the work. Save it to a medium such as a memory stick (flash drive) and email a copy of it to yourself. This gives you two backups in case things go wrong.

**Responsible Computing.** Use of university computing resources and facilities is a privilege and requires that individual users act in compliance with university rules. Computing resources of the university, including the hardware, software, and network environment, shall not be used for illegal activities. Any such use of these resources will be dealt with by the appropriate university authorities and/or legal and law enforcement agencies. Criminal and illegal use may involve unauthorized access, intentional corruption or misuse of computing resources, theft, obscenity, child pornography, and racial, ethnic, religious, or sexual harassment. You are encouraged to review these student and university rules.
Incidental Computer Use  http://student-rules.tamu.edu/append5.htm

Class Policies

Office hours provide an opportunity for you to obtain specific guidance and help with your understanding of the material. I expect you to use them as your needs demand. I tend to be unsympathetic toward individuals with grade problems at the end of the semester who has never attempted to get help via office hours.

Office hours are available to assist students in understanding course material in general -- not to improve project grades. You are all welcome to visit me during office hours to ask clarification questions about class materials, to go over problems that we've worked in class, or to go over problems you have worked in addition to class assignments. Let me know, as early as possible, if you have trouble with the material, ask questions during class; come see me during office hours; send e-mail messages to me; etc. In short, if you are doing the work and need help, get it! I cannot help you if I am not aware of the problem.

INFO Assistance: The graduate teaching assistant from INFO will be available during the times noted on the portal. This assistance will attend class and will assist with review of content and writing assignments and quiz grading.
UWC Assistance: The graduate teaching assistant from the UWC will be available during the times noted on the portal. This assistant will review writing assignments for grammar, spelling, sentence structure, tone, etc.

- Classes will start promptly at the designated time. Arrive before that time and stay for the duration of each class. Excluding last minute emergencies, you must get my permission, prior to the class day, if you anticipate being late or having to leave early. Do not enter the class late or leave early unless you have that permission.

- Turn off all your electronic equipments (Cell phones, lap tops, IPods, etc.) before walking to the class. Do not turn them back on until after the class is dismissed.

- Do not carry on conversations with your class mates during the class time.

- If you miss a class, it is your responsibility to find out what material, homework assignments, schedule changes, etc. you missed.

- Do not engage in disruptive behavior in the classroom. Interfering with your fellow students' ability to learn will not be tolerated.

- Be prepared. Each student is expected to come to class fully prepared to discuss the scheduled material. I expect students to have read the assigned material before class and rely on their preparedness to drive class discussions.

- Maintain Back-Up Copies of All Work. You are responsible for retaining back-up copies of all your work.

INFO Student Services Communications Portal
The INFO Student Services Office (SSO) communicates with all INFO students (undergraduate and graduate) via eLearning. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all INFO students will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Undergrad MIS students, and Undergrad SCM students. The same information that is posted in the folders will be sent to students through the e-mail function within eLearning; however, the messages will be sent only to the students for whom they are directly relevant.

In summary, all messages posted to the folders of this course will be available at any time to all INFO students. The students for whom a specific message is directly relevant will also receive the same information via e-mail.

It is recommended that students set the auto forward option in the eLearning system in order to forward any e-mails received from the SSO to their tamu.edu accounts.

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list. Communications portal in eLearning (http://elearning.tamu.edu/).
TO: Faculty Senate Executive Committee

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

CC: Alan Houtchens, Performance Studies
    Judith Hammer, Head, Performance Studies
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: October 26, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MUSC 312

We recommend that MUSC 312 Music in Modern Western Culture 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: 37%
2. Course content appropriate to the major
3. Total number of words: 3250
4. Instructor to student ratio for one section: 1:25

Students taking MUSC 312 not only write an analytical study (preceded by a proposal) but also a take-home mid-term examination. Students turn in drafts of their analytical study for instructor comment and also have conferences during office hours. Two sessions, each half a class period in duration, are devoted to the mechanics of writing and critiquing the project proposals (involving both instructor and classmates). In addition, students get detailed written assignments and rubrics, read sample professional essays, and have access to a bibliography of books that explain how to write about music.

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):

   MUSC 312

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.

   Alan Houtcheus
   Instructor/Coordinator: H. Alan Houtcheus 19 Sept. 2011
   Printed name and signature (Date)

   Received: Valerie Balester 9/21/11
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

   College Dean: [Signature] 9/20/11
   Printed name and signature (Date)

   Department Head: [Signature] 9/19/11
   Printed name and signature (Date)
MUSIC 312-900 (W)

MUSIC IN MODERN WESTERN CULTURE

Dr. Alan Houtchens  Office hours: T Th, 11:00 a.m.-12:30 p.m.
406A Academic Building  979-845-6122  houtch@tamu.edu

PREREQUISITE

MUSC 205: Theory and Musicianship II or approval of instructor

COURSE DESCRIPTION

Rigorous study of styles, genres, and forms in Western narrowcast music from the beginning of the nineteenth century to the present within the context of political, economic, social, and cultural developments.

Narrowcast refers to a body of written (notated) music that today is conventionally performed only in symphonic and chamber music concert halls, opera houses, or performance art spaces and is intended to address the interests and aesthetic concerns of a specific population. Some people informally and imprecisely call this body of music classical, “long-hair,” “highbrow,” or, worst of all, serious. Such music is generally aired only by a very few television and FM radio stations, and even then only at odd hours during the day, while broadcast musics are the regular fare of all other stations not dedicated to the talk-show format. Broadcast musics have been and are more widely known and disseminated, and are commonly identified by such terms as popular, commercial, folk, or traditional.

Particular emphasis is placed on the interconnections between music, literature, and the visual arts.

The content and structure of the course is problem or question-driven and is intended to develop respect for the ethics and values of scholarship.

The course contains a substantial writing component designed to meet University guidelines for W status.

Analysis of musical compositions, literary selections, and works of visual art is involved. Students are expected to already be familiar with basic musical concepts, terms, and analytical procedures.

LEARNING OBJECTIVES

• focus on the historical/cultural aspects of music: its relationship to other human artistic endeavors and to society as a whole; its development in the past, enrichment of the present, and promise for the future
• strengthen our understanding of music and the other arts as living entities, with the view that artistic creations grow in meaning, import, and emotional intensity like—and as—humans do
• enhance conceptual thinking and active critical inquiry and discourse by considering aesthetic and artistic issues within the context of specific political, economic, social, and cultural events and conditions
• trace interconnections between music, dance, literature, and the visual arts
• gain knowledge (understanding) of the most important composers and the contributions they have made to Western civilization: their gifts to us, to our ways of thinking, our ways of living
• gain insights into the processes of artistic creativity
• contextualize the creative activity of both mainstream and minority or marginalized artists
• demonstrate familiarity with fundamental musical terminology, concepts, systems of theory, and analytical procedures
• develop listening skills that may be applied to all kinds and styles of music
• (re)consider performance practice issues specific to the music studied in the course
• engage in scholarly research activity
• apply methods of acquiring, processing, synthesizing, and evaluating discipline-specific knowledge and evaluating the credibility, content, and currency of sources
• develop writing skills commensurate with upper division standing at a Research I university
• refine a near-professional academic writing style that is directly communicative, logical, concise, and grammatically correct
## COURSE MATERIALS


**Required:** Course Packet. Obtainable at Notes-N-Quotes, 701 University, College Station ☎ 846-2255


Please bring the text and course packet to every class session.

### GRADING (450 points total)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>405-450 points</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>360-404 points</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>315-359 points</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>270-314 points</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 59%</td>
<td>269 points or less</td>
<td>F</td>
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</tbody>
</table>

Analytical Study (150 points)

A. Proposal & Preliminary List of References (50 points) + the score of your chosen art song

B. 7 page paper with annotated References Cited (100 points)

Term paper: optional 2nd grading

### SPECIAL STIPULATION:
You must accumulate at least 90 points on the Analytical Study portion in order to pass the course (60% of 150 points).

In the event your prose does not conform to the standards of formal scholarly writing with regard to grammar, spelling, sentence structure, and rhetorical discourse, you will be required to revise the proposal and/or analytical study with help from one of the tutors at the Texas A&M University Writing Center, Evans Library, Suite 1.214 (2nd floor): [http://writingcenter.tamu.edu](http://writingcenter.tamu.edu). Along with your revision, also submit written documentation from the tutor that includes a critique of your document, a statement concerning the nature and extent of assistance she/he gave you, and a description of the steps you have taken to improve your writing style.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>80 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 points (comprehensive)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>120 points (comprehensive)</td>
</tr>
<tr>
<td>Three pop quizzes</td>
<td>15 points each extra credit</td>
</tr>
</tbody>
</table>

Each exam typically consists of several sections: a listening section, which involves identifying passages drawn from the individual compositions studied during the course and responding to questions about that passage or the entire composition; and several other parts, such as short answer questions, mini-essays, essays, and multiple choice, true/false, or matching sections. Please refer to the General Study Guide in the Course Packet.

A take-home component may be passed out during a class session preceding the exam. Unless a student is able to provide proper documentation for being absent when a take-home component is distributed, that portion of the exam will not be administered to the student, and s/he will not receive credit for it.

No make-up quizzes or exams will be administered unless and until a written excuse is presented in compliance with official University policy as stated under Student Rules, Part I, Section 7: Attendance (Revised 2006) in the TAMU Student Handbook online: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/).
Except in cases involving the observance of religious holidays, in order to be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency), the student must provide written notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be given prior to the class session.

For absences of one or two University business days related to illness or injury, a written document is required from a health care professional confirming dates and times of visit. For absences of three or more days, the note from a health care professional must also contain a statement confirming that absence from class on the specific days missed was necessary for medical reasons.

Please note that, while you are always welcome to discuss test scores and grades with me personally in my office, I maintain a strict policy of not addressing these issues over the telephone or through written communication, including E-mail.

Computers, PDAs, cell phones, or similar devices are not permitted during quizzes or exams.

**CLASS ATTENDANCE AND PARTICIPATION**

Roll will be taken daily and participation in class will be noted. Each absence will be recorded even if an excuse is provided. If, at the end of the semester, a student’s accumulated number of points lies on the borderline between two grades and s/he has maintained an exemplary attendance and participation record, I reserve the prerogative to award the higher grade. Missing no more than THREE class sessions is acceptable, but not advisable.

The owner of a cell phone, watch, or other electronic device making noise of any kind during class will be asked to leave the classroom for the remainder of the class session, and an absence for the entire class period will be recorded.

**HOMEWORK**

For every hour in class, each student is expected to spend at least 2 hours doing the reading assignments and listening to the required selections.

The listening selections are available on CDs in the Media and Reserves Department, Evans Library Annex 417; or they may be streamed to a computer through the services of MediaMatrix by logging onto [http://mediamatrix.tamu.edu/](http://mediamatrix.tamu.edu/).

Musical scores are available at Media and Reserves, Evans Library Annex 4th floor.
MUSIC 312-900 (W)
MUSIC IN MODERN WESTERN CULTURE

ACADEMIC INTEGRITY

The handouts used in this course are copyrighted. The word “handouts” encompasses all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, review sheets, and the items in the Course Packet. Because these materials are copyrighted, you do not have the right to copy them.

“An Aggie does not lie, cheat, or steal or tolerate others who do.” The issue of scholastic dishonesty in all of its manifestations has received increasingly more attention in recent years on this campus. Some of the more common acts that constitute scholastic dishonesty are listed below:

- Acquiring answers for any assigned work or examination from any unauthorized source.
- Working with another person or persons on any assignment or examination when not specifically permitted by the instructor.
- Observing the work of other students during any examination.
- Providing answers for any assigned work or examination when not specifically authorized to do so.
- Informing any person or persons of the contents of any examination.
- Failing to credit sources used in a work product in order to pass off the work as one’s own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Such plagiarism involves passing off as one’s own the ideas, words, writings, etc. belonging to another, and/or copying work done by another person and turning it in as one’s own, even if that person has given permission to do so.

These and other descriptions of academic dishonesty may be found online under the heading “Student Rules: Definitions of Academic Misconduct” at http://www.tamu.edu/aggiehonor.

Infractions of these rules will be treated in the manner described under the heading “Student Rules: Academic Integrity Sanctions” at http://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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.

STUDENT’S ACKNOWLEDGMENT

I HAVE READ AND UNDERSTAND THE STATEMENTS ABOVE AND WILL COMPLY WITH THEM.

_________________________  ___________________________  ________________
Please print your name        Signature                 Date
MUSC 312-900 (W): MUSIC IN MODERN WESTERN CULTURE

C&V = Culture and Values (text) • CP = Course Packet

PRINCIPAL MUSICAL WORKS STUDIED

<table>
<thead>
<tr>
<th>No.</th>
<th>Work</th>
<th>Composer/Title</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Laurie Anderson, From the Air</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Anon., Dies irae</td>
<td></td>
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<tr>
<td>3</td>
<td>Béla Bartók, String Quartet no. 4, V</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Alban Berg, Wozzeck, Act 1, scene 4</td>
<td></td>
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<tr>
<td>5</td>
<td>Hector Berlioz, Symphonie fantastique, V</td>
<td></td>
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<tr>
<td>6</td>
<td>Luciano Berio, Sinfonia, III</td>
<td></td>
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<tr>
<td>7</td>
<td>Johannes Brahms, Piano Trio in B major, II</td>
<td></td>
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<tr>
<td>8</td>
<td>John Cage, Second Interlude</td>
<td></td>
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<tr>
<td>9</td>
<td>Fryderyk Chopin, Piano Concerto no. 2, II</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Aaron Copland, Appalachian Spring</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>George Crumb, Black Angels</td>
<td></td>
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<tr>
<td>12</td>
<td>Mario Davidovsky, Synchronisms no. 9</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Claude Debussy, Suite bergamasque</td>
<td></td>
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<tr>
<td>14</td>
<td>Clair de lune</td>
<td></td>
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<tr>
<td>15</td>
<td>Antonín Dvořák, String Quartet in F major, I</td>
<td>Libby Larsen, Marimba Concerto</td>
</tr>
<tr>
<td>16</td>
<td>I. Allegro/Cross-Rhythms/Allegro Assai/Pass the Plate</td>
<td>Franz Liszt, Transcendental Étude no. 2</td>
</tr>
<tr>
<td>17</td>
<td>II. Slowly, in muted Colors</td>
<td></td>
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<tr>
<td>18</td>
<td>Fanny Mendelssohn Hensel, Dämmerung senkte sich von oben</td>
<td>Gustav Mahler, Des Antonius von Padua Fischpredigt</td>
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<tr>
<td>19</td>
<td>Alma Schindler Mahler, Ermetied</td>
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<tr>
<td>20</td>
<td>Gustav Mahler, Symphony no. 2</td>
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<tr>
<td>21</td>
<td>Luciano Berio, Sinfonia, III</td>
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<td>22</td>
<td>III. In ruhig fließender Bewegung</td>
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<td>23</td>
<td>IV. &quot;Urlicht.” Sehr feierlich aber schlicht</td>
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<td>24</td>
<td>V. Wild herausfahrend</td>
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<td>25</td>
<td>Steve Reich, Music for 18 Musicians</td>
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<tr>
<td>26</td>
<td>Richard Wagner, A Faust Overture</td>
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</table>

Read the entry in *Grove Dictionary of Music and Musicians Online* for each composer listed in the syllabus below when we study that composer. Follow these steps to gain Internet access:

1. TAMU Libraries → Subject Guides
3. Grove Music Online (Oxford Music Online)
4. Log in (cookies must be enabled).

Also read the select biographical essays in the *Dictionary of Literary Biography* cited in the syllabus. This source may be accessed through the Gale Literary Library:

1. [TAMU] University Libraries → Subject Guides → English: [http://library.tamu.edu/subject-guides/english](http://library.tamu.edu/subject-guides/english)
2. Literature Resource Center:
3. Log in (cookies must be enabled).

The listening selections are available on CDs in the Media and Reserves Department, Evans Library Annex 417; or they may be streamed to a computer through the services of MediaMatrix by logging onto [http://mediamatrix.tamu.edu/](http://mediamatrix.tamu.edu/).

**WEEK** | **TOPICS** | **READING/Writing Assignments** | **Listening Assignments**
---|---|---|---
1 | Introduction: syllabus; important musical concepts and terminology; analytical study guidelines | Purchase text (required), Course Packet (required), and dictionary (optional) |  |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READING/Writing Assignments</th>
<th>Listening Assignments</th>
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<tr>
<td>2</td>
<td>the Romantic era: social, political, cultural developments; Italian opera; Chopin; smaller, intimate genres: Lied, character piece</td>
<td>C&amp;V: The Concerns of Romanticism, The Intellectual Background; The Age of the Virtuosos, Opera in Italy: Bel Canto Opera, Verdi; Romantic Art, Literature in the 19th Century, The Romantic Era in America, Glossary</td>
<td>Fryderyk (Frédéric) Chopin, Piano Concerto no. 2 in F minor, op. 21, II Fanny Mendelssohn Hensel, “Dämmerung senkte sich von oben” Franz (Ferencz) Liszt, 12 Études d’exécution transcendante, II</td>
</tr>
<tr>
<td>4</td>
<td>Hector Berlioz</td>
<td>C&amp;V: Instrumental Music after Beethoven: Berlioz; The Age of the Virtuosos: Paganini CP: Sonata Cycle; Berlioz, Symphonie fantastique (commentary, program, idée fixe, analysis chart); Liturgy of the Requiem Mass; Dies irae (music, text); Serpent TURN IN PROPOSAL &amp; LIST OF REFERENCES</td>
<td>Hector Berlioz, Symphonie fantastique Dies irae (plainchant Sequence for the Requiem Mass)</td>
</tr>
<tr>
<td>5</td>
<td>EXAM 1</td>
<td>C&amp;V: Brahms CP: The “Music of the Future” Controversy; Robert Schumann, “New Paths”</td>
<td>Johannes Brahms, Piano Trio no. 1 in B major, op. 8</td>
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<tr>
<td>6</td>
<td>Johannes Brahms (2); nationalism; Antonín Dvořák</td>
<td>C&amp;V: Brahms; Values: Nationalism; Musical Nationalism; Summary CP: Verdi and VERDI: “The F-major String Quartet, Opus 96”; Map of east central Europe and the Balkans, 1871-1914, Map of Eastern Europe (2004)</td>
<td>Antonín Dvořák, String Quartet in F major, op. 96, I</td>
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<tr>
<td>WEEK</td>
<td>TOPICS</td>
<td>READING/WRITING ASSIGNMENTS</td>
<td>LISTENING ASSIGNMENTS</td>
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<td>8</td>
<td>Post-Impressionism, Fauvism, Expressionism; Schoenberg’s twelve-tone method; serialism; <em>Wozzeck</em></td>
<td>C&amp;V: Post-Impressionism; Fauvism and Expressionism; New Subjects for Literature, Psychological Insights in the Novel; Responses to a Changing Society: The Role of Women; The Search for a New Musical Language: Schönberg; Summary; <em>Wozzeck</em> (synopsis), <em>Wozzeck</em>, act 1, scene 4 (libretto) CP: Early Twentieth-Century Composers, Some Representative Early 20&lt;sup&gt;th&lt;/sup&gt;-Century Compositions; Comparison of Impressionism and Expressionism; Babbitt, <em>Compositions for Piano</em>, no. 1 (1947), beg. (score), Babbitt, <em>Compositions for Piano</em>, no. 1: tone row, inversion, retrograde, and retrograde inversion (“magic square”); <em>Wozzeck</em> (synopsis), <em>Wozzeck</em>, act 1, scene 4 (libretto) TURN IN THE ANALYTICAL STUDY</td>
<td>Alban Berg, <em>Wozzeck</em>, Act 1, scene 4</td>
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<td>9</td>
<td><em>Wozzeck</em> (2) EXAM 2 (COMPREHENSIVE)</td>
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<tr>
<td>WEEK</td>
<td>TOPICS</td>
<td>READING/Writing Assignments</td>
<td>Listening Assignments</td>
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<tr>
<td>10</td>
<td>atavism, Igor Stravinsky and the Ballets Russes; between the World Wars</td>
<td>C&amp;V: The Search for a New Musical Language; Stravinsky; Between the World Wars, The Great War and its Significance; Literary Modernism; The Revolution in Art After World War I; Freud, the Unconscious, and Surrealism; Music in the Jazz Age; Ballet: Collaboration Among the Arts; Film, Photography, Bauhaus and Architecture; Summary</td>
<td>Béla Bartók, String Quartet no. 4, V Aaron Copland, Appalachian Spring, section 7</td>
</tr>
<tr>
<td>11</td>
<td>music and art since 1945; Gustav Mahler’s Symphony no. 2</td>
<td>C&amp;V: The Contemporary Contour; Toward a Global Culture; Existentialism; Painting Since 1945; Contemporary Sculpture; Architecture; Some Trends in Contemporary Literature; Music Since 1945; Summary</td>
<td>John Cage, Sonatas and Interludes, Second Interlude Gustav Mahler’s Symphony no. 2, III-V</td>
</tr>
<tr>
<td>13</td>
<td>the new pluralism (2): George Crumb; electronic music; textural music</td>
<td>CP: Black Angels (commentary), Black Angels, beg. (score); Music Since 1945: Compositional Styles and Techniques, Some Representative Compositions Since 1945</td>
<td>George Crumb, Black Angels, Part I Mario Davidovsky, Synchronisms no. 9</td>
</tr>
<tr>
<td>14</td>
<td>performance art; looking back to the future</td>
<td>CP: Anderson, “From the Air” (text), Laurie Anderson (interview); Marimba Concerto (commentary by Larsen) TURN IN YOUR ANALYTICAL STUDY (OPTIONAL SECOND GRADING).</td>
<td>Laurie Anderson, “From the Air” Libby Larsen, Marimba Concerto: After Hampton (1992), I, II</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Nancy Plankey Videla, Department of Sociology  
     Jane Sell, Head, Department of Sociology  
     Claire Katz, Director, Department of Women’s and Gender Studies  
     Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: October 26, 2011  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI/WGST 424

We recommend that SOCI/WGST 424 Women and Work in Society 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: 62.5%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:30

For this cross-listed course, students write a five-page family history essay and a 25-page research paper. There are two formal opportunities for feedback on the research paper. First, either the instructor or the University Writing Center directs a peer-review session on drafts. After this review, students have a week to produce a new draft, which the instructor comments on. Students are also encouraged to meet with the instructor for conferences to discuss the progress of their writing assignments. For instruction, models are used and the University Writing Center conducts workshops, which are further discussed during class lectures.

The main change since original certification was granted has been to include points for turning in complete writing assignments on time. Students would turn in incomplete rough drafts that were two thirds shorter than the expected final product.
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):
   SOC1/WGST 424: Women and Work in Society

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: Nancy Plankey Videla
   Printed name and signature
   (Date)

Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   9/14/11
   (Date)

Approvals:

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

Department Head: Jane Sell
   Printed name and signature
   (Date)
Sociology 424/Wmst 424-900: 
Women and Work in Society (W)

Fall 2009  *  T Th 12:45-2:00 pm  *  CHEN Room 111

Prof. Nancy Plankey Videla                      Office Phone: 845-5483
Office: Academic Building 429B                  Email: plankeyvidela@tamu.edu
Office hours:  by appointment

Course Objectives:
This course is an overview of some of the most important issues facing women in their work for wages. Women have always worked, but as industrialization moved employment out of the home and created a dependence on employment for most families, women’s position in the household and the economy changed. Specifically, their former productive activities became devalued and their ability to leave their families to earn a living was restricted. However, even in the early stages of industrialization, women were more involved in factory work and home-based production than many realize. The 20th Century saw the steady rise in the percentage of women who worked outside the home for income, with a brief decline in the 1950s. Since the 1960s, however, women’s labor force participation has increased rapidly, almost equaling that of men.

Women and men do have different patterns of work, different types of work, and different careers. There is still a pay gap that can’t be explained completely by women’s choices or skill levels. Moreover, the fact of women moving into the labor force is not only an American phenomenon, but a global one which affects women in every country. Issues such as wage equity, discrimination, exploitation, ‘the glass ceiling’, work-family conflicts, parental and family leave, retirement savings, and many more affect women differently than men.

In this course, we will examine what sociologists know about women and their work—their successes as well as their continuing problems. We will first take a historical look at women and work in the U.S. Then will read articles and a book that provide a more in-depth, qualitative look at the worlds of women and work. These books cover the work of working class women, women professionals, gender in jobs that were traditionally defined as “women’s jobs,” the problem of work and family conflicts, and the present situation of immigrant and international women.

Readings:
There are three books and a reading packet required for this course. The following books are available at the MSC Bookstore:


The other readings are available on WebCT at http://elearning.tamu.edu. I expect every student to read assigned materials **before** class. We will stick to the course outline as closely as possible, however, it may occasionally be necessary to make adjustments to the schedule. These adjustments will be announced in class and posted on WebCT. It is the students’ responsibility to stay informed of all changes in the course outline.

**Course Format:**
We meet twice a week and each meeting will combine lecture and discussion of topics covered in the readings. We will also watch several films related to the course material. Discussion is key to understanding the course material and **participation will be graded.** We will share—in class and through various assignments—our experiences of work, which will provide a useful basis for critically engaging the theories and ideas brought up in lectures and readings.

Since this is a W class, we will have several writing workshops provided by the Writing Center, and there will be one opportunity to re-write the first assignment and two chances to rewrite the paper. Moreover, you will need to meet with me to discuss your essay and paper both in terms of content and writing style. The goal is for you to learn about the gendered dynamics of the labor market while honing your writing and analytical skills.

**Requirements and expectations:**
I expect students to attend class, do the assigned reading and participate in class discussions. Your final grade will be based on exams, assignments and participation. You will earn points for each assignment, though for your final grade, I will take into account such things as improvement, enthusiasm and active participation in discussions.

**Course grading:** Here is how your final grade breaks down:

**Two (2) non-cumulative exams (75 points each)**
You will have 2 exams over the course of the semester. Both will be in-class essay/short answer exams. No make-up exams will be given unless you have a legitimate and documented reason. You need to notify me **prior** to the exam.

**One (1) essay/investigation project (75 points)**
You will conduct a short research assignment (4-5 pages) that requires investigation into your own place of work, and the work histories of at least two generations in your family. The assignment will be discussed and handed out in class.

**One (1) research paper (100 points)**
There will be a 15-20 page research paper due at the end of the semester. You will choose the topic in consultation with me. A draft will be due mid-semester to ensure that you have plenty of time to re-write and improve you paper.

**Turning in assignments on time and well-done (50 points)**
Topic and outline (due October 29th) – 25 points
First Draft for peer review (due November 10th) – 15 points
Second Draft for professor’s review (due November 17th) – 10 points
Participation and attendance (25 points)
You will be graded on the quality of your participation, as well as attendance. It is important to learn to speak comfortably and confidently in formal settings, and to learn to take charge of your own learning environment. A goal of this class is to be as interactive as possible.

Attendance is required. There will be a sign-in sheet for every class. More than two unexplained absences will affect the attendance and participation portion of your grade. If you have a personal or family emergency or religious observance, please contact me ASAP (and preferably before the absence). Your sixth unexplained absence will drop your final overall grade an entire step (for example, from a B to a B-). Your final grade will continue to drop one step for each successive unexcused absence after the sixth. And out of respect for your fellow students and myself, come to class on time.

First Exam 75 points
Final Exam 75 points
Short Essay/Research Paper 75 points
Research Paper 100 points
Participation and attendance 25 points
Turning in assignments 50 points
Total 400 points

A Note on Academic Dishonesty
As members of a community of learning, it is imperative that all students be aware of and abides by the rules of academic integrity. They can be downloaded at http://student-rules.tamu.edu/rule20.htm. Furthermore, as of September 1, 2004 the Aggie Honor Code will be effect (www.tamu.edu/aggiehonor). In short, they state that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information. Knowledge is built upon the work of others—that work must be recognized appropriately. If you use an idea, paraphrased sentences or words of another person(s) you must cite them. When in doubt, cite the work. It is preferable to over-cite than to take credit for someone else’s work.

Plagiarism and other forms of academic dishonesty will not be tolerated. Suspected cases will be sent to the Aggie Honor System Office where an investigation will proceed. The consequences of academic dishonesty range from grade sanctions to expulsion from the University. This is a very serious matter.

A Note on Disability
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 118 Cain Hall or call 845-1637.
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tr>
<td>Week 1</td>
<td>Introduction Historical Overview of Work</td>
<td>Amott and Matthei Ch. 9</td>
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<td>Sept. 1-3</td>
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<td>Week 2</td>
<td>Historical overview continued Writing Workshop: Writing Basics</td>
<td>Amott and Matthei ch. 10 Skim Strunk &amp; White</td>
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<td>Sept. 8-10</td>
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<td>Week 3</td>
<td>Theories of Work and Gender</td>
<td>Dubcek and Dunn, Introduction Unit One</td>
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<td>Sept. 15-17</td>
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<td>Week 4</td>
<td>Theories of Work and Gender Writing Workshop: Avoiding Plagiarism</td>
<td>Dubcek and Dunn, Unit Two</td>
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<td>Sept. 22-24</td>
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<td>Week 5</td>
<td>Family and Work</td>
<td>Dubcek and Dunn, Unit Three</td>
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<td>Sept. 29-Oct. 1</td>
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<td>Week 6</td>
<td>Family and Work FIRST ASSIGNMENT DUE</td>
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<td>Oct. 6-8</td>
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<td>Week 7</td>
<td>Women across the spectrum</td>
<td>Dubcek and Dunn Unit Four (minus ch.17)</td>
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<td>Oct. 13-15</td>
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<td>Week 8</td>
<td>EXAM 1 Care work</td>
<td>On-line: Nakano Glenn; Bains</td>
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<td>Oct. 20-22</td>
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<td>Week 9</td>
<td>Sex Work PAPER TOPIC AND OUTLINE DUE</td>
<td>On-line: Kempala; Farr</td>
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<td>Oct. 27-29</td>
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<td>Week 10</td>
<td>Linking global dynamics with shop floor work experience</td>
<td>Fink chapters 1-2</td>
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<td>Nov. 3-5</td>
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<td>Week 11</td>
<td>1st PAPER DRAFT DUE for in class work Peer Review /Writing Workshop</td>
<td>Bring two copies of your paper on Tues. Fink chapters 3-4</td>
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<td>Nov. 10-12</td>
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<tr>
<td>Week 12</td>
<td>2nd PAPER DRAFT DUE TUESDAY Papers will be returned on Thursday</td>
<td>Individual meetings during class on Thursday to discuss paper comments. Bring Fink book.</td>
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<td>Nov. 17-19</td>
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<td>Week 13</td>
<td>Constructing a gendered, classed and raced labor market No class Thursday- Thanksgiving Break</td>
<td>Fink chapter 5 and epilogue</td>
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<td>Nov. 24</td>
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<td>Week 14</td>
<td>The Globalization of Work, The Localization of Gender EXAM 2</td>
<td>No reading, work on paper</td>
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<td>Dec. 1-3</td>
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<td>Week 15</td>
<td>Final Paper Due</td>
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<td>Dec. 11</td>
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