Memorandum

TO: Faculty Senate Executive Committee

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

DATE: November 21, 2011

RE: Request for course additions to the W/C Course graduation requirement

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

Courses submitted for W certification:

- ARCH 205  Architectural Design I
- ARCH 248  Writing in Architectural History
- ARCH 390  Introduction to Architectural Research
- GERM 491  Research

Courses submitted for C certification:

- ARCH 305  Architectural Design III

Courses submitted for W recertification:

- ARCH 212  Social and Behavioral Factors in Design
- COMM/WGST 420  Gender and Communication
- COMM 460  Communication and Contemporary Issues
- ENGL 401  Critical Theory and Practice
- ENGL/WGST 474  Studies in Women Writers
- FSTC/DASC 313  Food Chemistry Laboratory
- MARB 435  Marine Invertebrate Zoology
- MAST 425  Thesis and Technical Writing
- WFSC 403  Animal Ecology
TO: Faculty Senate Executive Committee

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

CC: Julia Rogers and Susan Rodiek, Department of Architecture
    Ward Wells, Head, Department of Architecture
    Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: November 23, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ARCH 205

We recommend that ARCH 205 Architectural Design 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: 25%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:18

Writing in ARCH 205 clarifies the students’ understanding of design. It is a four-credit course required of majors. One GAT will assist all sections (8 per year) in addition to each section having an assigned instructor. In several instances, the writing assignments are used as support for and clarification of the graphics. The classes are taught at the same time in open studios. The GAT reviews and comments on papers and offers writing assistance during class. Grades are assigned by the instructor. Students write an executive summary, an analysis of a structural failure, a short paper on product research, and a statement of intent to accompany a portfolio. The instructor provides feedback on a draft of the analysis paper and on a draft of the portfolio statement. Instruction includes readings, discussion of writing projects, a lecture on research, and a writing workshop.
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: 

ARCH 305 ARCHITECTURAL DESIGN I

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: JULIE ROGERS
Printed name and signature

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

Date: 10/27/11

Approvals:

College Dean: Louis G. Tassinary
Printed name and signature

(Date)

Department Head: L. W. Wells
Printed name and signature

(Date)
ARCHITECTURE DESIGN I -- INTEGRATED STUDIO - (4 Credit hours)
Meets in ARCA Room 120
MW 3:00 pm – 5:25 pm
F 1:50 am – 5:25 pm

Instructor: Susan Rodiek, Ph.D., NCARB - rodiek@tamu.edu; (979) 862-2234
Office: W014 Jack K. Williams Building (ground floor), Center for Health Systems & Design Research Annex
Hours: Wednesday 12:00 - 1:00, and by appointment

1. CATALOG DESCRIPTION


2. INTRODUCTION

In this course, students will focus on designing realistic buildings, with an emphasis on human usage, site and urban context, and basic sustainability issues. Specific exercises will target skill development in design-based problem-solving using pattern languages and physical sketch models, as well as graphic and verbal communication techniques.

3. COURSE OBJECTIVES

The main goals for each student are to:
   a) Develop a feasible and effective approach for solving architectural design problems.
   b) Gain experience with teamwork and shared responsibility.
   c) Develop more effective communication skills, both visual and verbal.
   d) Design a building that successfully meets the needs of users, both practical and aesthetic.
   e) Design a building and site amenities that are appropriate in the urban context.
   f) Gain experience incorporating structural, material, and sustainability issues into design.
   f) Demonstrate effective self-organization and time-management skills.

4. METHODS

This studio will include a wide range of approaches to design and communication, ranging from hand sketching and model-building to digital drafting and rendering. Students will work individually and in teams, with two-person teams completing the main design work; each individual will submit an individual portfolio at the end of the semester. Short exercises throughout the semester may include research, writing, sketching, photography, and graphic design. Substantial progress is expected at each studio session, with new hard-copy prints available for markup during critiques. Students will be expected to demonstrate good time management, and to effectively balance their academic life while devoting the requisite quality time to the studio process.

5. CARE OF FACILITIES

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.
6. COURSE SCHEDULE – Fall 2011 (may be adjusted per project requirements)  

Week 1  
Syllabus and introductions, arrange studio. Students begin research on project type, buy text and supplies. Discuss design for aging concepts, program requirements. Select teams, prepare for site visit.  
Visit Project Site. Document site and context, begin site + program analysis, identify architectural precedents.

Week 2  
REVIEW Site analysis + drawings, team programs, and arch. precedents. Prepare for case study visits.  
Visit Case Study Sites; observe and document user activities and spatial configurations. Begin preliminary concept development with bubble diagrams, sketches and models.

Week 3  
REVIEW preliminary concept development (diagrams, sketches, massing models. Explore concept development options. Finalize conceptual development.  
Writing Assignment # 1 Due.

Week 4  
REVIEW conceptual massing models and sketches. Explore climatic and sustainability issues. Develop sustainable building response.

Week 5  
REVIEW climate response elements .  
Develop schematic design – circulation, egress, access. Develop schematic design – fenestration, exterior materials and finishes

Week 6  
REVIEW schematic design. Explore structural elements. Develop structural elements.  
Writing Assignment # 2 Draft Due

Week 7  
REVIEW structural elements.  
Sections/ elevations/ shading, prepare for midpoint.  
Writing Assignment # 2 Final Paper Due

Week 8  
MIDPOINT PRESENTATION (show structural and climatic components).  
Revise site plan, floor plan, sections, elevations. Revise graphic elements and board layout.

Week 9  
REVIEW Revised drawings.  
Writing Assignment # 3 Due.

Week 10  
Develop renderings.  
Develop text. Develop board layout.

Week 11  
REVIEW draft presentation boards.  
Revise renderings, board layout, text. Revise renderings board layout, text.

Week 12  
FINAL PRESENTATION  
Post-review improvements as required. Post-review improvements as required.

Week 13  
Portfolio Workshop, bring in previous portfolios and components. Work on portfolio.  
Writing Assignment # 4 Due. In class discussion of statements

Week 14  
REVIEW Portfolio draft  
Revise portfolio. Complete portfolio.
7. INSTRUCTOR GRADING POLICY

You are expected to be self-motivated and strive constantly to improve your own skills and knowledge base while contributing to the learning environment shared with other students.

\[A=90-100\]  Highly successful products for assigned work objectives
Exceptional evidence of learning and growth
Exemplary work habits and contributions to the class

\[B=80-89\]  Satisfactory products that meet assigned objectives
Clear evidence of learning and growth
Good and consistent work habits and contributions to class

\[C=70-79\]  Work products do not fully meet assigned objectives
Moderate development of skills and knowledge base
Inconsistent attention to work and class participation

\[D=60-69\]  Work products do not meet assigned objectives
Limited understanding of concepts and weak skill development
Poor attention to work and class participation

\[F=59\ and\ below\]  Inadequate or missing work products
Failure to demonstrate understanding of basic concepts and skills
Little indication of interest in the class or architectural education

GRADE DISTRIBUTION:

Primary Design Project – Senior/Community Center 50%
Design exercises and brief projects 20%
Writing exercise #1 5%
Writing exercise #2 10%
Writing exercise #3 5%
Writing exercise #4 5%
Semester documentation and portfolio 5%

100%

8. ATTENDANCE POLICY

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

You are expected to be present during scheduled studio times, ready to work, and with appropriate materials on hand. You are expected to work primarily in studio, both during and aside from scheduled class hours. Most sessions will begin with a critique of previous work, and a discussion of new information and assignments, so students should plan to arrive early or on time. Lateness or unexcused absence will result in substantially lowered grades (excused absence requires written verification for medical or University-mandated reasons).

If you are late or absent, it is your responsibility to notify the instructor IN ADVANCE of the class session, by PHONE, EMAIL, or preferably both. This will not excuse the absence, but allows the rest of the group to begin on
time. If you are late or absent, you are responsible for finding out about any missed information and assignments, and completing all work on the assigned schedule. You are also responsible for contacting your team partner(s) and coordinating how to complete any required work on time. Students are expected to coordinate closely with team members - those who fail to do so will receive substantially lowered evaluations. Assignments must be turned in on time, even if incomplete. It is your responsibility to obtain prints well in advance of the due time, and plan for alternative printing sites, in case college printers are overscheduled or out of order. Printing delays are not an excuse for late work, and no allowance will be given for late work caused by printing delays.

9. MATERIALS AND FIELD TRIPS

This studio requires typical digital and manual media for sketching, drafting, and rendering, as well as model making tools and materials, photographs and prints (see attached list for suggested materials). Additional materials may be required for specific projects. Field trips are expected to be in the local and regional areas, including visits to the project site and case study sites. Students should inform their other instructors as early in advance as possible if any scheduled activities will require them to be absent from other classes.

10. READINGS AND REFERENCE MATERIALS

At the second year, students are expected to begin acquiring basic reference texts and resources on architectural design, including structures, building systems, and design detailing. The main design text for this course is A Pattern Language, a standard reference work that addresses design issues in relation to human usage.

REQUIRED:

Students will access The Studio Handbook: A Guide for Architecture Students being developed by Dr. Rodiek, with additional text-based readings and online research materials to be referenced as work progresses.

11. DOCUMENTATION OF STUDENT WORK

Reviews and critiques – students are expected to make tangible progress between each studio session, unless otherwise noted. Most sessions will begin with group or individual review of the most recent progress made. For each day’s desk crits, students should have evidence of their progress available for review in printed format in advance each studio session, even if small-scale and black & white. Students should also have tracing paper torn into sheets and on their desks in advance of desk crits.

Digital information -- students should frequently backup their all work on external media such as CDs, external hard drives, flash drives, etc. to safeguard against the possibility of laptop crashes and other losses. As network folders and temp drives are erased by IT staff on a frequent basis, any work produced on university equipment must be saved on the student’s own external media. Students may develop a common folder for sharing images, maps, and research information, but all material should be backed up in a second location. Appropriate file size should be used for images – adequate for good resolution, but not large enough to slow down operating systems.

Printer and Laser-cutter use, especially for reviews and presentations, should be done EARLY, due to unexpected delays and obstacles – you should assume that anything that can go wrong, will, and have an alternate plan for finishing work in time.

Studio products such as models and drawings may be retained by the instructor for accreditation or other purposes. Students should plan to document and/ or make copies of their work for their own use in the form of copies, photographs, slides, or digital images.

Required papers are expected to be typed and submitted in the required format.
12. STUDIO CULTURE

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation.

Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking. Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life.

Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

13. 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.

14. ACADEMIC INTEGRITY STATEMENT AND POLICY

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
MODELMAKING/ CONSTRUCTING OBJECTS

- Foamcore board for models and for mounting drawings
- Brown cardboard and chipboard
- Desktop cutting surface
- Mat knife / X-acto knife
- Non-hardening modeling clay (off-white or ivory)
- White glue (“tacky” type preferred)
- Rubber cement, straight pins, ordinary masking tape
- Glue gun and glue sticks
- Various materials as required for object construction

(also: museum/ mat board, bass/ balsa wood, flexible foam sheets, materials for specific projects)

SKETCHING / DRAWING/ PRESENTATION

- Laptop with graphics software (CAD, Photoshop, Powerpoint, etc.)
- Storage media (CDs, external hard drives, flash drives)
- Tracing paper (rolls, NOT pads) in different-width rolls - 12”, 18”, 24” (white is most versatile)
- Black ink pens in different line widths: thin, medium, and thick
- Soft “fat” sketch pencils (‘Ebony’ or ‘Berol Drafting Pencils’)
- Sketchbook
- Design journal – for sketching and making notes
- Cover to protect desk surface and facilitate sketching (must be taped down)
- Drafting tape or dots (ordinary masking tape leaves a sticky residue and can tear drawings)
- Architects scale (pref. triangular)
- Engineers scale (should be in feet, not metric or proportional scale)
- Gray markers in different values (try 20%, 40%, 60%, 80% - pref. WARM gray)
- Colored markers and pencils (for sketching and rendering)
- Drafting supplies as needed: Parallel drafting bar or T-square, Drafting triangles (in 45 and 30/60; also an Adjustable triangle); small lettering triangle; Pencils and/or leads with holder - from 4H to 4B (not mechanical pencils); Pencil sharpener or lead pointer, and Sandpaper pad for beveling pencil; Compass and/or circle templates; Erasers: white, and kneaded.

MISCELLANEOUS

- Desk lamp, adjustable
- Scissors, bond paper, white-out, scotch tape (pref. tape that can be repositioned)
- Small pocket-size measuring tape, 8’ or 10’ (from hardware store)
- Photographic equipment and supplies
- Black metal binder clips (small-size) for mounting drawings
**Writing Projects:**

The total maximum number of points for each writing assignment will be 20. Points will be given in each of the five categories.


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<thead>
<tr>
<th>Score</th>
<th>Points</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>4 points</td>
</tr>
<tr>
<td>Good</td>
<td>3 points</td>
</tr>
<tr>
<td>Fair</td>
<td>2 points</td>
</tr>
<tr>
<td>Poor</td>
<td>1 point</td>
</tr>
<tr>
<td>Failing</td>
<td>0 points</td>
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**Writing project # 1 – 5% of the final grade**

**Week 3:** Executive summary of a proposal for design services.

- **Final Paper** - Minimum two pages
- **Review:** TAMU University Writing Center: Executive Summary

Submit a proposal for design services. Write an executive summary one page long that assembles the key points of your design proposal. Write an additional page explaining why you chose those points.

An executive summary previews the main points of a longer report (usually 4 or more pages in length). The summary is written to familiarize people with the topic of the longer report. Executive summaries are generally not as technical as the longer reports they reference. They are written for audiences that need to be kept up to date on the subject matter, but these summaries may be read by individuals who are not as technically familiar with all information contained in the report. Unnecessary technical information and jargon should be avoided in the executive summary. Make sure your summary conveys purpose, message and key recommendations in the longer report.

Be prepared to discuss your summary with the class on the due date.

**Writing project # 2 – 10% of the final grade**

**Week 6 and week 7:** Persuasive Essay: An analysis of a structural failure

- **Draft Paper** – Minimum three pages
- **Final Paper** - Minimum three pages
- **Refer to:** TAMU University Writing Center Research & Documentaiton
  [http://writingcenter.tamu.edu/c/how-to/research-documentation/](http://writingcenter.tamu.edu/c/how-to/research-documentation/)

Some would argue all writing is persuasive. Certainly in business, persuasive writing is extremely important. In order to persuade people to believe and support your views, it is important that you not only explain pertinent and relevant facts, but you also need to refute the anticipated opposition as well. You should address anticipated ideas and concerns that might not support your arguments. In order to do this you must know your audience.

Select one of the projects from the list below. With instructor approval you may investigate another project. Conduct research to find three sources of information about the project. Write an analysis of the project failure that presents the range of speculation and your reasons why each speculative cause is either likely or unlikely as a reason for the failure. Be sure to footnote your sources and include citations for each key point leading up to your conclusion. Your paper should be three-to-four-pages long. A draft will be submitted for peer review. Be prepared to discuss your finding during our lectures on structures.
• Tacoma Narrows Bridge
• I35 bridge at Minneapolis
• World Trade Center
• Kansas City Convention Center
• EIFS cladding over wood construction in North Carolina
• Pruitt Igoe
• Amoco Building in Chicago
• Millennium Bridge, London
• Ambiance Plaza, Bridgeport, CT
• Orly Airport Terminal, Paris
• Kansas City Hyatt, Kansas City

Writing project #3 – 5% of the final grade
Week 9: Product Research

Final paper – Minimum one page text (excluding charts)

Research any one of the building products listed below. Find 4 manufacturers of the product. Produce a chart comparing the specifications for each manufacturer’s product. Write a recommendation for which project to specify based on a point-by-point comparison between the products. Include no more than 4 2”x2” images integrated with the text to orient the reader to your main points. Recommend one project based on your design proposal. Present a one page justification as to why you selected the product.

Residential Casement Windows
Commercial Wood Doors
Institutional Quality Mortised Locks
Residential Metal Roofing
Commercial Green Roofs
Translucent Fabric Roofs
Sustainable Residential Carpeting
Residential Entrance Doors

Writing project #4 – 5% of the final grade
Week 13: Portfolio intent statements (three minimum)

Three intent statements – Minimum one page text

Review: Problem Seeking: An Architectural Programming Primer by Pena and Parshall

By the end of this semester your portfolio should have design projects from three design studios (ENDS 105, ENDS 106 and ENDS 205). Many times a visual image can stand by itself. However, visual images do not always immediately allude to design intents. It is important that you illustrate an ability to concisely articulate your intent(s) in the design portfolio.

In addition, expressing yourself in a written format can serve to clarify ideas. Describing your design intent and the strategies you employed in a final project can encourage reflection. A discussion of “why” you employed select strategies is important to understanding. Terminology in the readings should be used.

You should select three design projects and write intent statements for each. The intent statements are to be no more than 7-8 sentences. An image or images should be submitted with each intent statements.

Portfolios and intent statements will be reviewed and discussed in class.
TO: Faculty Senate Executive Committee

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

CC: Julia Rogers and Nancy Klein, Department of Architecture
    Ward Wells, Head, Department of Architecture
    Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: November 23, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ARCH 248

We recommend that ARCH 248 Writing Architectural History 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: 90%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Instructor to student ratio for one section: 1:25

ARCH 248 requires five papers related to architecture, specifically history. The course will employ a graduate assistant (one assistant and one instructor to 50 students). Students write required drafts of all papers and get feedback via rubric. They also get instructor feedback on a draft of the final paper. They will have a week to revise each paper. Instruction includes discussions and in-class writing exercises. Additional course resources (including writing instruction) will be made available through eLearning.
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):

   **ARCH 228 Writing in Architectural History**

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: **JULIE ROGERS**
Printed name and signature
(Date)

Received: **Valerie Balester**
(W Course Coordinator, University Writing Center)
(Date) 10/27/11

Approvals:

College Dean: **LOUIS C. TASSINARI**
Printed name and signature
(Date) 10-25-11

Department Head: **WARD NEILS**
Printed name and signature
(Date) 10-27-11
ARCH 248 Fall 2012
Instructor: Dr. Nancy L. Klein, Department of Architecture
Office: Langford A 405
Telephone: (979) 845-1015 (department); 458-1328 (office)
Email: nklein@tamu.edu
Office Hours: Tuesday and Thursday 2-4 pm and by appointment

ARCH 248 Writing in Architectural History (0-2) Credit 1
Introduction to and practice of writing in architectural history with emphasis on description, analysis, interpretation and critical thinking.

Prerequisites
Classification in environmental design and concurrent enrollment in ARCH 249.

Meeting Time: TBA

Learning Outcomes
Students who successfully complete this course will be able to:
- Describe, using formal and technical vocabulary, the defining characteristics of architectural and the built environment
- Interpret evidence for the transmission of styles and design across time and cultures
- Apply critical thinking to research in the history of architecture

ARCH 248 Course Requirements

Course Structure: ARCH 248 is a one credit hour course with weekly meetings that will include lectures, classroom exercises and writing activities.

Required Texts:
- Additional readings will be assigned by week and will be made available on eLearning.

Grading Policy: Your grade will be calculated on the basis of five papers (90%) and class participation (10%).

Papers: Students will be evaluated on the basis of five writing assignments. Each paper will be graded and returned the following week with suggestions for revision. The revised paper will be due one week later. For each paper, the first draft will constitute 60% of the possible points, and the final draft will count for 40%.

<table>
<thead>
<tr>
<th>Writing Assignments</th>
<th>Due Date</th>
<th>Revisions Due</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Paper One: How to Describe a Building</td>
<td>Week Two</td>
<td>Week Four</td>
<td>10%</td>
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<tr>
<td>Paper Two: Analysis of Form and Technique</td>
<td>Week Five</td>
<td>Week Seven</td>
<td>20%</td>
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<tr>
<td>Paper Three: Architecture in Context</td>
<td>Week Eight</td>
<td>Week Ten</td>
<td>20%</td>
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<tr>
<td>Paper Four: Vitruvius &amp; the History of Architecture</td>
<td>Week Eleven</td>
<td>Week Thirteen</td>
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<tr>
<td>Paper Five: Art and Architecture in Medieval Europe</td>
<td>Week Fourteen</td>
<td>(Week Fifteen)</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td>90%</td>
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</tbody>
</table>
Grading scale for the course is as follows:
A = 90% - 100%; B = 80% - 89%; C = 70% - 79%; D = 60 - 69%; F = 59 and below

**Participation:** The participation grade will be based upon attendance and *active participation* in class activities (response papers, group activities, and class discussions). A student, who attends all classes, is well prepared, contributes to class discussion, and demonstrates their engagement with the material and their peers will earn an A for participation. Students will lose one participation point for every two unexcused absences or failure to participate in class activities. Class participation will count for 10% of your total score.

**Late Work Policy:** Late assignments will be accepted without question for excused absences as defined by University regulations. If you miss a deadline for any other reason you may still turn in an assignment, but there will be a 5% penalty for every day following the deadline.

**Plagiarism Policy:** Plagiarism (using someone else's intellectual content (ideas, words, pictures, etc.) with giving appropriate credit or attribution) is a form of academic misconduct. In the first case of suspected plagiarism, the student will be allowed to resubmit an assignment but may have 10% deducted from the assignment grade. Any subsequent assignments found to have any acts of plagiarism will receive a zero.

**Attendance:** Texas A&M views class attendance as an individual student responsibility. Students are expected to attend all classes and to complete all assignments. ***PLEASE NOTE: Material presented in lecture and class discussion may introduce material or expand upon points only briefly consider in the required text.***

**Excused absences:** Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

**Excused Absences for Religious Holy Days:** Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence.”

**eLearning:** Additional course resources will be made available through eLearning, including:
- Syllabus
- Additional Reading
- Mediamatrix Videos
- Assignments
- Grades

Please log in at [http://elearning.tamu.edu](http://elearning.tamu.edu). If you have technical difficulties accessing WebCT, please contact the Help Desk directly at 845-8300.

**University Writing Center**
The University Writing Center offers a variety of resources online ([http://writingcenter.tamu.edu/c/how-to/](http://writingcenter.tamu.edu/c/how-to/)) and in person, with one-on-one consultations.
Americas 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.

Student Conduct

Academic Integrity

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this 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/

Classroom Behavior

Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor’s ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action. For additional information please visit: http://student-rules.tamu.edu/rule21.htm

Academic Misconduct

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.

Plagiarism

The most common type of misconduct reported to the Honor System Office, this is using someone else's intellectual content (ideas, words, pictures, etc.) with giving appropriate credit or attribution.

Examples:

- Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).
- Failing to credit sources used in a work product in an attempt to pass off the work as one’s own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless the instructor explicitly prohibits such assistance. If the student uses such services, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business are strictly prohibited. Sale of such materials is a violation of both these rules and State law.
- Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.
• Other similar acts.
Schedule of Class Activities, Required Preparation, and Writing Assignments

Week One: Introduction to Writing in Architectural History
Preparation for class

Class Activity: In-class workshop on developing appropriate vocabulary for describing architecture and the built environment.

Assignment of Paper One: How to Describe a Building
The goal of this assignment is to have you develop the appropriate vocabulary to describe accurately a building and its most important characteristics (2 pages).

Week Two: In-Class Discussion of Building Descriptions
Preparation for class
- Paper One due at beginning of class.

Class Activity: Discussion of student descriptions.

Week Three: Analysis of form and technique
Class Activity: In-class workshop on describing architectural forms and identifying construction techniques.

Week Four: Analysis of form and technique: How to Build a Pyramid
Preparation for class
- Paper One Revisions due at beginning of class.
- Video Viewing: “Unlocking the Great Pyramid” (available on mediamatrix.tamu.edu).

Class Activity: Class discussion and writing on the form and construction techniques of the Great Pyramid.

Assignment of Paper Two: Analyzing the form and construction technique of the Great Pyramid
For this assignment you will analyze the form and construction techniques of the Great Pyramid of Khufu at Giza, in Egypt based upon the article and describing current research (3 pages).

Week Five: Architecture in Context
Preparation for class
- Paper Two due at the beginning of class.

Class Activity: In-class discussion and writing exercise, “What buildings and spaces define the Texas A&M University Campus.”

Week Six: History and Architecture on the Acropolis of Athens
Preparation for class
- Reading: Buildings Across Time, Ch. 2 (“The Greek World”), pp. 47-54.

Class Activity: Lecture and discussion on the history of Athens and the sanctuary of Athena on the Acropolis.
Week Seven: Architecture in Context - History and Architecture on the Acropolis of Athens

Preparation for class
- Paper Two Revisions due at beginning of class.
- Video viewing of PBS Documentary “Secrets of the Parthenon” (available on mediamatrix.tamu.edu).

Class Activity: In-class discussion of the Parthenon, its setting, and its architectural sculpture.

Assignment of Paper Three: Architecture in Context
This assignment includes a brief outline of the history of the Athens and its impact on the Acropolis, followed by a discussion of the Classical re-building program, and an analysis of how history and religion have shaped the forms and decoration of the Parthenon (3 pages).

Week Eight: Imitation and Innovation - Comparing the Greeks and Romans

Preparation for class
- Paper Three due at beginning of class
- Reading: Buildings Across Time, Ch. 4 (“The Greek World”), pp. 58-61; Ch. 5 (“The Roman World”), pp. 104-117.

Class Activity: In-class discussion and writing exercise comparing Greek and Roman architecture.

Week Nine: Roman Developments in Structure and Typology

Preparation for class
- Reading: Buildings Across Time, Ch. 5 (“The Roman World”), pp. 118-125.

Class Activity: In-class discussion viewing and discussion of “Engineering an Empire: Rome.”

Week Ten: Vitruvius and the History of Architecture

Preparation for class
- Paper Three Revisions due at beginning of class.

Class Activity: Discussion of Vitruvius and his Ten Books on Architecture.

 Assignment of Paper Four: Vitruvius and the History of Architecture
The purpose of this assignment is to have you read two articles that discuss Vitruvius, the historical setting in which he worked, and the nature of his writing (3 pages).

Week Eleven: Understanding Structure: The Dome of the Ayia Sophia

Preparation for class
- Paper Four due at beginning of class.
- Reading: Buildings Across Time, Ch. 6 (“Early Christian and Byzantine Architecture”), pp. 139-146.

Class Activity: Video viewing and discussion of construction techniques in “Engineering an Empire: Ayia Sophia.”
**Week Twelve: The Medieval World**

**Preparation for class**

**Class Activity:** Discussion of medieval architecture and comparison to Roman buildings.

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**Week Thirteen: Art and Architecture in Medieval Europe**

**Preparation for class**
- Paper Four Revision due at beginning of class

**Class Activity:** Comparison of two monastic orders, the Cistercian and the Benedictine, and their philosophies regarding the importance of architecture and art in a religious context.

**Assignment of Paper Four: Art and Architecture of Medieval Europe**
This assignment will examine medieval texts on the Cistercian and the Benedictine philosophies about the role of sculptural decoration and apply this information to an analysis of their buildings (3 pages).

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**Week Fourteen: Writing in Architectural History Course Summation**

**Preparation for class**
- Paper Five draft due at beginning of class

**Class Activity:** Class discussion and evaluation of writing activities
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Julia Rogers and Mark Clayton, Department of Architecture
Ward Wells, Head, Department of Architecture
Leslie Feigenbaum, AOC Dean, Department of Architecture
DATE: November 23, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: ARCH 390

We recommend that ARCH 390 Introduction to Architectural Research 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: 93%
2. Course content appropriate to the major
3. Total number of words: 8500
4. Instructor to student ratio for one section: 1:15

ARCH 390 requires extensive writing. Students complete five projects, including a project analysis report, an interview report, a topic statement, an experimental research report, and a research proposal (the longest project). The research proposal is submitted to the University Research Scholars or Research Fellows programs and the Department of Architecture Research Track (senior thesis option). Student writing from this class is also submitted to conferences.

Three of the projects are collaborative, with 37% of the final grade and 2500 words completed individually. Each project is due in draft form as an electronic document. The instructor comments on these drafts. In addition, students develop projects using Google Docs to allow peer editing and review. Instruction includes the use of examples of technical writing for architectural research. The class analyzes the written material and judges the quality. Students develop extensive bibliographies, enabling them to learn by examples of published writing in the field. Short lectures include issues in writing and style, and detailed outlines for each project are provided. Guests from the University Writing Center acquaint students with resources available to them, and students are taught to use computer tools such as outliners, bibliography management software, spelling checkers, and grammar checkers.
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):

   ARCH 390 Introduction to Architectural Research

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: Mark Clayton

Printed name and signature
10/24/2011

(Date)

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

10/27/11

(Date)

Approvals:

College Dean: Louis G. Tassman

Printed name and signature

10/25-11

(Date)

Department Head: Ward Neils

Printed name and signature

10/24/2011

(Date)
Course title and number
ARCH 390 Introduction to Architectural Research

Term
Fall 2012

Meeting times and location
MWF 11:30 to 12:20, Langford Architecture Center A402

Course Description and Prerequisites

Catalog description
Introduction to Architectural Research. (3-0) Credit 3. Concepts and methods for architectural research; techniques of developing a hypothesis, literature review, data collection and analysis, generation of conclusions, and technical writing; research quality, including validity, reliability, generality, originality, significance. Prerequisite: ARCH 212 or approval of instructor.

Supplemental description
This course will introduce students to concepts in architectural research. By studying research projects and engaging in research, students will gain an understanding of how to identify a topic, conduct a literature review, write a proposal, collect evidence, analyze the evidence, draw conclusions, and write a thesis.

Learning Outcomes or Course Objectives

In the context of the architecture domain of knowledge, students will learn to

- Assess published research and their own projects for clarity of conclusions, originality, generality, validity, reliability, risks, time constraints, and resources.
- Select a research method appropriate to a topic and a conjecture.
- Conduct a literature review.
- Write a proposal.
- Conduct research to produce original conclusions.
- Write a research report.

Instructor Information

Name
Mark Clayton
Telephone number
845-2300
Email address
mark-clayton@tamu.edu
Office hours
Th 10:00 to 2:00 or by arrangement
Office location
Pavilion 110

Textbook and/or Resource Material


Grading Policies

Grades will be assigned based on a scale of 100 points for the semester. Final grades are determined by the following scale:

- A 90 < grade <= 100
- B 80 < grade <= 89
- C 70 < grade <= 79
- D 60 < grade <= 69
- F grade <= 59
5 projects (15 points each)  75 points  
Homework assignments  10 points  
Final Proposal  15 points  

Students with excused absences should submit missed homework assignments on the first class period that the student returns. These submittals will be graded without penalty for being late.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of research</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Literature review</td>
<td>Ch. 2, 3</td>
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<td>Week 3</td>
<td>Proposals</td>
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<td>Week 4</td>
<td>Conjectures</td>
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<td>Week 5</td>
<td>Interpretive-historical research</td>
<td>Ch. 4, 5</td>
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<td>Week 6</td>
<td>Human subjects and ethics</td>
<td>Training, Belmont Report</td>
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<td>Week 7</td>
<td>Qualitative research</td>
<td>Ch. 7</td>
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<td>Week 8</td>
<td>Correlation research</td>
<td>Ch. 8</td>
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<td>Week 9</td>
<td>College Research Symposium</td>
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<td>Week 10</td>
<td>Experimental and Quasi-experimental research</td>
<td>Ch. 9</td>
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<tr>
<td>Week 11</td>
<td>Simulation and modeling research</td>
<td>Ch. 10</td>
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<tr>
<td>Week 12</td>
<td>Logical argumentation</td>
<td>Ch. 11</td>
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<tr>
<td>Week 13</td>
<td>Case study research</td>
<td>Ch. 12</td>
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<tr>
<td>Week 14</td>
<td>Managing research</td>
<td>Epilogue</td>
</tr>
</tbody>
</table>

Additional readings will be determined by student interests and the needs of discussions.

### Assignments

- **Project 1:** Content analysis report draft due September 28, 2012
- **Project 2:** Interview report draft due October 31, 2012
- **Midterm:** Project 1 final and Project 2 final due November 5, 2012
- **Project 3:** Topic statement due, November 14, 2012
- **Project 4:** Experimental research report draft due November 21, 2012
- **Project 5:** Proposal draft due November 28, 2012.
- **Final examination:** Project 4 and Proposal due December 4, 2012
Other Pertinent Course Information

Attendance Policy
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University's attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Students are expected to attend the College Research Symposium in October. ARCH 390 will be cancelled on that day to facilitate participation.

Students are invited to attend the Texas Society of Architects meetings in October. ARCH 390 will be cancelled on that day to facilitate participation.

Thanksgiving holiday will be November 22, 23. No classes on those days.

There will be no final exam. All coursework shall be finished by December 4.

Costs
In addition to the text ($50.00), students will be expected to provide materials needed for backup of assignments.

Americans with Disabilities Act (ADA)
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Academic Integrity

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

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

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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

We work together to learn more. However, you must give credit to whoever has taught you. You must properly cite references and credit ideas to the author of the idea. In some cases, I need to know exactly what you know and then you must not consult a classmate in answering the questions. Most of our assignments however will be completed more effectively if you discuss solutions with other classmates.
TO: Faculty Senate Executive Committee

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

CC: Stefanie Harris, Department of European and Classical Languages and Cultures
    Steve Oberhelman, Head, Department of European and Classical Language and Cultures
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 23, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: GERM 491

We recommend that GERM 491 Research 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: 90%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:10

GERM 491 is taken in conjunction with an approved section of a 300- or 400-level course in German and provides support for advanced research writing in German. The writing assignments for each course are coordinated. The course is supported by a language lab. Students write four reaction papers, a proposal with bibliography (to prepare for the final paper), and a paper for a co-requisite course. All writing assignments include at least one draft with feedback before the final version is submitted. Peer review is provided during an oral presentation of the final paper proposal. Students also participate in in-class writing workshops.

Writing instruction in this class addresses two interrelated issues: (1) rhetorical forms of the critical essay and (2) written language skills in the German language. Rhetorical forms and principles are addressed through readings, lecture, the presentation of appropriate models, and the construction of a detailed writing rubric (i.e., best practices for writing a critical research essay in German studies). Language skills are targeted as needed in short in-class grammar exercises and review.
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):

   GERM 491 Research

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: Stefanie Harris ☑ 10/31/2011

Received: Valerie Balester 11/3/11
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: Michael T. Stephenson 11/3/11

Department Head: Steven M. Oberhelman 11/3/11

Printed name and signature (Date)
GERM 491 Research
Spring 2012 • M 4:10-5:00 • ACAD 203
Texas A&M University

Instructor: Dr. Stefanie Harris
Office: Academic 229c
Office phone: 845-2124

E-mail: stefanieharris@tamu.edu
Office hours: MW 10:15-12:00, or by appt.

COURSE DESCRIPTION:
Writing-intensive course concentrating on the critical analysis of German literary texts and other forms of cultural
production. Students enrolled in this course must also be co-enrolled in an approved section of a 300- or 400-level
German course. Writing assignments are coordinated with the writing assignments of the co-requisite course.

COURSE OBJECTIVES:
• Students will master the form of the scholarly essay, including appropriate standards of style, citation, and
acknowledgement.

• Students will learn how to conduct research in German studies (library, bibliographic sources, critical use of
internet).

• Students will strengthen their German-language writing skills in order to achieve level C1/C2 under the Common
European Framework of Reference for Languages. These skills include the ability to:
  (a) understand a wide range of demanding, longer texts, and recognize implicit meaning;
  (b) use language flexibly and effectively for social, academic, and professional purposes;
  (c) summarize information from different spoken and written sources, reconstructing arguments and accounts
in a coherent presentation;
  (d) produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational
patterns, connectors, and cohesive devices.

PREREQUISITES:
Junior or senior classification and approval of department head.

TEXTBOOKS:


GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Reaction papers</td>
<td>40%</td>
</tr>
<tr>
<td>Final paper proposal/Bibliographic assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment for co-requisite course</td>
<td>35%</td>
</tr>
<tr>
<td>Participation in discussions</td>
<td>10%</td>
</tr>
</tbody>
</table>

You must pass the writing component of the course in order to earn a passing grade for the course.

Grading scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
Reaction papers (40%)
Students will submit four 2-page reaction papers (approximately 500 words each) that synthesize the discussions and reading. Reaction papers must be written in German and brought to class in hard copy on due dates noted on the assignment calendar. Papers will be presented and discussed in class and be subject to peer-review. Detailed instructor feedback will address points from common writing rubric and individual grammatical/linguistic areas. Papers will be assigned a first grade based on content, organization, and grammatical and linguistic accuracy. Students may revise essays and resubmit them for a final grade. Late papers will not be accepted except in the case of a university-approved excused absence (see statement on absences below).

Final paper proposal/Bibliographic assignment (15%)
Students will present their final paper topics to the class as part of a writing workshop. This assignment will include the submission of a one-page proposal and an annotated bibliography in preparation for the final paper (approximately 500 words). Instructor feedback will address content, organization, and appropriateness of sources.

Assignment for co-requisite course (35%)
A requirement of this course is that students are simultaneously enrolled in an approved German course requiring a final paper of at least 5 pages (1500 words). Students must inform the instructor of the co-requisite course that they are taking it in conjunction with this course. Students must submit a copy of the final paper written for the co-requisite course as part of the required work for this course. For the purposes of this course, that essay will be graded with respect to its use of language, organization, structure, and research as an essay.

Participation (10%)
Students are expected to come to class with the reading for that day prepared and ready to engage in class discussion. Study questions will be posted on eLearning. Students should use these study questions to prepare for class by making brief notes for each question, including relevant passages from the text with page numbers and any special vocabulary, as well as questions they want to ask. Study question sheets must be printed out and brought to class.

ATTENDANCE:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

ACADEMIC INTEGRITY:

DISABILITIES:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>Was ist ein literarischer Text? Klausnitz I.1</td>
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<tr>
<td>3</td>
<td>Lesen-Verstehen-Interpretieren Klausnitz I.2</td>
<td>Reaction paper 1</td>
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<tr>
<td>4</td>
<td>Was sind literarische Gattungen? Klausnitz I.3</td>
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<tr>
<td>5</td>
<td>Researching: Library</td>
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<tr>
<td>6</td>
<td>Wie lesen, verstehen, interpretieren wir narrative Texte? Klausnitz I.4</td>
<td>Reaction paper 2</td>
</tr>
<tr>
<td>7</td>
<td>Wie lesen, verstehen, interpretieren wir lyrische Texte? Klausnitz I.5</td>
<td></td>
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<tr>
<td>8</td>
<td>Wie lesen, verstehen, interpretieren wir dramatische Texte? Klausnitz I.6</td>
<td>Reaction paper 3</td>
</tr>
<tr>
<td>9</td>
<td>Researching: Indexes/Internet</td>
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<tr>
<td>10</td>
<td>Was ist ein Autor? Klausnitz II.1</td>
<td>Reaction paper 4</td>
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<tr>
<td>11</td>
<td>Was sind literarische Generationen? Klausnitz II.2</td>
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<tr>
<td>12</td>
<td>Class presentations: Final paper proposals</td>
<td>Final paper proposal/Bibliographic assignment</td>
</tr>
<tr>
<td>13</td>
<td>Was ist eine Literaturepoche? Klausnitz II.3</td>
<td></td>
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<tr>
<td>14</td>
<td>Was ist literarische Kommunikation? Klausnitz II.4</td>
<td>Final paper due</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Julia Rogers and Robert Warden, Department of Architecture
Ward Wells, Head, Department of Architecture
Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: November 23, 2011

SUBJECT: REPORT ON PROPOSED C COURSE: ARCH 305

We recommend that ARCH 305 Architectural Design III 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: 30%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Total minutes of oral presentation: 60
5. Instructor to student ratio for one section: 1:12

ARCH 305, a five-credit course, is required for majors in Environmental Design. One graduate student assists all sections of the course (three per semester). The GAT will comment on writing but the instructor will assign the final grade. The GAT will also attend classes to assist with writing and public speaking and will offer lectures on writing and speaking. Students complete five assignments, each of which includes both a written product and an oral presentation. They include a descriptive analysis of a site and non-site; an explanatory study of a site; a design brief; and a final project. Peer review will be used for the final projects and presentations during studio time. Students receive continual feedback on their projects during desk critiques (one-on-one with the instructor peers of invited reviewers), and small group critiques will be frequent during the semester. Formative feedback will be provided on a draft of the final written project using a grading rubric. Formal presentations to instructors, peers, and other reviewers take place at the end of each project. Teaching about writing and speaking will include some lecture and continuous critique. The final project will be critiqued by peers and external reviewers.
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):

   ARCH 305  ARCHITECTURAL DESIGN III

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: JULIE ROGERS Omega Logan  OCT 4, 2011 (Date)

Received: Valerie Balester 10/4/11 (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Louis G. Tassinari  10-25-11 (Date)

Department Head: 13-29-2011 (Date)
ARCH 305 – 501 ARCHITECTURAL DESIGN III (2-9) Credit 5
FALL 2012

Studio Location Langford ARCC 206
MW 8:00-8:50
MW 8:50-11:10
F 8:00-11:10

Instructor: Professor Robert Warden
Office: Williams 005B
Tel: 979.845.7061
Office hours: MWF 4:00-5:00

Course Description
The integration of architectural theories and philosophy with environmental design systems; study of theoretical approaches to graphic and analytical thinking, problem identification and design dissemination through various media, case studies and problem resolution; conditions and forces associated with a variety of building types and the generation design solutions.

Prerequisites
Admission to upper level in Environmental Design; ARCH 249; ARCH 250.*

Course Introduction
The thematic focus of this studio is architectural theory and its influence on design. Architectural theories vary from theories influenced by abstract philosophies to theories regarding approaches to solutions of concrete architectural problems. One studio cannot and should not attempt to cover all possibilities within this range, so this studio focuses on contemporary theories developed since the 1960’s. In order to fully appreciate the evolution of these theories, historical links to theoretical positions are provided as incentives for these contemporary developments. These links will be extended beyond theory and connect to the architecture that emanated from the theories we are studying. To enrich our understanding of theories and the effects they had on architecture we will extend our investigations of theories in other disciplines: music, literature, poetry, and film.

The plethora of theories developed since the 60’s are the result of a shakeup in philosophy. As philosophy worked through many of its growing pains in developing its theories in the 20th c. Architecture borrowed this enthusiasm for change and pushed its own agenda with philosophy’s tools, but with different goals. This has sometimes led to the confusing practice of names of philosophies aligning with identical names of architectural theories, though the purposes and manifestations for those theories were quite different. This class will work to understand the origins and effects of these differences.

This studio is a University “C” course. According to the University Writing Center, a C course includes oral and electronic communications skills, where “electronic communication” includes Web sites, videos, podcasts, and other broadcasting media. The studio format is an ideal setting for gaining experience in various forms of disseminating your thoughts through writing and
visual presentations. You will be challenged through instruction to improve your skills of expression through various media.

**Course Objectives:**

By the completion of this course students will be able to:

1. Identify at least three philosophical theories and their relationship to architectural theories and designs
2. Analyze sites and communicate results of those analyses graphically
3. Critically connect architectural theories to philosophies and theories in media, like literature, poetry, and film
4. Correctly connect personal design projects with architectural theories and philosophies during presentations.
5. Critically analyze and positions pro and con in writing with respect to written works of architects and philosophers

**Course Schedule and Topics:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Abandoned Futures – Richmond Walkabout; The real v conceptual Site; Descriptive studies of site and non-site.</td>
</tr>
<tr>
<td>3</td>
<td>1.2</td>
<td>Site Survey + Written Analysis + Diagrams; Synthesis; Presentation Methods; Explanatory studies</td>
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<tr>
<td>4</td>
<td>1.3</td>
<td>Local Site Analysis; Diagramming, Drawing, Mapping, Modeling, Film, Photography</td>
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<tr>
<td>5</td>
<td></td>
<td>Diagramming; Reiser + Umemoto, Atlas of Novel Tectonics (selections), Mapping; Synthesis of data; Stan Allen, “Diagrams Matter”</td>
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<tr>
<td>6</td>
<td></td>
<td>Assignment 1.4: Conceptual Site Model; Form Generation</td>
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<tr>
<td>7</td>
<td>1.4</td>
<td>Conceptual form and real form; Normative studies</td>
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<td>8</td>
<td></td>
<td>(Final Project: RE: MEDIATE); Disasters</td>
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<td>9</td>
<td></td>
<td>Disaster Response Issues; Program and Site Analysis; Concept development</td>
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<tr>
<td>10</td>
<td></td>
<td>Diagramming; Graphic Concepts</td>
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<td>11</td>
<td></td>
<td>Conceptual modeling; Programmatic Philosophy</td>
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<td>12</td>
<td></td>
<td>Real v Virtual Defense (Planning and Practice)</td>
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<tr>
<td>13</td>
<td></td>
<td>Final Oral Presentations</td>
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</tbody>
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**Projects / Assessment Value**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Abandoned Futures – Richmond Walkabout</td>
<td>10% of the final grade</td>
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<tr>
<td>1.2</td>
<td>Site Survey + Analysis + Diagrams: Synthesis</td>
<td>20% of the final grade</td>
</tr>
<tr>
<td>1.3</td>
<td>Local site analysis, Diagramming, Drawing, Mapping, Modeling, Film, Photography</td>
<td>20% of the final grade</td>
</tr>
<tr>
<td>1.4</td>
<td>Conceptual Site Model[s]</td>
<td>15% of the final grade</td>
</tr>
<tr>
<td>FINAL</td>
<td>PROJECT: RE: MEDIATE</td>
<td>35% of the final grade</td>
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</table>
Schedule of projects

Assignment 1.1  2 weeks
Assignment 1.2  1 weeks
Assignment 1.3  3 weeks
Assignment 1.4  2 weeks
Final Project  6 weeks

Assignment and Project Grading Rubric

Each assignment and the final project will be worth a total of 100 points and will be graded by the following rubric:

- Theory assimilation   30%
- Innovation           5%
- Project Requirements  30%
- Graphic quality   5%
- Presentation   20%
- Writing    10%

All grades will be based on 100 points and assigned grades are based on the following:

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

You will be required to keep a design journal. The journal will record your observations and thoughts in written and visual formats.

Required Text

Select readings will be made available to students

Recommended Readings and Reference

A bibliography follows the syllabus and the project statements.

Costs

Estimated costs for studio supplies and copies are $200.00

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy.
policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Excused Absences for Religious Holy Days: Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence.”

**Americans with Disabilities Act (ADA Policy Statement)**

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

**Academic Integrity Statement and Policy**

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

**Care of Facilities**

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

**Studio Culture at Texas A&M University; A Policy Statement**

All Students, Faculty, and Staff at the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that the design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.
Assignment #1.1: Abandoned Futures – Richmond Walkabout

"By drawing a diagram, a ground plan of a house, a street plan to the location of a site, or a topographic map, one draws a "logical two dimensional picture." A "logical picture" differs from a natural or realistic picture in that it rarely looks like the thing it stands for. It is a two dimensional analogy or metaphor - A is Z.

The Non-Site is a three dimensional logical picture that is abstract, yet it represents an actual site. It is by this dimensional metaphor that one site can represent another site, which does not resemble it - this The Non-Site...

Between the actual site ...and The Non-Site itself exists a space of metaphoric significance. It could be that "travel” in this space is a vast metaphor."

Robert Smithson, “A Provisional Theory of Non-Sites,” 1968

“…One’s mind and the earth are in a constant state of erosion...the entire body is pulled into the cerebral sediment, where particles and fragments make themselves known as solid consciousness...”


<table>
<thead>
<tr>
<th>Site*</th>
<th>Non-Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Open Limits</td>
<td>1. Closed Limits</td>
</tr>
<tr>
<td>2. A Series of points</td>
<td>2. An Array of Matter</td>
</tr>
<tr>
<td>3. Outer Coordinates</td>
<td>3. Inner Coordinates</td>
</tr>
<tr>
<td>4. Subtraction</td>
<td>4. Addition</td>
</tr>
<tr>
<td>5. Indeterminate Certainty</td>
<td>5. Determinate Uncertainty</td>
</tr>
<tr>
<td>7. Reflection</td>
<td>7. Mirror</td>
</tr>
<tr>
<td>8. Edge</td>
<td>8. Center</td>
</tr>
<tr>
<td>9. Some place (physical)</td>
<td>9. No place (abstract)</td>
</tr>
<tr>
<td>10. Many</td>
<td>10. One</td>
</tr>
</tbody>
</table>
+ READ CAREFULLY + THINK DEEPLY + DOCUMENT THE VISUAL WORLD THOROUGHLY +

*“Range Of Convergence: The range of convergence between Site and Non-Site consists of a course of hazards, a double path made up of signs, photographs, and maps that belong to both sides of the dialectic at once.”*

Robert Smithson, “Dialectic of Site and Non-Site” (1968)

In his widely misunderstood, yet often quoted “Work of Art” essay, Walter Benjamin asserts that mechanical reproducibility is not and invention of the modern movement. Rather, it is its’ rapid rate of acceleration in the modern era that contributes to a “culture of distraction.” Today, we find ourselves in a new period of media-fueled acceleration, whereby the rapidly shifting technological paradigms present in current cultural practice mirror the larger framework of contemporary society – a society whose heterogeneous edges are often trumped by the hegemony of surface.

As the historian Reyner Banham noted, architects have always been influenced by the force of the image, such that the discipline has been, and remains, a visual art. Today Banham’s words ring more true than ever. Given the dominance of the “virtual” in current architectural practice, this exercise is an attempt to redress the role of tectonics – that is, the interface between structure and material - in the design process.

Through the investigation of a particular post-industrial landscape, you will be asked to identify and interrogate areas of material and historical ambiguity – zones that cannot be simply defined as either man made or natural, but some hybrid of both. **The site for this assignment is located along the northern edge of Galveston Island known as the East End Flats between Seawall Blvd and Ferry Road.**

Begin by reading: T.S. Eliot’s “The Wasteland”(1922), + “A Tour of the Monuments of Passaic”(1967) by Robert Smithson. These texts serve as literary points of departure, embark on your walking tour with the following questions in mind:
- How does Eliot define “Waste Lands”? Can you locate analogous spaces in your assigned site?
- How can architecture be understood as a negotiation between “site” and “non site”?
- If tectonics is defined in relation to structure and material, what are the moments of tectonic change, overlap and boundary on the site? Where does land end and water begin? Where does the fault line cross with infrastructure? Were does the natural meet the built?
- What parts of the “real” site are you choosing to represent? What parts are you omitting or editing out?

**In addition to copies of your 2 assigned readings, please limit yourself to the following:** Pencil, sketchbook, trace paper, and digital camera. Use these tools with their relative weaknesses and advantages in mind. **Be both documentary and speculative.**

**Site visit.** We will spend enough time there to thoroughly document it through photography and notation (drawing, field notes, diagrams, etc.), at a variety of scales and using several methods: macro/tele/zoom, aerial/perspective, time-lapse/still, panoramic, etc.

Your site documentation will provide the base from which to assemble your research on Wednesday and Thursday in studio. For your final analytical drawing, identify strategic “moments” on the site where a built response may be inserted. Consider employing a variety of techniques, such as: superimposition, montage, scaling, splicing, re-combination, overlap, cutting, tracing, etc. This drawing should reflect a
synthesis of your data and observations, but also extrapolate a spatial understanding of the site. The drawing should be done in Photoshop and Illustrator using a combination of images and line work. Use the site v. non-site list as the framework for your work.

Deliverables:

1. Analytical Drawing. One board 30” (width) x 40” (height). Your finished Analytical drawing should include photographs, site analysis, mapping/diagrams of selected “moments” of interest.
2. A Descriptive analysis of Site and Non-Site (500 words minimum)

Assignment 1.2, Site Survey + Analysis + Diagrams: Synthesis

“George Bateson defines a map itself not as a territory but as the establishment of difference that defines territories. The diagram, when used properly and productively, behaves in a similar way, as an abstract gradient defining a range of difference. Like the projection of various systems of content onto the same map, there is a potential in ‘the difference that makes a difference.’ This difference is not automatically produced as an inherent feature of the map but is the result of value judgments.”

Reiser + Umemoto, Atlas of Novel Tectonics

Information theory:
Analytical strategies, diagramming methodologies & personal interests should be emerging from the larger site mapping you did in assignment 1 [Giant to Crockett]. Focus and pull your operations onto the local site.

Be certain your work is established using the three primary components of formal analysis:
1. Documentation & data retrieval
2. Established [visual/physical] evidence
3. Speculation

Site Survey:
4. Parameters: Site maps will be provided

Gear: notebooks, drawing tools, cameras, compasses, walking shoes, a collection bag & a map to document the location of your findings.
The site field trip will begin in the parking lot and will consist of a thorough ‘walkabout’ of the entire visible area surrounding the site.

Synthesize the field research and analysis you did for assignment 1 into a drawing of lines and words [methodology + content = how you did it + what are the subjects you bring into focus]. In a sense the analysis drawings, montages, and maps you did of the larger, regional site was a synthesis of sorts. Now diagram the drawing and reveal the operative terms + methodology you used. ‘Zero in on’ the operative terms (boundary, trace, pollution, life/death cycle, etc) you discovered and take it one step further, to describe some level of “performativity”. [Oxford English Dictionary]

Deliverables

(1) Due from the field trip is a clear strategy for surveying & analyzing the local site in both written and drawn form. A critical framework for the site visit, similar to, and yet more focused than, the larger site study. The trick is to frame the study so that you can locate the topics, issues and ideas at work locally, while referencing the larger ‘macro’ site. The synthesis diagram should act as a generative tool or set of rules that will allow you to explore the effects and qualities of the analysis in a series of drawings and/or physical models.

(2) Explanatory Study of the site (500 words minimum)

Reading: Reiser + Umemoto, Atlas of Novel Tectonics (selections), Stan Allen, “Diagrams Matter”

Assignment 1.3: Local site analysis, Diagramming, Drawing, Mapping, Modeling, Film, Photography

Diagrams allow the architect to simultaneously objectify + subjectify informational data produced from the site into ‘performative’ + ‘operational’ strategies, used to make architecture and the landscape one. As you collect information from the site, you are presented with the challenge of simplifying the data into precise and explanatory diagrams. Compile, edit and reveal both the latent and the obvious data you find on the site. To simply restate the information is not enough.

List and diagram several diagrammatic themes, selecting three to revise into focus for Monday. Your evidence and speculation should engage the imagination of the audience. Make visual suggestions through juxtaposition. That is not to say that you should ‘abstract’ all of the information to the extent that the tangible information [location, historical and geographical referencing] is obscured or lost. In fact an effective series of diagrams will ‘abstract’ information, while enhancing essential relationships, details and objective qualities so that the systems under investigation become the issues of design and discussion.

The diagrams should reveal similarities and dissimilarities of the conditions. Diagrams should express the spatial and temporal properties of your investigation through line weight, line type, tone and coding, by way of demonstrating the limits of your ‘operative terms’.
Deliverables:

(1) Three diverse, different or oppositional data sets you see in the site, drawn in relation and to scale with each other.
(2) 1 exact site map
(3) Written explanatory study of the site (500 words minimum)

Assignment 1.4: Conceptual Site Model[s]:

The diagram should act as a generative tool or instruction set of rules that will allow you to reproduce the effects and qualities of the analysis in a physical model. The model is another kind of diagram, but exploring the ideas in 3D, and as such, revealing new ideas about the earlier analysis, while provoking new questions.

The model is not a simple extrusion of your diagrams, so be prepared to make several experimental sketch models, before constructing the final, presentation quality model. The physical model should isolate, clarify and question the assumptions you made in the drawings for assignment 1A. It should also explore new ideas that emerged as a result of the process you have engaged. Ultimately, the model making process should reveal new revelations about the site and context that can become manifest in physical form.

The ‘operative’ design logic should already be embedded in your analytical site drawing, and therefore will be embedded in the geometric manifestation of the MODEL. The model is scaleless, but proportionate to itself and the site. The analysis should have produced useful ideas of limit, boundary and frame, which should find their way into the model.

Note: All models & drawings will be discussed on the reviews and should be well crafted with a conceptual clarity related to your initial analysis. Design is a non-linear, iterative process. Sketch, model, draw and continue the cycle, improving each with iteration of the project. It’s an active process that requires you to evaluate and improve the project after each step. It will not [and should not] be perfect the first time!
Materials: Rigid Wire frame, wood planes, photographs, e-flute corrugated board, museum board, and other materials that produce provocative, stable and structurally sound models

Things to consider: Infrastructure, repetition, variation, tectonic, scale and proportion (to itself), frame, surface vs. structure, boundaries, networks vs. hierarchy, thresholds…

Deliverables:
(1) 2-3 sketchy working models,
(2) 1 final conceptual site model [working during programmatic analysis]
(3) 1 Design Brief (500 words minium)

FINAL PROJECT: RE: MEDIATE
Water Emergency & Rescue Station

“An architect operating under essentialism would extract from a natural system such as a honeycomb all that is invariant, an essential hexagonal cell, seeing all that departs from it in the model as error or accident. We recognize those preserved errors as inherently systematic as any pure geometry, the result of influences from the context or from within the system itself.” Reiser + Umemoto, Atlas of Novel Tectonics
The Architectural Program is much more than a banal list of spaces. Program is implicit of human interaction extending far beyond the intended utility of the ‘thing’. Program is Revolutionary to how we live!

The obvious agenda for an architectural program is assembly and construction, but… program is also a vehicle for revolution, personal revolution, technological revolution, artistic revolution. ‘Treatment’ of program is the binding philosophy of the physical architecture and lives beyond the first function of the building. Program needs to be co-opted, sublimated, manipulated, reassigned and made into a hybrid cacophony leading to change in how we live, work, love and play. The architect excites program!

Spatial interaction, adjacency, proximity and closeness create healthy tensions, political, professional and sexual. All human activity is structured and implied by program and instinct. Time, movement and flesh are the activators of static program. Program loads are both dead and alive.

This project is intended to coordinate response strategies to expected and unforeseen emergencies: Oil spills, Fires, Floods, Tsunami, bridge failure, sinking ships. The building[s] performs essential services following catastrophic events. The services include: water testing, collecting and sorting physical objects, the containment and dispersion of spilled [toxic] fluids, animal rescue and cleaning, fire fighting support.

As a support and command facility the emergency Station serves as the binding link between, and works closely with coastal protection agencies and the U.S. coast guard,

PROGRAM REQUIREMENTS
<<Approximate Interior Square Footage: 11,256 sf >>

**Water Laboratory, 2,000 sf**

4 testing areas @ 200 s.f. each. Laboratory benches are typically 30” deep x 32” high, each area includes one 6’ long fume hood.
safety shower 25 sf, central to 4 testing labs
Refrigerated storage = 125 sf.
Glass storage, glass cleaning & autoclave = 100sf
Receiving area: 150 sf, 30”x8’ Long stainless steel counter, computer, equipment & cooler storage: 100 sf, with 64 linear feet of 24” deep shelves mud room 150 sf, 6 lockers, uniform storage closet, utility sink Gas storage = 125 sf Bathroom: 50 sf, sink, water closet, urinal Common Room: 425 sf, 3’ x 8’ work table, file drawers, lab resource books

**Operations/Communications: 800 sf** [adjacent to prep & sorting tarmac] Visibility through the site, San Pablo bay to train loading tarmac.
Two computer work stations
a glass wall/map of the bay area to coordinate large scale operations
A 6’ high x 20’ long x 2’ deep wall of read out machines providing active data & information, radar, television, radio, weather, water & shipping.
Bathroom: 50 sf, sink, water closet, urinal

**2 Administration Offices: 100 sf each** with direct visual connections to the laboratory & operations.

**Conference Room: 500 sf** Table seats 12, expands to 36, projection screen, white board wall, map pin up wall, storage closet [chairs] wet bar.


**4 Retention ponds, 35’x35’ each**, for cleaning & bathing injured wildlife: birds, fish. Must be above 100 year flood line.

**The Living**

Kitchen: 800 sf, gas burners, oven, refrigerator, freezer, prep tables, dish washer
Outdoor kitchen: 800 sf, 4’x8’ grill, 8 tables, utility sink
Serving line: 160 sf, steam table 4’ wide x 40’ long [18” trays + 30” serving = 4’] Dinning hall: 800 sf, adjacent to kitchens and outdoor tables.
Lounge: 1,000 sf, media/movie/music, couches, pool, ping pong, darts, chess.
20 Sleeping Cells: 147 sf each, bed, closet, desk, sink, walk out
Bath: 700 sf, 10 showers, 10 sinks, 10 water closets [1 ADA], 2 tubs
Laundry: 96 sf, one washer, one dryer, sorting/folding table

**The Machines**

Mechanical Room: 300 sf, 3 H2O heaters, Furnace, air conditioning
2 Boats: directly into building: see graphic standard
2 Trucks: directly into building: see graphic standard
Equipment & Tool Storage: 1,000 sf  see graphic standard
Metal & Wood fabrication shop: 2,000 sf see graphic standard
Oil booms, nets, hoses, ropes: 1,000 sf see graphic standard
Stand Pipe/Fire plug: see graphic standard
Tarmac: 4,200 sf, [for sorting & loading from water to trains, hangar]
20 sorting bins: 3’ x 9’ each
Loading crane: see graphic standard
Train Loading Area:
One new [stationary] loading rail connecting to the south/West bound active line. 
3 parked, open top, train cars = 3 clean up containers [metal, plastic, toxins]

Earthwork + Movement
Faults, rivers & tides are about movement, expressed, and stored, gradual and staccato. They have an odd kinship with human-scale systems like the action and motion structure of our musculature, and sillier things, like walking and slipping on ice. The program resonates with movement, rail, bike, ferry, auto, truck, pedestrian, cranes.... bodies and their metal accoutrement in motion... start and stop, strain and rupture, move and lock.

Deliverables
(1) Final Project (Drawings and model
(2) Written evaluation of the Project. A draft and final version will be provided as discussed in class.
**Landscape – History and Theory**

Burns, Carol, & Kahn, Andrea, ed.s; *Site Matters: Design concepts, Histories, and Strategies*; 2005 Routledge, New York.


Ibelings, Hans et al; *The Artificial Landscape – Contemporary Architecture, Urbanism and Landscape Architecture in the Netherlands*; 2000 NAI Publishers

Kirkwood, Niall; *Manufactured Sites, Re-Thinking the Post-Industrial Landscape*; 2001, Spon Press


Schama, Simon; *Landscape and Memory*; 1996, Vintage

Smithson, Robert; “A Thing is a Hole in a Thing it is Not”, pp. 95-96 & “Frederick Law Olmstead and The Dialectic Landscape”, pp.157-171, in *The Collected Writings*; 1996, University of California, Berkeley.


Waldheim, Charles; The Landscape Urbanism Reader; 2006, Princeton Architectural Press.

Waldheim, Charles; Landscape Urbansims, Kerb 15; 2007, RMIT Press.

**Ecology**

Banham, Reyner; Los Angeles, the Architecture of Four Ecologies; 2001, University of California Press, Berkeley.

Banham, Reyner; The Architecture of the Well-Tempered Environment; 1984, University of Chicago Press.

Carle, David; Drowning the Dream, California’s Water Choices at the Millennium; 2000, Praeger, West Port.


Davis, Mike; City of Quartz; 1998, Pimlico Press.

Davis, Mike; Ecology of Fear, Los Angeles and the Imagination of Disaster; 1999, Vintage, New York.

Hundley, Norris; Great Thirst, Californians and Water 1770s-1990s; 1992, University of California Press, Berkeley.


Starr, Kevin; Coast of Dreams; 2004, Knopf, New York


White, et.al. Urban Waterside Regeneration; Problems and Prospects 1993, Ellis Horwood Ltd.
**Drawing**


Greenwood, David; Mapping; 1964, University of Chicago Press.

Fra Mauro; Cartographer of the Court of Venice; 1996, Warner books, New York.


**General Reference**

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Appleyard, Donald, et. al.; The View From the Road; 1964, MIT Press, Cambridge.


Banham, Reyner; Megastructure: 1976, Icon.


Dennett, Daniel C.; Elbow Room; 1985, Oxford University Press, New York.


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Friedrich, Otto; City of Nets; 1986, Harper & Row, New York.


Krier, Rob; Town Spaces: Contemporary Interpretations in Traditional Urbanism; 2006, Birkhauser Basel

Kwinter, Sanford; “Emergence: or the Artificial Life of Space”; in Anywhere 1993, , New York.


McPhee, John; Assembling California; 1994, Farrar, Strauss & Giroux, New York.


MVDRV, METACITY/DATATOWN, 010 Publishers, Rotterdam, 1999


Sies, Mary, & Corbin, Christopher, eds.; Planning the Twentieth Century American City; 1996, Johns Hopkins University Press, Baltimore.


Studio (n-1) ed.; Wild Wild Urbanism; 2006, CCA Architecture Studio Series, San Francisco

Taylor, Graham Romeyn; SatelliteCities: A Study of Industrial Suburbs; 2001 Adamant Media Corporation.

Tschumi, Bernard; The Manhattan Transcripts; 1994, Academy Additions, London.


Van De Mieroop, Marc; History of the Ancient Near East; 2003, Blackwell, Oxford


Wittgenstein, Ludwig; Philosophical Investigations; 1999, Prentice Hall.

Wittgenstein, Ludwig; Tractatus Logico Philosophicus; 2001, Routledge

FILMS:
Manufactured Landscapes
Dark Passage, Delmer Daves
The End of Violence, Wim Wenders
Woman in the Dunes, Hiroshi Teshigahara
Safe, Todd Haynes
Bladerunner, Ridley Scott
Alphaville, Jean-Luc Godard
Playtime, Jacques Tati
Gattaca, Andrew Niccol
TO: Faculty Senate Executive Committee

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

CC: Xuemei Zhu and Julia Rogers, Department of Architecture
    Ward Wells, Head, Department of Architecture
    Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: November 23, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ARCH 212

We recommend that ARCH 212 Social and Behavioral Factors in Design be certified as a writing (W) course for four academic years (9/12 to 9/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 3550
4. Instructor to student ratio for one section: 1:24

ARCH 212 is required for Environmental Design majors. Students complete two short written assignments (a critical analysis and design guidelines), both accompanied by a poster. They write a longer project and a poster on environment/behavior research, and they write two additional short essays. A significant portion of class time is devoted to writing, including: three classes provided as writing workshops by staff from the University Writing Center or an instructor; one half hour from each week’s lecture time for writing instruction or reviewing writing assignments; and reading assignments that focus on the skill of writing. For the three projects, preliminary drafts are reviewed by one assistant and one classmate (blind peer review).

Since original certification was granted, the writing assignments had deceased in response to high enrollments. However, to allow the course to run as W course, the department plans to add two graduate student assistants. The amount of formative feedback and instruction planned for the new version of the course is greater, and 10% more of the final grade is based on 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):

   ARCH 312 SOCIAL AND BEHAVIORAL FACTORS IN DESIGN

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: JULIE ROGERS  
Printed name and signature  
Date: Oct 8, 2011

Received: Valerie Balester  
(W Course Coordinator, University Writing Center)  
Date: 10/27/11

Approvals:

College Dean: LOUIS G. TASSINARI  
Printed name and signature  
Date: 10/25-11

Department Head: NAD WELI  
Printed name and signature  
Date: 10/24/11
ARCH 212: Social and Behavioral Factors in Design (Fall 2012)
(Tuesday and Thursday, 3:55PM–5:10PM, Location TBA)

INSTRUCTOR:  Xuemei Zhu, Ph.D., Assistant Professor
            Office: 002B Williams Administration Building, Email: xuemeizhu@tamu.edu
            Office Hours: Tuesday 11:15AM–12:15PM, Friday 3:00PM-4:00PM

TEACHING ASSISTANTS: TBA

“We shape our buildings, and afterwards our buildings shape us.”
– Winston Churchill (1943)

A. COURSE DESCRIPTION

   TOPIC: This course will explore the social and behavioral factors in environmental design through critical thinking and discussions around two questions: (1) how does the built or natural environment influence people’s behaviors, (2) how do people perceive, use, and adapt to their environment.

   STRUCTURE: The lectures will be organized into three sections, including (1) basic environment-behavior concepts and theories, (2) problem-oriented discussions on issues such as noise, weather, pollution, and crowding, and (3) setting-oriented discussions on topics such as residential and institutional settings; work, learning and leisure environments; and communities and cities.

   GOALS: In this class, you are expected to (1) become fascinated about social and behavioral factors in environmental design, (2) learn to think like an environment-behavior researcher, and (3) improve your design skills through the understanding of environment-behavior relationships. In addition, this course is a Writing Intensive Course. You will learn to communicate professionally and effectively through writing.

   PREREQUISITES: None

B. REQUIRED READING


   ADDITIONAL READING: Additional reading materials will be introduced to you later in this semester, and will be relevant to environmental psychology, architectural practice, or technical writing.
C. SUGGESTED READING
(to be selected by yourself according to your interest and the topic of your class projects)

JOURNALS:
- Environment and Behavior.
- Journal of Environmental Psychology.

BOOKS:

WEBSITES:
- Texas A&M Writing Center. http://writingcenter.tamu.edu/

D. COURSE SCHEDULE

SECTION 1: BASIC ENVIRONMENT-BEHAVIOR CONCEPTS AND THEORIES

WEEK 1
Introduction to the Course
Chapter 1: The Why, What, and How of Environmental Psychology
Chapter 2: Nature & Human Nature
Essay #1 Assignment

WEEK 2
(Essay #1 Due)
[Writing Workshop #1] Overview of UWC Services; Editing; Grammar Jeopardy
Chapter 3: Environmental Perception and Cognition
Essay #2 Assignment

WEEK 3
(Essay #2 Due)
Chapter 4: Theories of Environment-Behavior Relationships
Project #1 Assignment: Critical Analysis of an Environment-Behavior Relationship in a Building
[Writing Workshop #2] Research Poster Production; Improve Writing through Style

**Quiz #1:** Focusing on Basic Environment-Behavior Concepts and Theories; Covering Chapters 1-4 and Corresponding Lectures

SECTION 2: PROBLEM-ORIENTED DISCUSSIONS

WEEK 4 Chapter 5: Noise
Chapter 6: Weather, Climate, and Behavior

WEEK 5 Chapter 8: Personal Space and Territoriality
[Guest Lecture #1] Personal Space and Cultural Differences (Professor Rodney Hill)

WEEK 6 Chapter 7: Disasters, Toxic Hazards, and Pollution
(● Project #1 Due)
Article: View through a window may influence recovery from Surgery
[Guest Lecture #2] Impact of Nature and Noise on Stress (Dr. Roger Ulrich)
Project #2 Assignment: Literature Review and Design Guidelines

WEEK 7 Chapter 9: High Density and Crowding
Peer Review of Project #1
(● Mid-Term Exam: Covering Chapters 1 to 9 and Corresponding Lectures)

SECTION 3: SETTING-ORIENTED DISCUSSIONS

WEEK 8 Video: The Social Life of Small Urban Spaces
Chapter 10: The City; Special Topic: Design for Active Living

WEEK 9 Chapter 10: The City; Special Topic: Design for Active Living

WEEK 10 Special Topic: How to Study Environment-Behavior Relationships
(● Project #2 Due)
[Writing Workshop #3] Avoiding Plagiarism; Writing Abstracts; The Writing Process
Project #3 Assignment: Environment-Behavior Research

WEEK 11 Chapter 11: Planning and Design for Human Behavior
Chapter 12: Design in Residential and Institutional Environments

WEEK 12 (● Proposal for Project #3 Due)
Chapter 13: Work, Learning, and Leisure Environments
Article: Design Based on Evidence
[Guest Lecture #3] Evidence-Based Design (Dr. Kirk Hamilton)

WEEK 13 [Guest Lecture #4] Social and Environmental Psychophysiology (Dr. Lou Tassinary) Chapter 14: Changing Behavior to Save the Environment
Quiz 2: Focusing on Setting-Oriented Discussions; Covering Chapters 10-14 and
Corresponding Lectures

WEEK 14

( Draft for Project #3 Due)

Peer Review of Project #3

Final Exam

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NOTE: All reading and writing assignments are due before the class. Dates and topics of guest lectures are subject to change.

E. ASSIGNMENTS

Assignments for this class include two essays and three projects, which involve reading, observation, analyses, and writing related to specific environment-behavior relationships. These assignments will comprise typical types of writing and visual presentation that environmental designers and researchers use to present their work.

When working on class projects, you are encouraged to choose a specific problem/setting that is related to your studio project. However, there should not be any overlap between these ARCH 212 projects and the tasks that you are assigned in your studio. The three projects will involve the following tasks.

Project #1: Critical Analysis of an Environment-Behavior Relationship in a Building
(3.5 weeks) You will analyze the performance of a building in terms of a specific environment-behavior relationship. Possible topics include but are not limited to wayfinding, stress reduction, integration of nature, and lighting. The expected product is a 24”×36” poster, which includes a 500-word report.

Project #2: Literature Review and Design Guidelines
(4 weeks) You will first review three scholarly articles that focus on a specific environment-behavior relationship, and then propose relevant design guidelines based on both literature review and your own understanding. The expected product includes an 800-word paper that summarizes the design, method, and findings of these scholarly articles; and an 18”×24” poster that illustrates your proposed design guidelines using both text and images.

Project #3: Environment-Behavior Research
(7 weeks) You will conduct a comparative analysis of two places in terms of a specific environment-behavior relationship. The project will involve field observation, surveys, and renovation recommendations based on the survey findings. The final product should include a 1,500-word paper and a 24”×36” poster that summarizes your study.
F. PERFORMANCE EVALUATION

Your performance will be evaluated based on the following components:

- Two Essays: 5%
- Two Quizzes: 5%
- Project #1: 15%
- Mid-Term Exam: 15%
- Project #2: 15%
- Project #3: 25%
- Final Exam: 20%

TOTAL: 100 points

The final semester grade will reflect all of your work through the course of the semester and will use the following standards.

A: 90-100 points; B: 80-89 points; C: 70-79 points; D: 60-69 points; F: 0-59 points

Earning an “A” is not automatic, nor is it based upon turning in required work on time or working hard. These are expected of every student. To earn an “A”, you must show an extraordinary devotion to your work and a willingness to push yourself to a new level of comprehension.

ATTENDANCE POLICY

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

G. STUDENTS WITH SPECIAL NEEDS

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

Care of Facilities:
The use of spray paint or other surface-altering materials is not permitted in the Langford
Complex, except in designated zones. Students who violate this rule will be liable for the
expenses associated with repairing damaged building finishes and surfaces. At the end of
the semester, your area must be clean of all trash.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Nancy Street and Kristan Poirot, Department of Communication  
James Aune, Head, Department of Communication  
Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: November 23, 2011  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM/WGST 420  

We recommend that COMM/WGST 420 Gender and Communication 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:25

Students write two essays in COMM/WGST 420. Both essays are peer-reviewed through structured, in-class activities that are worth course credit. Additionally, students receive instructor feedback and are permitted to revise and resubmit; the instructor records the highest grade of the resubmissions. During Week Two, a writing workshop is held and students are required to submit a writing sample. Writing samples are evaluated and returned to students with summary comments of where they stand with respect to their writing. Writing is discussed in the context of “writing and personal goals.” Specific writing prompts for the critical essays and lecture/discussions regarding writing concepts are provided. Three additional class periods are devoted primarily to writing workshops.

The course has not substantially changed 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):

   W657 420 Gender and Communication

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 J Street + Nancy J Street + 10-31-11
Printed name and signature

Received: Valerie Balester 11/18/11
(W Course Coordinator, University Writing Center) (Date)

Approvals:

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

Department Head: Jyotsna Vaid
Printed name and signature
(Date)
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):
   
   **COMM 420 Gender and Communication**

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 J Street  

Printed name and signature  

(Date)

Received: 

Valerie Balester  

(W Course Coordinator, University Writing Center)  

(Date)

Approvals:

College Dean: 

Printed name and signature  

(Date)

Department Head: James A. Avc  

Printed name and signature  

(Date)
COMM/WGST 420: Gender and Communication
Fall 2011 (Section 902)

Kristan Poirot
Legett #019
845-2842
Poirot@tamu.edu
Office Hours: T, TH: 11:00-12:00; Monday, by appointment.

Course Description & Goals:

From the popularity of books like *Men are From Mars, Women are From Venus*, and *You Just Don't Understand Me?*, the field of gender communication is often described as one that seeks to understand how, why, and to what extent men and women communicate differently. This course takes the question of gender and communication from a different angle. Rather than asking how we communicate differently, this course explores how difference itself is communicated. Simply put, we will ask: how is gender communicated in public discourse?

To answer these questions we will examine a number of theories that discuss the construction/constitution of sex/gender systems and identity. This course is both reading and writing intensive, critically engaging contemporary academic scholarship and theoretical texts. As such, I expect that students will read work that is both unfamiliar and challenging, using writing as one of the many tools to work through course concepts, ideas, and arguments. Moreover, this class requires active engagement with fellow learners, course concepts, and the larger TAMU learning community.

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

- critically engage gender communication academic scholarship.
- identify and discuss a variety of theories about sex/gender identity and the relationship between gender and communication from a variety of perspectives.
- write well-argued and rhetorically effective academic essay(s).
- critically analyze the gender dynamics in a communicative event.

Required Texts:


Course Assignments:

- 2 Essay Exams: 100 pts.
- Daily Reading Quizzes: 75 pts.
- Critical Essay(s): 200 pts.
- Community Engagement: 100 pts.
- Peer Review Participation: 25 pts.

Grading Scale:

- A: 450-500 pts.
- B: 400-449 pts.
- C: 350-399 pts.
- D: 300-349 pts.
- F: < 300 pts.

**TOTAL 500 pts.**

**Exams:** Over the course of the semester, you will be given two essay exams. These exams will be completed in class. You may use any notes that you take in class or on course readings during the exam. You may NOT use the actual readings during the exam, so make sure that you take notes on a separate sheet of paper.

**Reading Quizzes:** Expect a quiz over the reading every day in class. The quiz will begin at 2:20 and MUST be turned in by 2:25. I will keep the highest 15 grades. If you miss a class or are late to class you will not be able to make-up a quiz, UNLESS that absence is documented and excused. In such cases, you will be required to bring a typed 1/2-1 single-spaced page summary of each reading that was due the day you missed the quiz. This summary is due no later than 1 week after your date of return to class.

**Critical Essay(s):** As a writing intensive course, we will write as a way to engage course materials. Some of this writing will be graded only for content (reading quizzes and essay exams), and other essays will be graded in terms of content as well as writing efficiency and rhetorical efficacy. The critical essays are your opportunity to showcase your understanding of course materials as well as writing acumen. During the semester I will hand out two different writing prompts. You will have (at least) one week to write an essay that incorporates and critically engages course materials AND responds to the prompt. To be clear; the prompt will not ask you to simply regurgitate the readings and class discussions. Rather these prompts are designed to inspire independent engagement with course concepts, ideas, and arguments. You may revise any of these essays and I will record the highest grade. Each essay will be 5-6 pages in length.

For each of these essays, you will also be required to participate in a peer review process. Failure to participate in peer review will result in a letter grade deduction for the assignment.

**Community Engagement:** This course places a very strong emphasis on your thoughts, analyses, interpretations, commentaries, questions, and dialogue about the course materials. In other words, various forms of dialogic interaction comprise the majority of time spent on “learning” course concepts. The primary objective of interaction should not be to be right or look smart but to contribute to the learning process of everyone in the class, a process in which trying to avoid being wrong, uncertainty, guessing, asking questions, and taking chances greatly reduces everyone’s opportunities to learn. The onus is, thus, upon you to be more of an active participant in the creation of a productive learning community, rather than a passive observer-listener. Put simply, while I am the primary facilitator/teacher of the course, its quality and effectiveness will be determined by our collective efforts – each one of us has the responsibility of facilitating each other’s learning. Details on how one can engage and how one’s engagement will be evaluated will follow later this week. Suffice that to say, enrollment in this course is an agreement to participate in it as an active member of a learning community. I take this assignment as seriously (if not more) than any other assignment for the course.
Course Policies:

Attendance Policy: Regular class attendance is crucial. I will take roll every day excessive absences will substantially reduce your community participation grade. If you have more than TWO unexcused absences, your final grade will be dropped by one letter. If you miss class, for any reason, it is YOUR responsibility to get notes and assignments from your classmates. It is also your responsibility to provide proper documentation for an absence to count as excused. Go to http://student-rules.tamu.edu/rule07 for explanation of what qualifies as an excused absence.

Late Policy: I do not accept late work. Unless otherwise noted, all assignments are due at the beginning of class on due date.

If you miss a day of a daily writing exercise or any other point generating activity, you may NOT make it up if your absence is unexcused (including exams!). If your absence is excused, you must make arrangements with me for an alternative assignment within one week of your return to class.

Mobile Device Policy: Although I am grateful for the various ways one can stay connected to an ever-enlarging network of people and ideas, the active maintenance of these connections in the classroom is rarely beneficial to one’s and others’ learning. As such, text/instant messaging, checking/updating/responding to/opening/etc. email, websites, blogs, facebook, etc., and/or running any app/program that is not essential to note-taking and reading during class discussion is prohibited. In short, you can use your electronic devices as e-readers and as note-taking media, all other uses must be cleared by me ahead of time. If you violate this policy, you will receive an unexcused absence for the day of the violation. If you violate this policy more than once you will be asked to leave the class.

Academic Honesty & Integrity:

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

I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://www.tamu.edu/aggiehonor.

Public Information Act & Email Correspondence:

As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

American 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 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.
Tentative Reading & Assignment Schedule

Engagement Reports Due EVERY Tuesday beginning, September 13.

All assignments on schedule below are in addition to these assignments and reports.
The Help will be read on your own time and should be completed by: Tuesday October 11

Week 1 (8.30-9.1): Course Introduction
T: Syllabus, Introductions
Th: CGD, Chapter One

Unit One: Sex and Gender?

Week 2 (9.6-9.8): Understanding Sex/Gender (Biology?)
T: Biology?
  CGD, p. 27-36
  Laqueur, “Of Language & the Flesh”
  Fausto-Sterling, “5 Sexes”

TH: Writing & Personal Goals
Writing Sample DUE

Week 3(9.13-9.15): Understanding Sex/Gender
T: CGD, p. 36-42
  Dow & Tonn, “Feminine Style”

Th: CGD, p.43-50
  Campbell, “Oxymoron”
  (Hand out Critical Essay # 1 Prompt)

Week 4 (9.20-9.22): Understanding Sex/Gender (Critical/Cultural?)
T: CGD, p. 50-60
  Sloop, Introduction

Th: Butler, “Performative Acts”

Week 5 (9.27-9.29): Understanding Sex/Gender
T: Butler, excerpt from Bodies That Matter

Th: Writing Workshop
Peer Review Draft Critical Essay #1 DUE

Week 6 (10.4-10.6): Performativity
Critical Essay # 1 DUE (Monday, 10.3, 12:00 by email)
T: Sloop, Ch. 1-2

TH: Sloop, Ch.5
Week 7 (10.11-10.13): Exam!

T: Writing Workshop
Exam Review/Unit Wrap-Up
The Help Completed

Th: Exam #1
(Hand out Critical Essay #2 Prompt)

UNIT TWO: Gender, Communication, & Institutions

Week 8 (10.18-10.20): Gender & Media

T: CGD, Ch. 6, p. 235-253

Th: Douglas, excerpt from Where the Girls Are
Excerpt from Enlightened Sexism

Week 9 (10.25-10.27): Gender & Work

T-Th: CGD, Ch.9
The Help

Week 10 (11.1-11.3): Gender & Education
Peer Review Draft Essay # 2 Due to Partner, Monday (by email)

T: Writing Workshop
CGD: Ch. 8

Th: Gender in Aggieland Presentation

Week 11 (11.8-11.10): Gender & Health Care
Critical Essay # 2 DUE (Monday, 11.7, 12:00, by email)

T: Dubriwny, “Betty Ford”
Pazullo, “Resisting National Breast Cancer”

Th: CGD, Chapter 10
Maddux, Preface

Week 12 (11.15-11.17): Religion

T-Th: Watch Amazing Grace
Week 13 (11.22-11.24): Religion, Gender, & Civic Identity

T: Maddux, Ch. 1-2

Th: Happy Thanksgiving!

Week 14 (11.29-12.1): Religion, Gender, & Civic Identity (cont’d)

T: Maddux, Ch. 3 & 4

Th: Maddux, Ch. 6 & 7

Week 15 (12.6): Course Wrap-Up

T: Course Wrap-up

Critical Essay Revisions DUE

Monday, December 12, 1:00 p.m.: Exam #2
TO: Faculty Senate Executive Committee

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

CC: Nancy Street, Department of Communication
    James Aune, Head, Department of Communication
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 23, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 460

We recommend that COMM 460 Communication and Contemporary Issues 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: 55%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:25

While topics for this course may vary, the writing component remains the same. Students write two short essays (Question and Executive Summary), a method paper, and a research proposal. The writing is scaffolded so that the question and method paper help students write the research proposal. The research proposal is peer-reviewed, and comments from the first two papers guide revision for the research proposal. Three class periods are dedicated to writing instruction, and methods for instruction include readings, discussion, and exercises. Additionally, each student presents for at least 12 minutes (worth 20% of the grade).

No major 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]:

COMM 460 Communication and Contemporary Issues

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 J Street
Printed name and signature
10-31-11
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
11-3-11
(Date)

Approvals:

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

Department Head: James A. Austin
Printed name and signature
11-1-11
(Date)
This is a W course, that is “writing intensive”. It is not possible to pass the course without passing the writing portion. This course fulfills 3 hours of the writing intensive requirement for COMM majors. It is possible that it fulfills 3 hours of writing intensive requirement for other majors, but you will need to check with YOUR academic advisor.

This course is also taught from the perspective of an “inquiry course”. This means that while there will be lots of answers, there will be many more questions and the main questions and the main answers will come from you!

“All leaders must face some crisis where their own strength of character is the enemy.”
Richard Reeves

Brenda Mazibuko: You’re risking your political capital, you’re risking your future as our leader.
Nelson Mandela: The day I am afraid to do that is the day I am no longer fit to lead. Invictus

“The first duty of a leader is to make himself (herself) be loved without courting love. To be loved without ‘playing up’ to anyone-even to himself (herself).” Andre Malraux

“Think like a wise man (person) but communicate in the language of the people.” William Butler Yeats

“I suppose leadership at one time meant muscles; but today it means getting along with people.” Indira Ghandi

“A sense of humor is part of the art of leadership, of getting along with people, of getting things done.” Dwight D. Eisenhower

“The first step in the evolution of ethics is a sense of solidarity with other human beings.” Albert Schweitzer

"The final test of a leader is that he (she) leaves behind him (her) in other men (people) the conviction and will to carry on.” Walter Lippmann

COURSE DESCRIPTION: This course will examine the concept and process of leading from a communication perspective. In particular, we will look at models of leadership as communication phenomenon, the use of symbols by leaders to foster collaboration, the social construction of leadership and leading in various contexts. Ethical considerations will be central to these discussions. The course format will be seminar/discussion.

REQUIRED TEXTS:
*Readings and all information posted at elearning.tamu.edu for COMM 460-901
*Vista for COMM 460-901 located at elearning.tamu.edu
*Movies may be viewed through Media Matrix..instructions given in class

CONTACT INFORMATION and COMMUNICATION:
Office: Bolton 107 Phone: 847-8612—never answered and rarely checked
E-mail: n-street@tamu.edu -----I check obsessively!!!
Office hours: Wed 9-10:15 and R 9-10:45
Also, you shall check elearning.tamu.edu for announcements, e-mail, discussion each day.

COURSE OBJECTIVES: The successful student will be able to discuss thoughtfully and accurately; and both orally and in writing:
*the use of communication for leading from a symbolic perspective
*theoretical perspectives on leading
*the social construction of leadership
*ethics and leading, ethics and communication, and the dialectics that occur in practice
*leading in a variety of communicative contexts
*ethical and communicative considerations when leading collaboratively
**POLICIES—READ these now, please**

**Attendance and Participation**: You are **expected and required** to attend class each day. More than that, you are expected to be prepared and ready to discuss course material each day. This is a seminar/discussion class. **Therefore, before you decide to take this class, I ask you to seriously consider whether you are committed to this policy.**

The class begins at 11:10 a.m. each Tuesday and Thursday. Therefore, you are expected to be here, in place and ready to go at 11:10 a.m. You are **welcome** to bring coffee, ice water, soft drinks, even a small lunch (as long as you pick up after yourself and NEVER have food or drink close to the equipment.) You are **welcome** to stand up and stretch if you become drowsy.

However, you are not welcome to schedule doctor’s appointments, family vacations, interviews, plant visits, make-up exams, weddings or the like during this class. If you know of a school related field trip that is not on the University’s “authorized” list or some similar experience, tell me by Thursday, January 21st. We will discuss whether this is workable.

Obviously, University excused absences will be honored. As per Student Rules, you must notify me in advance when you will be absent. Documentation is required within one week of the student’s return to class. It will not be accepted later in the semester. All sessions of COMM 460-901 contribute to the student’s grade, **therefore I do not accept the Student Explanatory note for absences.**

All of this said, I will not reduce your grade in the course unless you miss more than two (2) times.

**E-Mail**: I use A&M e-mail to contact the class from time to time. As per University rules, you are required to check your A&M e-mail each day. [http://student-rules.tamu.edu/rule61.htm](http://student-rules.tamu.edu/rule61.htm)

**Work submitted**: All work submitted for a grade, including project and term paper proposals (with the exception of quizzes or exams completed in class) must be typed and in final draft form. A great resource… [writingcenter.tamu.edu](http://writingcenter.tamu.edu) Go to this website. Go visit them in person!!!

**Due dates**: Work submitted after the due date and time will be accepted for up to 50% credit with the exception of the term paper. Please see below under “Assignments” for due dates for Term Paper.

**Grading**: Semester grades will be determined as follows:

- The Question: 10%
- The Method: 10%
- Research Proposal: 25%
- Average of quizzes: 25%
- Seminar: 20%
- Executive Summary: 10%

89.50-100=A; 79.50-89.49=B; 69.50-79.49=C 59.50-69.49=D 0-59.49=F

**A NOTE OF CAUTION**: Cheating, plagiarism and other forms of scholastic dishonesty will not be committed in this course. Please familiarize yourself with the University’s penalty for these offenses. Please see [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/) Any instance of scholastic dishonesty in the course will result in an F* in the course.

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

**Special Accommodations**: If you require accommodation for a disability, please let me know so that I may make arrangements for you.

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

**Readings:** complete readings and look over assignments prior to coming to class. Be ready to discuss readings and even to lead the discussion on the readings if asked to do so. Additionally, you are responsible for knowing the material in class, on exams, etc.

**Quizzes:** short answer and multiple choice quizzes given over the textbook and Vista readings.

**The question:** This will be a 2-4 page paper that may be also be used as preliminary work for your term paper. You are also permitted to change your topic for your term paper if you wish. You will follow a template to work through the specifics of designing a research question for a research paper.

**The method:** This will be a 3-4 page paper that may be also be used as preliminary work for your term paper. You are also permitted to change your topic for your term paper if you wish. You will follow a template to work through the specifics of choosing a method for a research paper.

**Research Proposal:** This will be a substantial paper. The paper will be 8-10 pages in length with a bibliography of 8-10 sources excluding the textbook. You will propose your topic. The particulars of the assignment will be posted on elearning as per the calendar. It may be written in either APA or MLA format. This paper is due in class on April 20th OR 22nd OR 27th OR 29th. It will be accepted on Monday May 3rd at 3:00 p.m. in my office (Bolton 107) for up to 75% credit. Papers arriving after 3:00 p.m. on Monday, May 3rd will not be accepted.

**Seminar:** You may work alone, with a partner or a team to create and present an in-class experience designed to teach the class about an aspect of communication, leading and ethics. The particulars of this assignment will be posted on elearning as per the calendar. You will submit a proposal according to the date on the calendar, Thursday Apr 1st. Once the proposal is approved, you may begin work on your seminar.

**Executive Summary:** You will write an executive summary of your Seminar. You will be given a template and instructions on how to compose an executive summary. It will be in the 2-4 page range.

**Extra Credit:** You may attend the lecture by George Edwards at the Obamanon Conference sponsored by Team Rhetoric of the Department of Communication, the Department of Communication, The Glasscock Center and the College of Liberal Arts. There is a panel presentation on leadership as well. You must attend and write a two page reflection paper. Details and deadlines are posted on elearning for COMM 460-901. 10 extra Quiz points.

**Come to Class:** This is a VERY participative class. You will lose out if you are not in attendance each and every day both in terms of learning and in terms of your grade. You will be docked half a letter grade (5 points) from your final course grade for each unexcused absence over two (2). Attendance is recorded by sign in sheet. It is your responsibility to find the sign in sheet and sign it during class.

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“The leadership and learning are indispensible to each other”
John F. Kennedy, speech prepared for delivery in Dallas the day of his assassination, November 22, 1963

“I start with the premise that the function of leadership is to produce more leaders, not more followers” Ralph Nader

"Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them. They make the impossible happen.” Dr. Robert Jarvik

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**Successful College Students ask Questions!**

**Life:** You must be present to win
<table>
<thead>
<tr>
<th>Date</th>
<th>Before Class:</th>
<th>In Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-Jan 19</td>
<td>1. Purchase textbook;</td>
<td>Getting to know you—</td>
</tr>
<tr>
<td></td>
<td>2. Rearrange your schedule so that you will be able to be in class each and every Tuesday and Thursday☺</td>
<td>Orientation to the course</td>
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<tr>
<td></td>
<td>3. Login and explore every inch Vista today and each and every day from here, forward.</td>
<td>“They say, I say....”</td>
</tr>
<tr>
<td>R-Jan 21</td>
<td>Read Chap 1 in the textbook and pp. 189-193 and be prepared to discuss.</td>
<td>Discuss: Communication and Leading</td>
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<td>Leadership emergence and retention</td>
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<td></td>
<td>Do Case Studies</td>
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<tr>
<td>T-Jan 26</td>
<td>Read posting on Vista</td>
<td>Discuss: Inquiry and writing</td>
</tr>
<tr>
<td>R-Jan 28</td>
<td>Read Chap 2</td>
<td>Discuss: Leading and Communicative style; Classic approaches to leadership.</td>
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<tr>
<td></td>
<td>See posting on Vista</td>
<td></td>
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<tr>
<td>T-Feb 2</td>
<td>Read Chap 3</td>
<td>Discuss: Leading and Communicative style; Classic approaches to leadership.</td>
</tr>
<tr>
<td>R-Feb 4</td>
<td>Read p 336; and then skip over and read 347-end of box on 357.</td>
<td>Discuss Ethics</td>
</tr>
<tr>
<td></td>
<td>See Vista posting</td>
<td></td>
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<tr>
<td>T-Feb 9</td>
<td>Read pp. 336-347 See Vista posting</td>
<td>Discuss Ethics</td>
</tr>
<tr>
<td>R-Feb 11</td>
<td>Read over 384-390 AND 398-399. (not on the quiz but you’ll need it for class after the quiz)</td>
<td>Quiz I over reading to date and Vista postings. Development I</td>
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<tr>
<td>T-Feb 16</td>
<td>Read Chap 4</td>
<td>Discuss: Leading: a transaction or a transformation?</td>
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<td>Watch Take the Lead before class</td>
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<tr>
<td>R-Feb 18</td>
<td>See Vista posting</td>
<td>Discuss: Leading: ethics of transaction or transformation?</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>T-Feb 23</td>
<td>Writing Workshop</td>
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<tr>
<td>R-Feb 25</td>
<td>Read Web Vista posting&lt;br&gt;Read Chapters 5 &amp; 9&lt;br&gt;Watch Coach Carter before class</td>
<td>The Question Paper due at 11:10 am. in class&lt;br&gt;Discuss: Power</td>
</tr>
<tr>
<td>T-Mar 2</td>
<td>Read Vista posting&lt;br&gt;Continue Chapters 5 &amp; 9</td>
<td>Discuss Inquiry and Writing Power and Ethics</td>
</tr>
<tr>
<td>R-Mar 4</td>
<td>Read Chapter 6 &amp; 8&lt;br&gt;Watch Rules of Engagement before class</td>
<td>Discuss Communication, ethics and influence</td>
</tr>
<tr>
<td>T-Mar 9</td>
<td>Continue Chapters 6 &amp; 8&lt;br&gt;May watch Enron: Smartest Guys in the Room. I'll confirm at least a week in advance</td>
<td>Discuss Communication, ethics and influence</td>
</tr>
<tr>
<td>R-Mar 11</td>
<td>Quiz II over reading since last quiz and Vista postings, movies, etc.</td>
<td></td>
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<tr>
<td>T-Mar 23</td>
<td>SPRING BREAK!!!!</td>
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<tr>
<td>R-Mar 25</td>
<td>Read posting on Vista&lt;br&gt;Read Chapter 10&lt;br&gt;Watch Whale Rider before class</td>
<td>The Method Paper due in class at 11:10 a.m.&lt;br&gt;Development II</td>
</tr>
<tr>
<td>T-Mar 30</td>
<td>Read posting on Vista&lt;br&gt;Watch Remember the Titans before class</td>
<td>Discuss: Heterogeneity, ethics and leading</td>
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<tr>
<td>R-Apr 1</td>
<td>Read Vista posting&lt;br&gt;Read Chap 13&lt;br&gt;Watch Dave before class</td>
<td>Discuss: Crisis, ethics and leading</td>
</tr>
<tr>
<td>T-Apr 6</td>
<td>Continue Chap 13&lt;br&gt;Read posting on Vista</td>
<td>Discuss: Crisis, ethics and leading</td>
</tr>
<tr>
<td>R-Apr 8</td>
<td>Read posting on Vista</td>
<td>Discuss: Change, ethics and leading</td>
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<tr>
<td>T-Apr 13</td>
<td>Read Vista posting&lt;br&gt;Read pages 391-398</td>
<td>Discuss: Development III</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>R-Apr 15</td>
<td>Vista posting</td>
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<td><strong>Quiz III</strong> over reading since last quiz and Vista postings, movies, etc</td>
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<td></td>
<td><strong>Seminar prep</strong></td>
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<tr>
<td>T-Apr 20</td>
<td>The details of the <strong>Seminar</strong> will be posted on Web Vista and will be discussed extensively in class. Additionally, you will want to meet with me during office hours to discuss your seminar.</td>
<td></td>
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</tbody>
</table>
| R-Apr 22   | I've assigned these in previous semesters and it is, by far, the most enjoyed aspect!  
          | *Do prepare and rehearse!* There will be a time limit and there are no “do-overs.”  |
| T-Apr 27   | The calendar for who presents on which day will be created as soon as all proposals are received and posted on Thursday, April 1st. |
| R-Apr 29   | Final draft of term paper due any class day in April from the 20th forward         |
|            | **Seminar** Final draft of term paper due any class day in April from the 20th forward         |
|            | **Seminar** Final draft of term paper due any class day in April from the 20th forward         |
|            | **Seminar** Final draft of term paper due any class day in April from the 20th forward         |
|            | Summarize: **Communication, Ethics and Leading**                                  |
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Cecelia Hawkins and Robert Griffin, Department of English
    Nancy Warren, Head, Department of English
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: November 23, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 401

We recommend that ENGL 401 Critical Theory and Practice be certified as a writing (W) course for four academic years (1/12 to 1/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 5200
4. Instructor to student ratio for one section: 1:18

ENGL 401 requires that students write two four-page papers that explore issues in assigned readings; an eight-page paper that synthesizes these papers into an overview; and six journal entries responding to readings. Journal entries are peer reviewed, and one of the short paper drafts receives instructor comments. Both the journal entries and the short papers provide instruction and feedback in the form of scaffolding for writing the longer paper. Two classes are devoted to writing instruction and include discussion of models.

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):

   ENG 401

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.

   Cecelia Hawkins
   Instructor / Coordinator: Cecelia Hawkins  9-30-11
   (Date)

   Received: Valerie Balester  10-5-11
   (W Course Coordinator, University Writing Center)  (Date)

   Approvals: Michael T. Stephenson
   College Dean: Michael T. Stephenson
   Printed name and signature  9-30-11
   (Date)

   Department Head: Nancy B. Warren
   Printed name and signature  9-30-11
   (Date)

   Received  OCT 05 2011

   By
Critical Theory & Practice

ENGL 401.900                                                                                                            Dr. Robert Griffin
MWF 10:20-11:10pm                                                                                                      Blocker 223C
CE 137                                                                                                                   <rjgriffin@tamu.edu>

Office hours: M 2-4pm

Overview

Critical theory and practice flourished in the twentieth century together with the study of vernacular literature in the university. This course covers many of the main strands of this development. The syllabus is organized under three key topics of investigation: text, author, reader. These topics all lead to central questions about interpretation and epistemology.

Course objectives

At the end of the course you will have acquired knowledge of this rich tradition as well as an increased awareness of your own critical assumptions about language, literature, and the social construction of identities such as race, class, and gender.

Course work and grading policies

This is a “W” course, which means it is writing-intensive and keyed to majors. The final grade is derived from your performance on 4 components: Midterm and Final exams (20 pts. each); two short papers (15 pts. each); a longer paper (20 pts.); and journal entries (10 pts.)

- Exams are based on identifications and a few sentences of context.
- Two 4-page papers explore issues in the readings
- An 8-page paper will synthesize the shorter papers into an overview
- 6 journal entries, submitted on alternate weeks, discuss your impressions of your reading in no more than two short paragraphs. Journal entries will be given to at least two other students who will write comments.

Writing that receives the most points will have a clear thesis or argument, refers to the text for evidence of its thesis, and is presented in a clear and coherent style. Format: Cambria or New Times Roman font, 12 pt., double-spaced, no extra spaces between paragraph, one inch margins.

90-100 = A        60-69 = D
80-89 = B        Below 60 does not pass
70-79 = C
**Attendance is required.** If you have more than three unexcused absences it will affect your grade. Each absence after the third will drop the final grade by a half grade.

**Required texts**

All texts are located on my webpage in the form of .pdf files. Follow the link [http://www-english.tamu.edu/index.php?id=173](http://www-english.tamu.edu/index.php?id=173); click on Department Web Page and you will see a list of courses; the readings for this course will be found through the links to the courses, and are identified by the course number.

**Scheduled meetings and required readings**

Aug. 30  Introduction; in-class writing on “Valediction Forbidding Mourning”

Sept. 1    Wimsatt & Beardsley, “The Intentional Fallacy” (401)

Sept. 6    Keats, “Ode on a Grecian Urn”; Brooks, “Keats’s Sylvan Historian” (401)

Sept. 8    [no class meeting]

Sept. 12   Saussure (401)

Sept. 15   “

Sept. 20   “

Sept. 22   **Discussion of writing** [Roxana article]

Sept. 27   Jacobson, "Linguistics and Poetics" (401); **1st paper due**

Sept. 29   “

Oct. 4     Benveniste, “Nature of Pronouns,” “Subjectivity in Language” (401)

Oct. 6     “ [e. e. cummings story]

Oct. 11    Barthes, “Death of the Author” (401)

Oct. 13    **Midterm exam**

Oct. 18    Austin, from *How to Do Things with Words* (401)

Oct. 20    Derrida, “Signature Event Context” (682)

Oct. 25    “

Oct. 27    Foucault, “What is an Author?” (401)  **2nd paper due**

Nov. 1     “

Nov. 3    **Discussion of writing** [Anonymity article]

Nov. 8     Diana Fuss, “Reading Like a Feminist” (682)

Nov. 10    Gayatri Spivak, “Three Women Writers” (682)

Nov. 15    “

Nov. 17    Dipesh Chakrabarty, from *Provincializing Europe* (682)

Nov. 22    “

Nov. 29    Franz Fanon (682)

Dec. 1     Diana Fuss on Lesbian, gay theory (682)

Dec. 6     Conclusion; **final paper due**

**Final Exam:** Friday, December 9, 12:30-2:30pm
DISCLAIMER: The syllabus is subject to change; it is the student’s responsibility to keep him or herself apprised of any such changes.

ACADEMIC INTEGRITY: You are responsible for conducting yourself according to the Aggie Code of Honor (http://aggiehonor.tamu.edu). Violations of the code will be dealt with according to the instructor’s judgment of the weight of the offense. At the very least, a plagiarized paper will receive a zero for the assignment.

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.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Cecelia Hawkins and Mary Ann O’Farrell, Department of English  
Nancy Warren, Head, Department of English  
Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: November 23, 2011  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL/WGST 474

We recommend that ENGL/WGST 474 Studies in Women Writers 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: 80%  
2. Course content appropriate to the major  
3. Total number of words: 5000  
4. Instructor to student ratio for one section: 1:18

Since this is a studies course, it is assumed that differences will occur in topics and readings but that the essential elements of the writing component (amount of writing, percentage of the grade based on final, graded writing, the inclusion of formative feedback for all students on required courses, and writing instruction) will remain consistent. Students in this class write online posts, a short paper, and, to prepare for a longer research paper, a prospectus and an annotated bibliography. They also write a short response to a research question. Students receive feedback for the research paper through writing the prospectus and annotated bibliography. They meet with the instructor for required individual conferences after they submit the first draft of their research papers and before the final draft is due. Instruction includes discussions about the various types of assignments and topics. The class shares responses to the research question assignments as a way to select and then refine their own final research question.

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):
   
   WCST 474

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.

   Cecelia Hawkins
   Instructor/Coordinator: Cecelia Hawkins 10-1-11
   Printed name and signature

   Valerie Balester
   Received: Valerie Balester 10-5-11
   (W Course Coordinator, University Writing Center) (Date)

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

   Department Head:
   Printed name and signature
   (Date)
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   ENGL 474

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.

   Cecelia Hawkins
   Instructor / Coordinator:
   Printed name and signature 10-1-11

   Received: Valerie Balester 10-5-11
   (W Course Coordinator, University Writing Center)

   Michael T. Stephenson
   Printed name and signature 9/29/11
   College Dean:
   (Date)

   Nancy B. Warren
   Printed name and signature
   Department Head:
   (Date)
Dr. Mary Ann O'Farrell  
Fall 2011  
Office: 217B Blocker (845-8313)  
Office hours: Thursday 12:30-3:30; and by appointment  
Office phone: 845-8313  
E-mail: maof@tamu.edu

English 474/Women's and Gender Studies 474  
Studies in Women Writers:  
Women and the Novel in Nineteenth-century England  
T/Th 3:55-5:10 p.m., 108 Blocker

Course description. Women writers of nineteenth-century English fiction are among the authors whose names and faces we recognize most easily when we see them (as we do) on tote bags or t-shirts, as well as on book covers and before the titles of films and television programs. And women readers, we know, helped popularize the novel as a genre. But the women writing and reading in nineteenth-century England did so in the context of a cultural conversation about their activities: what might women write or read? What would happen to them (their bodies, their prospects) if they wrote professionally or read the wrong things? What ought they and oughtn’t they know or acknowledge knowing? Against the background of these debates, many women did write and read, often focusing their time, their work, and their pleasure on novels, using literature as a way of engaging with their world, which seemed to them sometimes hostile, sometimes alluringly yet perilously “safe.”

In this course, we will be interested in nineteenth-century women writers and readers, in how they represented their world and their work in novels, and in how their language and their ideas intersect with issues that concern us today. Our readings will include work by both well-known and lesser-known authors, as well as some writing that will help us understand these works in their context and in ours.

Since this is a Writing Intensive (W) course, it will involve significant attention to writing.

Course objectives. The course is designed to help students to do the following:

1. To develop and demonstrate an in-depth knowledge of the work of some women writers at work in nineteenth-century England;

2. To develop an understanding of how these writers’ works are at once expressions of their individual intellects and sensibilities and reflections of the social and cultural conditions under which they wrote;
3. To understand the contributions of the writers considered to the history of the novel as a genre and to recognize their contributions to our cultural understanding of various social structures and institutions;

4. To develop a sense of women as a reading demographic in nineteenth-century England;

5. To deepen their ability to think about gender in different historical and cultural contexts;

6. To develop their understanding of how literary and other texts work to reflect, to represent, and to illuminate ideas for the culture in which they are produced;

7. To develop their skills as readers and interpreters of narrative fiction;

8. To develop their knowledge of the goals and strategies of critical/analytical reading and writing, and to be able to articulate personal and critical responses to literary works in speech and in writing.

**Required texts.**

Jane Austen. *Emma*. Oxford UP.
Mary Elizabeth Braddon. *Lady Audley’s Secret*. Oxford UP.
Emmuska Orczy. *Lady Molly of Scotland Yard*. (Will be posted on Moodle.)

Mary Shelley. *Frankenstein, or the Modern Prometheus*. Oxford UP.

Additional critical and historical readings and visual materials will be available on the course website on Moodle. Information on how to access Moodle will be discussed in class.

**Schedule of readings**

**Week 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Introductions</th>
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<tr>
<td>T</td>
<td>8/30</td>
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<tr>
<td>Th</td>
<td>9/1</td>
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</table>

*Frankenstein*, title page, dedication, epigraph, author’s 1831 introduction, preface, ch 1-5-discussion of research questions assignment

**Week 2**
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Text</th>
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</table>
| T   | 9/6  | *Frankenstein*, finish Vol. I  
Discussion of short paper assignment |
| Th  | 9/8  | *Frankenstein*, Vol. II  
Mary Poovey essay |

**Week 3**

<table>
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<tr>
<th>Day</th>
<th>Date</th>
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</table>
Research question papers, group 1, to be posted online by 11:59 p.m. |
| Th  | 9/15 | *Frankenstein*  
**Discussion of research question papers** |

**Week 4**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
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</table>
*Frankenstein* papers due in class |

**Week 5**

<table>
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<tr>
<th>Day</th>
<th>Date</th>
<th>Text</th>
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</thead>
</table>
Peter Finch and Casey Bowen essay |
| Th  | 9/29 | *Emma*, Vol. III, ch. 8-end |

**Week 6**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Text</th>
</tr>
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</table>
| T   | 10/4  | *Selections from Mrs. Beeton’s Book of Household Management* and from Sarah Stickney Ellis’s *The Women of England*  
Research question papers, group 2, to be posted online by 11:59 p.m. |
*Emma* papers due in class |

**Week 7**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Text</th>
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</table>
Kate Flint essay |
Sharon Marcus essay |

**Week 8**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Text</th>
</tr>
</thead>
</table>
| T   | 10/18 | *Lady Audley’s Secret*, Vol. III:3-end  
**Discussion of final research paper assignment** |
Th 10/20  The Mill on the Floss, beginning through Book the First

Week 9

T  10/25  The Mill on the Floss, Book the Second

Research question papers, group 3, to be posted online by 11:59 p.m.

Th 10/27  The Mill on the Floss, Book the Third

Discussion of research question papers

Week 10

T  11/1  The Mill on the Floss, Book the Fourth

Discussion of prospectus and annotated bibliography assignment

Th  11/3  The Mill on the Floss, Book the Fifth

Laura Green essay

Week 11

T  11/8  The Mill on the Floss, Book the Sixth

Th  11/10  The Mill on the Floss, Book the Seventh

Week 12

T  11/15  The Mill on the Floss

Prospectus and annotated bibliography due

Th  11/17  Individual conferences to discuss final paper drafts

Week 13

T  11/22  Individual conferences to discuss final paper drafts

Th  11/24  Thanksgiving holiday; no class

Week 14

T  11/29  Lady Molly of Scotland Yard

Th  12/1  Research presentations

Week 15

T  12/6  Research presentations

Classes end
Th 12/8  Final papers due by 5 p.m.

Be sure always to read the title page and author’s preface (if any). Editors’ introductions are not required reading but may be helpful. Most editions include useful notes; consult them.

Class requirements.

- on-line postings as assigned, 100-200 words each
- 1 5-page paper (1500 words) on either of the first two novels read for class (that is, on Frankenstein or Emma).
- Work leading up to final paper (prospectus, annotated bibliography, draft)
- 1 10-12 page final research paper (3000-3600 words).
- 1 1-2 page response to a research question (300-600 words); to be posted on Moodle; responsibility for discussion of question in class
- Quizzes and occasional brief writing assignments. (Missed class work may not be made up.)

Participation.
- Keeping up with the reading.
- Constant attendance.

Grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short paper</td>
<td>20%</td>
</tr>
<tr>
<td>Research question paper</td>
<td>20%</td>
</tr>
<tr>
<td>Online posts</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper (includes prospectus, bibliography, drafts)</td>
<td>20%</td>
</tr>
<tr>
<td>Participation (includes quizzes and in-class writing, fidelity to reading assignments, and attendance)</td>
<td>20%</td>
</tr>
</tbody>
</table>
Grading scale:

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

Syllabus subject to verbal or written revision.

Each student must fulfill all major paper requirements (short paper, research question paper, final paper) and maintain a passing average on these assignments in order to pass the course.

ADA and Academic Integrity Statements

"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.

1. Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://www.aggiehonor.tamu.edu/
TO: Faculty Senate Executive Committee

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

CC: Steve Talcott, Department of Nutrition and Food Science
    Jimmy Keeton, Head, Department of Nutrition and Food Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 23, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FSTC/DASC 313

We recommend that FSTC/DASC 313 Food Chemistry Laboratory 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: 94%
2. Course content appropriate to the major
3. Total number of words: 3800
4. Instructor to student ratio for one section: 1:25

In FSTC/DASC 313 students write two assignments related to class notes, three abstracts, two lab reports, and a paper. They also keep lab notebook. Following the journal submission model, students get an assigned peer reviewer for a formal review process. Graded assignments are returned to the student each week. Students meet weekly and have the opportunity to have written works critiqued by the instructors at any time. Examples covered in class are based on information obtained from the TAMU Writing Center. The major writing assignment (in addition to weekly lab reports) follows a peer-review system. The class reviews an actual peer-reviewed publication as a model. Students learn the American Chemical Society's (ACS) author guidelines and style guidelines from the model. Examples of published abstracts are also provided to the students. Instruction on writing formats, tips for success, examples, and related content are covered during the initial 30 minutes of the first four class periods. Students are required to read the scientific literature to support the lab work they perform each week, and many of these published papers are also ACS publications. Through this method, students learn about the publication process as well as about professional writing.

Since original certification was granted, peer review has been implemented.
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):

   FSTC 313 (DASA 313) Food Chemistry Laboratory

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: Steve Talcott

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

Approvals:

College Dean: Kim Dooley

Department Head: Jimmy J. Keeton

92 of 130 CC
FSTC 313-Food Chemistry
1 Credit: This course is a Writing Intensive Course

Course Instructor: Dr. Steve Talcott
stalcott@tamu.edu
Phone: 979-862-4056, Centeq A #220F

Lab Instructor: Libby Rives/Kimmy Krenek
kkrenek@tamu.edu
Phone: 979-862-4062, Centeq #234

Office Hours: Please make an appointment if you have questions or need help.

Course Description
The principles of food chemistry are presented in a laboratory setting to include fundamental and industry-applicable food chemistry principles of major and minor food constituents including carbohydrates, proteins, lipids, phytochemicals, preservatives, and water. You will be given formal instruction on writing techniques, tips and suggestions, and formal critique of your technical writing from your peers, the TA, and the course instructor.

Laboratory Goals: By semesters end, with active class participation, students will be able to:
- Identify the functional properties of specific food ingredients and food molecules in the major food commodities
- Relate specific chemical interactions to specific food systems that contribute to food product stability/instability
- Consider the impact of specific food molecules that contribute to key food quality attributes
- Differentiate among factors influencing quality

Learning Outcomes: Upon completion of this course, the student will gain expertise in thinking critically through active laboratory exercises that strengthen knowledge of the functional properties and chemical reactions of food constituents. These outcomes include:
- Practically understand the structural/compositional features of food macro-molecules
- Evaluate the functional properties of food molecules based on chemical properties
- Recognize and evaluate the key chemical features of food systems
- Evaluate browning, enzymatic, and chemical reactions that affect foods
- Compare and contrast oxidative reactions in food systems
- Effectively communicate laboratory results in a written format
- Effectively summarize and demonstrate comprehension of food chemistry knowledge in a written format

Evaluation method:

Written laboratory reports
- Application Notes (2) = 50 pts
- Abstracts (3) = 150 pts
- Lab Reports (2) = 200 pts
- Written laboratory notebook = 50 pts
- Lab Quizzes (2) = 50 pts
- Food chemistry topic paper = 300 pts

Total = 800 pts
Grading system:
A = 720-800 pts.
B = 640-719 pts.
C= 560-639 pts.
D= 480-559 pts.
F = <480 pts.

Laboratory Policies: Students are expected to be on time and attend all laboratory exercises. Anticipated and emergency absences should be notified to the instructor as early as possible. Students are also expected to be familiar with the topic to be covered and to participate in class discussion. Make-up quizzes and exams will only be allowed under extenuating circumstances.

Notebook and Quizzes:
You will keep a formal lab notebook for this lab. Your TA will provide details on its upkeep throughout the semester. Quizzes will be given twice during the semester, at the beginning of class. Quizzes may cover any previous lab, including the lab to be performed that day.

Format of Lab Reports:
Experiments will be conducted in groups; however, lab reports should be prepared as a group but the “Discussion and Conclusion” and “References” section will be written independently by each person.

1- Title page: include the name of the course, the number and title of the experiment, names of lab partners with original signatures of each lab partner, and date.

2- Introduction (10%): state the theory behind the experiment and the chemical principles involved in one paragraph (i.e. 100-200 words).

3- Objectives: state the purpose of the experiment.

4- Experimental procedure (10%): describe the materials used and the experimental procedure in your own words. Please be brief (two paragraphs maximum; i.e. 200-400 words) and do not copy the procedures from the lab handout.

5- Results (20%): tabulate the data collected and your observations from the experiment. Tables should include a title and numbers should be accompanied by appropriate units. Graphs should also have a title and be clearly labeled on the axes (one page maximum).

6- Discussion and Conclusion (40%): A formal discussion of results by comparing with current scientific literature. Practical data implications and/or theoretical explanations of results are expected. Include answers to relevant or required questions in paragraph format in your lab report. Finally, summarize your findings in the conclusion section (this must be one full page, no more, no less). This section will be graded not only for content, but also in partial fulfillment of your “W” course requirement. This section should highlight effective technical writing skills learned in this course and others.

7- References (20%): cite all the references used (3 minimum). Select appropriate books, research articles, or reviews. Dot com references are not acceptable. References should be listed and numbered in the order in which they are cited in the text. Give complete information, using the last name and initials of the author. References should be cited in the text by an italic number in parentheses, for example, (1). References should be given using the following style:

For journals:
For books:

Lab reports will be 1.5 spacing 12 pt, Times New Roman font, 1” margins. Labs are due one week after completion of the exercise. Hand-written pages or data (tables, figures, graphs) will not be accepted. Late reports will be penalized 20% per day.

Laboratory Abstracts
For some labs, a formal abstract will be written individually according to the following guidelines. Additional “discussion questions” may also accompany. The abstract will be 250-300 words (strict adherence).
1. **Title** (not included in word count)
2. **Justification**: 2-3 sentences, maximum.
3. **Objective**: 1 sentence
4. **Methods**: 4-5 sentences, longer/shorter as needed
5. **Results**: No limit, but adhere to word count
6. **Significance**: 1-2 sentences

Laboratory “Industry Application Note”
A food industry (technical) application note is a short document (ie. 400-500 words) that describes the function, use, and/or applicability of a device, method, technique, or experimental finding. Essentially, how do you “apply” the knowledge you have gained to help someone else in the food industry understand it. For example, if you are testing different honey samples for moisture content or water activity, then you would write a technical application note to the honey industry from you that describes the function, use, or applicability of moisture/Aw by describing a device, method, technique, or experimental finding. An example will be covered in class.

Lab Safety and General Procedures:
General laboratory safety will be covered prior to the first laboratory exercise.

Tentative Laboratories (see course website for more details):
1. Water activity: principles, measurement, control, and effects. (Group Application Note)
2. Carbohydrates: polysaccharides and sugars.
3. Carbohydrates: starch gelatinization. (Abstract)
4. Proteins: applications and fractionation methods. (Abstract)
5. Proteins: enzyme-catalyzed reactions: measurement, control, and effects. (Lab Report)
7. Lipids: Oxidation products. (Abstract)
8. Browning reactions in foods: enzymatic and non-enzymatic. (Lab Report)

Food Chemistry Topic Paper (partially fulfills the “W” course requirement)
1. You will be assigned a food chemistry topic as the subject of a critical review with technical commentary, with details to be given during the lab.
2. The topic for this assignment will be given to you on Feb. 3rd.
3. You will follow the verbal instructions given to you in class on how to proceed.
4. The “finished” paper will be turned in to an assigned classmate and a copy to Kimmy for formal peer review on or before March. 8th. Instructions will be given in class.
5. The peer review evaluation is a formal, written document to be given back to the author (and also a copy to Kimmy) on or before March 31st.
6. The final, corrected copy is due to Kimmy on or before April 14th.

**Topic Paper Grading Criteria:**
1. The paper will be a minimum of 3 pages and a maximum of 4 pages (1.5 line spacing, 1” margins, 12-pt Times New Roman font). This will be strictly enforced.
2. You will be provided specific instructions for the completion of this writing assignment, and provided relevant examples as a guide.
3. You will be graded on content, writing style, and applicability to the food industry.
4. The finished paper due on March 8th is worth 100 pts.
5. The peer review that you write for your classmate due on March 31st is worth 100 pts.
6. The final paper due on April 14th is worth 100 pts.

**Americans with Disabilities Act Policy Statement:**
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**Academic Integrity Statements**

**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/](http://www.tamu.edu/aggiehonor/) or [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

**Pledge**

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Anja Schulze, Department of Marine Biology
     John Schwarz, Head, Department of Marine Biology
     Donna Lang, AOC Dean, Texas A&M Galveston
DATE: November 23, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARB 435

We recommend that MARB 435 Marine Invertebrate Biology 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: 26%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:20

MARB 435 is a 4-credit course. The instructor works with about 60 students a semester but is assisted by two graduate assistants. Students write a critique of a journal article from marine biology and two field reports. The graduate assistants comment on drafts using a rubric that has been discussed with students; students are encouraged to write practice drafts for the field trip reports. They are also encouraged to visit the Galveston Writing Lab. For instruction, the assignments are carefully reviewed in class and the rubric is explained; students review sample professional articles to learn how to analyze them. Class discussion on writing about science and lecture and lab activities help students develop portions of a larger paper.

No significant changes have been made since original certification was granted. However, the grading rubric has been refined. Using this rubric and the assignment instructions, graduate assistants and the Writing Lab provide consistent guidance in preparation and feedback on drafts.
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):
   MARB 435 - Marine Invertebrate Zoology

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: Anja Schulze Aja Shulz 10/18/2011
   Printed name and signature (Date)
Received: Valerie Balester 10/20/11
   (W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: Debra L. Kug
   Printed name and signature (Date)
Department Head: John R. Schwarz
   Printed name and signature (Date)
Course Information

Course number and title          MARB 435 – Marine Invertebrate Zoology
Term                              Fall 2011
Meeting times and location
Lecture (OCSB 142): MW 1100-1215
Labs (CLB 201):
M 1300-1550 (901)
T 1300-1550 (902)
M 1600-1850 (903)
W 1600-1850 (904)

Course Description
This course gives an overview of approximately 20 phyla of invertebrate animals as well as some relevant protozoan groups with an emphasis on marine representatives. The lectures present an introduction to the diversity, morphology, evolution and ecology of each taxon. The labs focus on local fauna and include several field trips in the Galveston area. Other labs cover taxonomy, morphology and anatomy.
This is a Writing Intensive Course. Written assignments account for more than 25% of the grade, and you must pass the writing portion in order to pass the course.

Prerequisites
BIOL 111 and 112. Junior or senior classification or approval of instructor.

Learning Outcomes
Students will gain a basic understanding of invertebrate diversity, ecology, physiology and evolution. They will research and analyze current literature in invertebrate zoology and synthesize the information; they will collect, analyze and interpret invertebrate-related data and summarize their findings in written reports.

Instructor Information
Name                              Anja Schulze, Ph.D.
Telephone number                 409-740-4540
Email address                    schulzea@tamug.edu
Office hours                     T, TR 8:30-10 or by appointment
Office location                  OCSB 258

Textbooks and/or Resource Material
2. MARB 435 – Marine Invertebrate Zoology, lab manual; available in bookstore (required)
3. E-Learning page for MARB 435: https://lms.tamu.edu/webct
4. Webpages: http://webs.lander.edu/rsfox/invertebrates/glossary.html (online glossary);
   http://webs.lander.edu/rsfox/invertebrates/ (online lab manual)
Exams
The lab and lecture tests, except the lab finals, will mainly cover the material since the last test, but comparative questions referring to previously covered material can be expected. The lab final will be cumulative and will cover the entire course. Your UIN will be the only means of identifying yourselves on exams and quizzes. Bring it with you or memorize it. If you miss a test due to an excused absence you will have the opportunity to take it within 5 business days after the original date. If you have an excused absence exceeding five business days, alternative assignments for extra credit can be arranged.

Written Assignments
You are required to submit one research article critique (400 words) and two field trip reports (800 words each) for either two of the five required field trips. Reports are due two weeks after each trip at the beginning of your lab meeting. You will receive written feedback on your first submission and will have chance to revise it. It is highly recommended to submit reports for the first two field trips. The penalty for a late assignment is 2 points per business day. No late assignments will be accepted after the final deadline in the week of November 30, 2011 (beginning of respective lab section). For additional guidance on written assignments, consult with the TAMUG Writing Lab (CLB, penuelv@tamug.edu).

Lecture notes
Lecture notes and other relevant material will be posted on the e-learning site the night before the lecture or earlier. Use the posted material as a study guide, read up on the material in the textbook and ask lots of questions. If you miss a lecture, ask a classmate to share his or her notes with you.

Review questions
Review questions will be posted on WebCT for each lecture. Use them to test your own understanding of the material. If you get stuck, try to find the information in the textbook, discuss the question with your classmates or ask your TA or instructor. Some of the questions will re-appear on the exams, usually in modified format. However, beware that not all the questions on the exam will be from the review questions!

Labs
You are expected to attend each laboratory session. Each lab section lasts three hours. It is very important that you complete all exercises and take careful notes of all specimens on display. If you finish early, you may ask your TA to bring out material from previous labs for review. Read the appropriate section in the lab manual before the lab. To each lab, you should bring your lab manual, textbook and notebook.
### Grading

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<thead>
<tr>
<th>Lecture</th>
<th>Points</th>
<th>Percent of final grade</th>
<th>Labs</th>
<th>Points</th>
<th>Percent of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Surveys</td>
<td>20</td>
<td>2%</td>
<td>Field trip report 1</td>
<td>80</td>
<td>8%</td>
</tr>
<tr>
<td>Research article critique</td>
<td>100</td>
<td>10%</td>
<td>Field trip report 2</td>
<td>80</td>
<td>8%</td>
</tr>
<tr>
<td>Test 1</td>
<td>120</td>
<td>12%</td>
<td>Lab practical 1</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Test 2</td>
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<td>12%</td>
<td>Lab practical 2</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Test 3</td>
<td>120</td>
<td>12%</td>
<td>Lab finals</td>
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<td>10%</td>
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<tr>
<td>Test 4</td>
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<td>Quizzes</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>60%</strong></td>
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<td><strong>400</strong></td>
<td><strong>40%</strong></td>
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</table>

### Final grades
Your final grade will be calculated by adding up all your points from the lecture and lab components. You must pass the written portion of the class in order to pass the course.

- **A**: 90-100%
- **B**: 80-89.9%
- **C**: 70-79.9%
- **D**: 60-69.9%
- **F**: < 60%

### Communication
During the first class, a list of email addresses will be assembled. It is your responsibility to check your email regularly for course announcements. You can contact me or your TA any time via email or phone, but leave enough time for us to respond (e.g. we might not be able to respond the night before a test).

Important announcements will often be made in class. If you miss a class, it is your own responsibility to check with your classmates whether you have missed any announcements.

### Class cancellation policy
If a class is cancelled and an exam is due that day, the exam will automatically be re-scheduled for the next regular class meeting. If a class without an exam or quiz is cancelled, the next exam will still be held at the date scheduled in the original syllabus but will not cover the cancelled lectures. The class schedule may be updated.

### Absences
Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are
expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Americans with Disabilities Act (ADA)**

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**Academic Integrity**

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

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

**Helpful Websites**

- Academic Calendar: [http://admissions.tamu.edu/Registrar/General/Calendar.aspx](http://admissions.tamu.edu/Registrar/General/Calendar.aspx)
- Final Exam Schedule: [http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx](http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx)
- On-line Catalog: [http://www.tamu.edu/admissions/catalogs/](http://www.tamu.edu/admissions/catalogs/)
- Student Rules: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)
**Schedule (subject to minor changes)**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lecture Topic</th>
<th>Required Readings</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/11</td>
<td>Syllabus, Linnean system</td>
<td><strong>Chapter 1:</strong> pp. 1-2 - Introduction&lt;br&gt;<strong>Chapter 2:</strong> pp. 16-30&lt;br&gt;<strong>Chapter 3:</strong> pp. 37-44 - Introduction through Structure and Function of Pseudopodia; pp. 46-52 – Alveolates through Reproductive Characteristics; pp. 54-58 – Dinozoa.</td>
<td>Introduction, syllabus, microscopy and drawings, protozoa</td>
</tr>
<tr>
<td>8/31/11</td>
<td>Phyllogenetics, Protozoa I</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Lecture Topic</th>
<th>Required Readings</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/05/11</td>
<td>Protozoa II, Metazoa</td>
<td><strong>Chapter 3:</strong> pp. 58-68: Apicomplexa, Rhizaria and Flagellated Protozoans (excluding parasitic forms)</td>
<td><strong>Field trip:</strong> Galveston groins</td>
</tr>
<tr>
<td>9/07/11</td>
<td>Porifera</td>
<td><strong>Chapter 4:</strong> complete</td>
<td>Porifera</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Lecture Topic</th>
<th>Required Readings</th>
<th>Lab</th>
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<tbody>
<tr>
<td>9/12/11</td>
<td>Cnidaria</td>
<td><strong>Chapter 6:</strong> complete</td>
<td>Porifera</td>
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<tr>
<td>9/14/11</td>
<td>Ctenophora, Oyster reefs</td>
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<tr>
<th>Week 4</th>
<th>Lecture Topic</th>
<th>Required Readings</th>
<th>Lab</th>
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<tbody>
<tr>
<td>9/19/11</td>
<td>Test 1</td>
<td><strong>Chapter 7:</strong> complete</td>
<td><strong>Field trip:</strong> Galveston oyster reefs and mud</td>
</tr>
<tr>
<td>9/21/11</td>
<td>Bilateria I</td>
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<tr>
<th>Week 5</th>
<th>Lecture Topic</th>
<th>Required Readings</th>
<th>Lab</th>
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<tbody>
<tr>
<td>9/26/11</td>
<td>Bilateria II</td>
<td><strong>Chapter 8:</strong> complete</td>
<td>Cnidaria</td>
</tr>
<tr>
<td>9/28/11</td>
<td>Platyhelminthes</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>10/03/11</td>
<td>Mollusca I</td>
<td><strong>Chapter 12</strong>: pp. 215-238 - Introduction, Polyplacophora, Aplacophora, Monoplacophora, Gastropoda; p. 255 - Scaphopoda</td>
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<td></td>
<td>10/05/11</td>
<td>Mollusca II</td>
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<tr>
<td>Week 7</td>
<td>10/10/11</td>
<td>Mollusca III</td>
<td><strong>Chapter 12</strong>: pp. 238-254 – Bivalvia; pp. 256-271 – Cephalopoda</td>
</tr>
<tr>
<td></td>
<td>10/12/11</td>
<td>Test 2</td>
<td></td>
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<tr>
<td></td>
<td>10/19/11</td>
<td>Annelida I</td>
<td><strong>Chapter 13</strong>: complete</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/24/11</td>
<td>Annelida II and Sipuncula</td>
<td><strong>Chapter 10</strong>: pp. 183-196 - Rotifers</td>
</tr>
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<td></td>
<td>10/26/11</td>
<td>Rotifera, lophophorates, chaetognaths</td>
<td><strong>Chapter 18</strong>: pp. 461-467 - Chaetognaths</td>
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<td></td>
<td></td>
<td><strong>Chapter 19</strong>: complete</td>
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<tr>
<td>Week 10</td>
<td>10/31/11</td>
<td>Ecdysozoa; Arthropoda I</td>
<td><strong>Chapter 14</strong>: pp. 341-350 - Introduction; pp. 350-352 – Trilobitomorpha; pp. 357 – Chelicerata; pp. 358-360 – Myriapoda</td>
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<td>11/02/11</td>
<td>Arthropoda II</td>
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<tr>
<td>Week 11</td>
<td>11/07/11</td>
<td>Test 3</td>
<td><strong>Chapter 14</strong>: pp. 360-392</td>
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<tr>
<td></td>
<td>11/09/11</td>
<td>Arthropoda III</td>
<td><strong>Chapter 16</strong>: complete</td>
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<tr>
<td>Week 12</td>
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<tr>
<td>11/14/11</td>
<td>Arthropoda IV,</td>
<td>Chapter 20: complete</td>
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<tr>
<td></td>
<td>Zooplankton</td>
<td>Chapter 22: complete</td>
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<tr>
<td>11/16/11</td>
<td>Nematoda, Deuterostomia</td>
<td></td>
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<tr>
<td>Week 13</td>
<td></td>
<td>Field trip: Zooplankton</td>
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<tr>
<td>11/21/11</td>
<td>Echinodermata I</td>
<td>Chapter 21: complete</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 23: complete</td>
<td></td>
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<tr>
<td>11/23/11</td>
<td>Echinodermata II,</td>
<td>Deuterostomia and Review</td>
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<td>Hemichordata</td>
<td></td>
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<tr>
<td>Week 14</td>
<td></td>
<td>Lab Finals</td>
<td></td>
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<tr>
<td>11/28/11</td>
<td>Invertebrate chordates</td>
<td>Article: Stokes, D. M. &amp; Holland,</td>
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<td></td>
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<td>American Scientist 86: 552-560.</td>
<td></td>
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<td>(pdf posted on WebCT)</td>
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<tr>
<td>11/30/11</td>
<td>Test 4</td>
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**Deadlines**

- 9/11/2011: Complete online survey
- Week of 9/19/11: Galveston groins field trip report (lab)
- Week of 10/03/11: Oyster reef/mud flats field trip report (lab)
- Week of 10/31/11: Meiofauna field trip report (lab)
- 11/04/2011: Q-drop date
- Week of 11/07/11: Trawling field trip report (lab)
- 11/07/2011: Research article critique (lecture)
- Week of 11/28/11: Zooplankton report (lab) and last deadline for all written assignments; **no late assignments excepted after this date**
- 12/4/2011: Complete online survey
If applicable, have there been any significant changes in the way you monitor the work of assistants (graduate or undergraduate)?

No

Is the graded writing evaluated by any assistants (i.e., GATs or undergraduates)? If so, who will evaluate it? Include all assistants, and indicate if they are graduates or undergraduates. You do not need to use specific names; rather, you can specify “7 undergraduates not taking the course,” or “3 Graduate Assistants.”

No

Could students pass this course without earning a passing grade for the writing component? Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.

No

List all graded writing assignments along with the approximate word count of each assignment. (Note that for most 12-point fonts there are about 250 words on a page if doubled-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

- 3 book or article review essays: 700 words minimum/ 2100 words total
- 1 research proposal: 2400 words minimum
- 1 short proposal on three prospective research topics: 300 words
- Citations from research sessions: 100 words minimum per session/ 300 words total
- 1 Annotated Bibliography: 500 words

[Indicate which of the above assignments are collaborative, if any. Explain how collaboration is monitored to ensure equal participation. Table will resize as necessary.]

Add word count of each graded writing assignment and put total word count here.

5600 words

Add the percentage of final grade based on writing and put the total percentage here.

90% (30% for review essays, 30% for research proposal, 20% for annotated bibliography, and 10% for citations from research sessions)

Describe the formative feedback provided on student writing, especially on major assignments. Do NOT include commenting on finished, graded work unless there are at least 5 assignments of the same typed spaced throughout the semester. Appropriate forms of feedback may include peer review or in-class draft workshops, written or oral instructor comments on written drafts, Calibrated Peer Review, or other methods. Feedback should focus on helping students improve their drafts.
TO: Faculty Senate Executive Committee

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

CC: Carol Bunch Davis, Department of Maritime Studies
    Frederic Pearl, Head, Department of Maritime Studies
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: November 23, 2011

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MAST 425

We recommend that MAST 425 Thesis and Technical Writing 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: 80%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:20

MAST 425 requires that students write three book or article review essays, a research proposal, a short proposal for a topic to research (describing three prospective topics), and an annotated bibliography. The instructor provides written comments on drafts of the review essay as well as holding individual conferences with the students to review the comments. The long research proposal is composed in sections, and feedback is provided for each section. In-class draft workshops are also used so that students get peer review and instruction on writing basics. In addition to these workshops, students read Lester's *The Essential Guide: Research Writing Across Disciplines*. They also read, write about, and discuss sample work (book reviews, for example).

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):

   MAST 425 Thesis and Technical Writing

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

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

Instructor / Coordinator: [Signature]
Printed name and signature

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

Date

Approvals:

College Dean: [Signature]
Printed name and signature

(Date)

Department Head: [Signature]
Printed name and signature

(Date)
Course Overview, Goals and Objectives

The goal of the research writing course in Maritime Studies is to help students attain the rhetorical techniques effective writers need to produce professional expository prose and helps students apply these strategies to challenging writing tasks, particularly as these involve intertextual argumentation and analysis.

The five principal course objectives 1) to develop a sound writing process which includes prewriting, drafting and revision 2) to apply critical reasoning skills within the conventions of academic discourse 3) to cultivate strong academic reading skills 4) to conduct intertextual arguments and analysis and 5) to produce more extended forms of academic writing. In order to meet these objectives, students will engage in a series of individual writing assignments, collaborative projects and group conferences as well as individual conferences with the instructor.

The course focuses on strengthening your ability to critique and interpret information from a variety of sources and to employ that information to advance the student’s own argumentative positions. The assignments in the course encourage students to develop sophisticated reading and analytical abilities and to engage issues and ideas drawn from both the assigned readings and the readings students will select on their own. Students are expected to produce writing that displays closely reasoned argument and/or analysis that employs organizational structures appropriate to complex discourse and that makes use of effectively selected and accurately documented outside sources. In addition, your writing should show maturity in terms of diction and syntactic fluency. At the conclusion of the course, students should be able to evaluate, analyze and engage in writing with research pertinent to the field, as well as develop an 8-to-10 page thesis proposal document.


Other required reading available at e-learning

Course Requirements & Grading:

Research Proposal 30%
Review Essays (3 at 10% each) 30%
Annotated Bibliography 20%
Research Sessions 10%
Conferences 10%

The Research Proposal

An academic research proposal is the first step in producing a thesis. Its intent is to convince an academic committee or a supervisor that your topic and approach are sound, so that you gain approval to continue with the actual research. In addition to indicating your plan of action, an academic proposal should show your theoretical positioning and your relationship to past work in the field. The proposal should contain these elements: 1) an introduction to the topic 2) Rationale for the selected topic that explains why it is important or useful within the concerns of the discipline or course. The most important aspect of the rationale is the development of a specific focus of your
work, the **research question** which provides the reader with the specific topic you will study and the argument you will make about that topic. 3) A literature **review** of existing published work—or the writing that relates to the topic. The review should explain the relationship between your work and existing scholarship and also make a case for how your proposed research will explore new territory within the field. 4) A summary of your intended approach to the topic or your **methodology**—or the tools you will use to interpret and explain your findings.

These key elements will comprise your proposal which will be a minimum of 2,400 words (8 pages) document developed from a topic of your choosing and through an engaged writing process that requires prewriting, drafting and revision of the text before a final document is produced at the semester’s end. Students will be required to select a research topic that has nautical, seafaring, oceanic, or maritime themes within a liberal arts field such as Philosophy, Literature, Art, Anthropology, Public Policy, History, Museums, or Journalism. You will begin drafting this document early on in the semester through a series of in-class writing workshops and you will also utilize individual and peer review conferences to facilitate your revision process. The writing workshops as well as the article abstract and review essay assignments are essential to the successful completion of the course. Prior to the development of the full proposal, each student will be asked to write a short proposal on three prospective research topics of no fewer than 300 words.

**Review Essays**
The three review essays will play an important role in the development of the proposal. These documents will be no fewer than 700 words (or 2.5 pages) in length. In them you will evaluate, analyze, and respond to the research of scholars within the field and may be either books or journal articles. While they will likely focus on a topic of interest to you, the texts you choose to review may also serve as part of the literature review included in your proposal. Consequently, the review assignments serve two purposes. First, they help sharpen your critical reading and writing skills by asking you to summarize and engage with the work of other writers and scholars in writing. Second, the essays that you choose to review can help you to better evaluate the literature that you will need to include, or perhaps exclude, from the literature review portion of your research proposal. In effect, they will serve as the critical framework which guides your proposal document.

The library holds many journals in Maritime Studies including *International Journal of Nautical Archaeology & Underwater Exploration*, *Shipwreck Anthropology*, *Oceanic Linguistics*, *Maritime Life & Traditions*, *Sea History*, and the *International Journal of Nautical Archaeology and Underwater Exploration* among other titles that you may choose in order to write your review essays. We will have an in-class research orientation early in the semester to become familiar with these and other journals in addition to learning how to access the journals using online resources available through our library.

**Annotated Bibliography**
As you read and evaluate essays throughout the semester, these texts will become part of the annotated bibliography you will develop and turn in at the end of the course. Any book or article that you locate that relates to your topic should be included in the annotated bibliography. This document includes the bibliographic information for the book or article, alphabetized by the author’s last name. The annotation of each source summarizes and evaluates the work you read and explains its relationship to your research proposal. The annotated bibliography should contain a minimum of 10 sources or entries drawn from the in-class research sessions. It should be no fewer than 500 words.

**Research Sessions**
We will schedule several research sessions throughout the semester in order to help develop your proposal and to build the annotated bibliography. Students will be required to identify sources from several databases as potentially useful for his/her work by the end of each session with an annotation describing the potential use of the source of no fewer than 100 words total for each
session. These are required sessions and will include short assignments to be completed before the end of the session.

**Evaluation of work**

Final drafts of the research proposal will be assessed against an evaluation rubric that outlines criteria in six areas: 1) cogency, or the analytical insight or argumentative force of the writing 2) addressing the issue, or the extent to which the paper explores the issues set forth in the assignment prompt 3) support, or the extent to which the paper’s assertions are supported with examples and evidence appropriate to the audience 4) style, or the effectiveness of the paper’s sentence structure, fluency and its tone in terms of its purpose and intended audience 5) control, or the organizational quality of the paper both in terms of its overall structure and its individual paragraphs and 6) grammar and mechanics which refers to the quality of the paper at the surface level including grammar, spelling, punctuation and format.

**Classroom Policies**

1) Don’t miss classes or conferences and keep up with reading and assignments. You are responsible for your own attendance and for the consequences of any absences. Unless, you have an excused absence and have paperwork you need to give to me (i.e. a doctor’s note), you do not need to discuss the nature or cause of your absence with me. Conferences are central to the workshop format of the class and we will spend nearly half of the class in conferences. Be aware that they are not optional and both your work and your grade will suffer as a consequence of missing them. **Individual conferences will be held in my office in CLB 106. Group conferences will be held in our classroom.**

2) Submit your work on time. Unless you have a university excused absence, late work will not be accepted. Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

3) Statement on Academic Integrity

The University takes a very strict view on matters of academic integrity, especially in cases of plagiarism and illegitimate assistance. “An Aggie does not lie, cheat, or steal or tolerate those who do.” For more information regarding academic integrity please visit the Honor Council Rules and Procedures on the web http://www.tamug.edu/aggiehonor

**Plagiarism**, as defined in the Honor Council Rules, is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

**Examples:**

- Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).
- Failing to credit sources used in a work product in an attempt to pass off the work as one’s own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless such assistance is explicitly prohibited by the instructor. If such services are used by the student, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or an answer to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.
- Failing to cite the World Wide Web, databases, and other electronic resources if they are utilized in any way as resource material in an academic exercise.
- Other similar acts.

Please see Academic Integrity Sanctions on the Honor Council Rules and Procedures website for the penalties for violations.

We will use www.turnitin.com to identify papers that have been plagiarized.

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Director of Counseling for further advising.

**STATEMENT ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
WEEK ONE
1/18
Course overview
From Sail to Steam book review
Read “Peopling the Portholes” for Thursday 1/20
1/20
Writing Workshop: Critical Reasoning and the Critical Attitude
Discussion of articles “Peopling the Portholes” and the review of From Sail to Steam in class—thesis, main supporting points, development and support of authors’ arguments
Write a summary (350 words) and a response (350 words) to “Peopling the Portholes” due 1/25

WEEK TWO
1/25
Write a Rough Draft review #1 (700 words) of “Peopling the Portholes” due on 1/31
Research Session—Opportunity to begin browsing articles for the final proposal; anything you access should be included in the annotated bibliography with an annotation describing how the article or book could potentially help with your own research. Citations due by then end of the session.
Conference Sign up
Develop 3 potential topics for your final research proposal (300 words)
Explorations undergraduate research journal @ TAMU—The deadline for proposal submissions, which is an abstract of 250 words or less, is Monday, January 31, 2011. See http://ugr.tamu.edu/explorations for more information about the journal and submission procedures.
Note that submission of a proposal indicates a commitment by the student to author a full article if chosen. After reviewing all proposals, the Explorations Board will issue invitations near the end of February or beginning of March to selected students to submit full articles. The invitations will include guidelines, procedures for formatting their article, and sample articles. Full articles will be subjected to a second round of review, and successful submissions will be published in the third issue of the Explorations undergraduate journal in Fall 2011.
1/27 Research Session—Opportunity to begin browsing articles for the final proposal; anything you access should be included in the annotated bibliography with an annotation describing how the article or book could potentially help with your own research.
Conference Sign up
Writing Workshop: Generating Ideas and Focusing the Subject

WEEK THREE
2/1 Research Session—Opportunity to begin browsing articles for the final proposal; anything you access should be included in the annotated bibliography with an annotation describing how the article or book could potentially help with your own research. Select one article or book to be used for your review essay due on 2/8. Citations due by the end of the session.
2/3 Conferences for review due on 1/31

WEEK FOUR
2/8
RD of Review Essay #2 due
Conference Sign Up
Writing Workshop: Writing a thesis, an enthymeme, or a hypothesis
2/10 Final draft of review essay #1 due today
Conferences over rough draft review essay #2 due on 2/8
If you haven’t already identified a research topic at this point, you’ll need to develop one by 2/24.

WEEK FIVE
2/15
Proposal overview presentation
Research Session—Select a book or article for the third review essay.
Conference Sign Up
Read Chapters 2 & 3
Read and evaluate sample proposals for 2/17 what are their strengths and weaknesses? What are the
research questions and the methods of answering those questions?

**Writing Workshop:** Identifying the appropriate academic pattern for your research

2/17

**Discussion of sample proposals**

**Research Session**—Opportunity to begin browsing articles for the final proposal; anything you access should be included in the annotated bibliography with an annotation describing how the article or book could potentially help with your own research. **Select one article from which to develop an abstract and one article or book to be used for your review essay due on 2/24.** Citations due by the end of the session.

**WEEK SIX**

2/22
Final Draft Review Essay #2 due today

2/24
Rough draft of Review Essay #3 due today
Conference sign up
Read Chapters 4 & 5

**Writing Workshop:** Christensen Paragraphing System & Transitions

**Deadline for a research topic**

**WEEK SEVEN**

3/1
Conferences on Review Essay #3
Read Chapters 6 & 7

3/3
Final Research Session

**Final draft of Review Essay #3 due today**
Read Chapters 9 & 10

**WEEK EIGHT**

3/8
RD of Introduction of proposal due
Conference Sign Up

**Writing Workshop:** Writing with unity and coherence

3/10
Conferences

**SPRING BREAK** March 14-18 **SPRING BREAK**

**WEEK NINE**

3/22
RD of Literature Review due
Conference Sign Up

**Writing Workshop:** Using source material to enhance your writing

3/24
Conferences

**WEEK TEN**

3/29
RD of Rationale due
RD of Annotated Bibliography due
Conference Sign Up

**Writing Workshop:** Understanding and Avoiding Plagiarism

3/31
Conferences

**WEEK ELEVEN**

4/5
RD of Methodology due
Conference Sign Up

**Writing Workshop:** Making effective use of sources
4/7
Conferences

WEEK TWELVE

4/12
Rough Draft of Entire Document due
Annotated Bibliography due
Conference Sign Up
Writing Workshop: Managing References and Appendices

4/14
Conferences on full rough draft document

WEEK THIRTEEN

4/19
Conferences on full rough draft document

4/21
Conferences on full rough draft document

WEEK FOURTEEN

4/26
Conferences on full rough draft document

4/28
Conferences on full rough draft document

WEEK FIFTEEN

Due by Monday, May 9 by 4:00 p.m.
Final draft of Proposal due
Annotated Bibliography due
# PROPOSAL EVALUATION RUBRIC

## MAST 425

<table>
<thead>
<tr>
<th>Category</th>
<th>Maximum Points</th>
<th>Your Points</th>
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<tr>
<td>1) Control: This proposal has a clearly defined idea or purpose; the introduction indicates the topic and direction of the remaining sections in the proposal; transitions between sections and individual paragraphs clearly indicate the direction of the proposal. Within each section, body paragraphs support the thesis. The organizational quality of the paper in terms of its overall structure and individual paragraphs</td>
<td>10</td>
<td>___</td>
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2) Cogency: Ideas flow in a logical manner; transitions are effective; methods relate to introduction, literature review and rationale; The insight and vitality of the concepts underlying the proposal’s argument are effectively detailed and explained in the introduction and rationale as well as reiterated in the literature review and methods. | 10 | ___ |

3) Support: The subject is explored in depth; specific facts and details add vitality to the proposal; all information is necessary in order to explore and/or develop the author’s topic. The extent to which the proposal’s assertions are supported with examples, evidence or reasoning appropriate for the audience. The proposal utilizes a minimum of eight sources in the literature review and utilizes its sources to punctuate rather than stand in for the writer’s assertions and ideas. | 10 | ___ |
4) **Style:** The writer's manner is suited to the audience and purpose; words are precise, writing is strong and clear; sentences are constructed to enhance focus and add vitality to the proposal. The proposal is effective in terms of its sentence structure, word choice, fluency, and tone and is appropriate for its purpose and intended audience. The writer provides a clear sense direction and guides the reader through each section of the proposal. 10

5) **Addressing the issue:** The extent to which the proposal explores the issue(s) or question(s) set forth in the rationale and provides an apparatus for examining those questions in its methods. Provides adequate support for the questions it raises and the claims it makes. 10

6) **Grammar & Mechanics:** Sentences are properly constructed, punctuation is correct, subject/verb and pronouns agree; the writer has proofread for spelling and typographical errors. The writer effectively introduces outside sources using signal phrases and smoothly incorporates intertextual argumentation in his/her writing. 10

**OVERALL SCORE** 60

**RECOMMENDATIONS:**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Fran Gelwick, Department of Wildlife and Fisheries Science
      Thomas Lacher, Head, Department of Wildlife and Fisheries Science
      Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: November 23, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WFSC 403

We recommend that WFSC 403 Animal Ecology 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3250
4. Instructor to student ratio for one section: 1:25

Students in WFSC 403 write seven lab reports, each including a one-page abstract as well as six microthemes (writing homework) related to class readings and learning objectives. The microthemes are graded and returned as soon as possible with a common rubric, and they are in a consistent genre. For the lab reports, students turn in a draft abstract, which is reviewed by the instructor or assistant before being revised. In-class group reviews (an informal calibrated peer review) is used for some assignments. Instruction includes review of exemplar papers and the use of links on the writing center web site for quick examples, illustrations, and active learning experiences for 15 minute exercises; assignments in e-learning are also linked to relevant writing center information.

Since original certification was granted, the graduate assistant allocation was reduced from two to one, but the graduate assistant now helps with grading lab reports.
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):

WFSC 403 Animal Ecology

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

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

Instructor/Coordinator: Frank Gelwick
Printed name and signature
(Date)

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

Approvals:

College Dean: Mark Hussey
Printed name and signature
(Date)

Department Head: John Carey
Printed name and signature
(Date)
WFSC 403 W, 613 ANIMAL ECOLOGY SYLLABUS

INSTRUCTOR: DR. FRAN GELWICK (OFFICE: OLD HEEP LAB BLDG 110J, HOURS: TWTh 1:00-2:00 PM, AND BY APPOINTMENT)

NOTE: USE E-LEARNING EMAIL TOOL TO CONTACT US ABOUT CLASS WORK

LECTURE IN NAGLE 104: MW 9:10-10:00 AM
LAB IN NAGLE 302: M (TBA)--
T (TBA)--

ACKNOWLEDGEMENTS
Some aspects of this course structure are adapted from guidelines by Dr. Richard Paul and Dr. Linda Elder, and based on Critical Thinking Concepts & Principles, Third Edition, © 2006 Foundation for Critical Thinking. WWW.criticalthinking.org

A SYSTEM OF INTERCONNECTED IDEAS
Animal ecology is a system of interrelated ideas and concepts used by professionals to ask questions, gather relevant data or information and trace its implications, make inferences from the analysis of results in order to synthesize responses to the questions, and make conclusions that transform the way we see and think about this dimension of the world that it represents. For example, the following are parts of a system that defines modern chemistry: matter, physical properties, chemical properties, atoms, molecules, compounds, periodic table, atomic and molecular weights, etc… Each idea is explained in terms of the other ideas; together they form an interrelated system.

Your task in this course is to advance your mastery and understanding of the system of interconnected ideas and concepts necessary to think, write, and perform as an Ecologist (rather than as a Student of Ecology).

WFSC 403/613 Animal Ecology
**ORIENTATION**
This class may be different from any class you have taken thus far because the emphasis will be on actively developing your thinking skills and your ability to express yourself clearly in writing such that you effectively communicate your understanding of ecological information to yourself and others in various audiences, and create new ecological knowledge for yourself and others.

Everything we do in this class is designed to help you become better and better at thinking and acting as a professional within the field of Animal Ecology. You will therefore be asked to go beyond memorizing information by rote—although such information (from this and prior courses) will serve as a valuable resource on which you are expected to draw—in order to achieve the primary learning objectives of this course.

You will need to internalize information by using it actively in every class and in your assignments. Each class day you will be asked to improve your thinking and writing skills in order to perform as an ecologist. Think of this as you would of learning a sport—you need to first learn some fundamental skills and then apply them during repeated practice sessions—the same is true in this course. You are introduced to the fundamentals of sound thinking and writing; then you must regularly practice applying them in every class period.

So, you might ask “Why are these skills so important”?

The quality of every decision you make is directly determined by the quality of your reasoning abilities and by how well you think in general. As an extension to this, you must be able to effectively communicate your thoughts and your reasoning to others in the workplace. This communication often takes place in writing and creation of memos, reports, tables, graphs and figures.

High quality thinking comes with routine practice at internalizing and applying theoretical structures. For you to learn any new concept well, you must
- initially internalize the concept,
- apply the concept to a problem so that you come to see the value of understanding the concept,
- monitor yourself, and evaluate how well you internalize and apply the concepts you are learning.
Thus, self-assessment is an integral part of educated thinking. It would be unintelligible to say that you are thinking in an educated manner, yet cannot evaluate your own thinking. In the same way, it would be unintelligible to say you are learning a subject well, yet cannot evaluate your own learning.

You will practice assessment of your own and others’ reading, writing, speaking, and listening skills so that you leave this class with not just the content accessible to you in your mind, but that you can communicate the content, actually apply and use it to solve problems and create new knowledge that is of use to yourself and others.

**THE TEXTBOOK AND READING MATERIALS**

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All the content in the workbooks, online files, and readings is a product of the thinking of the writer. To learn that content, you must re-construct the thinking of the writer for yourself. You should actively “think” the ideas within the reading, forming the connections in your mind that the text itself is making. A close reading of the words of the text provides the means by which you enter into, experience, and learn ecological thinking.
Think about your thinking. Most students, left on their own, do not think very effectively as learners. Maybe you too have poor reading and listening habits, or only rarely ask questions (of yourself, other students, or the instructor). Can you explain the thinking you are using while learning?

NOTE: Do not rely on rote memorization and periodic cramming as a way to try to pass this course. Rather, think through the content; that is the key agenda in this course and is the business of each class period.

KEY CONCEPT OF THIS COURSE
This course is concerned with your own development as a scientific thinker and writer—specifically as an ecologist. Most people never learn to think scientifically. Most peoples’ ideas about the ecological world have been uncritically constructed. People unconsciously pick up and adopt the thinking of those around them. They unconsciously internalize what is on television or in the movies. They unconsciously absorb ideas from the family in which they were raised. They are the products, through and through, of forces they themselves probably did not consciously choose. Thus, they reflect those forces, but usually without critical understanding.

To become a scientific thinker is to reverse that process by learning to practice skills that enable you to begin to take charge of the ideas you have about the ecological world. It is to think consciously, deliberately and skillfully about that world. It is to begin to remake your own mind. It is to take charge (maybe for the first time) of the inner workings of your mind and to understand the “system” in which you think. It is to develop a mind that is analogous to the body of a person that is physically fit; like an excellent dancer who is capable of performing any dance that can be choreographed.

SCIENTIFIC THINKING SEeks TO QUANTIFY, EXPLAIN, AND PROJECT INTO THE FUTURE, THE EFFECTS OF RELATIONSHIPS IN NATURE
Scientific thinking is based on a belief in the intelligibility of nature—the same cause operating under the same conditions, will result in the same effects at any time. As a result of this belief, scientists pursue the following scientific goals:

1. They Observe. What conditions seem to affect the phenomena we are observing? In order to determine the causal relations of physical occurrences or phenomena, scientists seek to identify factors that affect what they are studying.
2. They Design Experiments. When we isolate potential causal factors, which ones seem to most directly cause the qualitative phenomena, and which do not? In scientific experiments, the experimenter sets them up so as to maintain control over all likely causal factors being examined. Experimenters then isolate each variable and observe its effect on the phenomena being studied to determine which factors are essential to cause the observed effect.
3. They Strive for Exact Measurement. What are the precise quantitative relationships between essential factors and their effects? Scientists seek to determine the exact quantitative relationships between essential factors and resulting observed effects.
4. They Seek to Formulate Physical Laws. Can we state the precise quantitative relationship in the form of a law? The quantitative cause-effect relationship, with its limitations clearly specified, is known as a physical law. For example, it is found that for a constant mass of gas, at a constant temperature, the volume is inversely related to the pressure applied to it; in other words, the greater the pressure the less the volume—the greater the volume the less the pressure. This relationship is constant for most gases within a moderate range of pressure. This relationship is known as Boyle’s Law. It is a physical law because it defines a cause-effect relationship, but it does not explain the relationship.
5. They Study Related or Similar Phenomena. When we examine many related or similar phenomena, can we make a generalization that covers them all? A study of many related or similar phenomena is typically carried out to determine whether a generalization or hypothesis can be formulated that accounts for, or explains, them all.

6. They Formulate Hypotheses and Theories. A theoretical generalization is formalized (if one is found to be plausible). For example, the kinetic theory of gas was formulated as a hypothesis to explain what is documented in Boyle’s Law. According to this theory, gases are aggregates of discrete molecules that incessantly fly about and collide with themselves and the wall of the container that holds them. The smaller the space they must occupy, the greater the number of collisions against surfaces of the space.

7. They Seek to Test, Modify, and Refine Hypotheses. If a generalization is formulated, scientists test, modify, and refine it through comprehensive study and experimentation, extending it to all known phenomena to which it may have any relation, restricting its use where necessary, or broadening its use in suggesting and explaining new phenomena.

8. When Possible, Scientists Seek to Establish General Laws as Well as Comprehensive Physical Theories. General scientific laws and comprehensive scientific theories are broadly applicable in explaining the physical world. The Law of Gravitation, for example, is a general physical law. It states that every portion of matter attracts every other portion with a force directly proportional to the product of the two masses, and inversely proportional to the square of the distance between them. Darwin’s Ecological Theory of Evolution is a comprehensive physical theory. It holds that all species of plants and animals develop from earlier forms by hereditary transmission of genetic variation in subsequent generations and that natural selection determines which forms will survive.

**LEARNING OBJECTIVES**

**Phase 1 - Mastery of Specific Foundation Knowledge and Skills**

*Note: although mastery of the following demonstrates achievement at a lower level of learning, it is prerequisite for successful completion of higher-level learning objectives that follow*

You can . . .

1. Arrive on time and prepared for each scheduled class and complete all assignments on time, and are focused on and engaged in class activities.

2. Write clearly and logically, use well-labeled tables and graphics with headings and legends that explain their content such that those tables and graphics stand alone (i.e., can be understood separately, without reading the text of the writing assignment) and are effective in supporting your conclusions.

3. Cite appropriately those credible and authoritative sources and references as well as your own work (tables, figures) as needed to substantiate prior authority and your own evidence to support your ideas, using peer-reviewed journal articles and your text book, and following citation format of the journal *Ecology* as appropriate. For example, citation format for a journal article:


4. Explain methods and process by which ecologists discover the order of nature and of the natural world and trace the links between historical and contemporary concepts and approaches to the study of how ecosystems are ordered, function, and are sustained.

You can explain how ecologists identify, measure, and describe . . .

5. Distribution of animal populations in space and time.

6. Important factors and processes that control and regulate changes in population size and structure (demography) in space and time (e.g., understanding of metapopulations, colonization, extinction, fluctuations, and cycles).
7. Important interactions among individuals and populations that influence their population size and structure in space and time (e.g., competition, predation, herbivory and mutualism, disease and parasitism, and harvesting).

8. Adaptation by animals to changes in their environment across space and time (including phenotypic plasticity, optimality models, prey and patch models, risk, projections of stochastic dynamic programming)

9. Adaptation of life histories to changes in the environment across space and time (e.g., components of life histories, important trade-offs, selective forces and factors affecting life history, optimality, bet hedging, r- and K-selection)

Supporting Evidence: you . . .
- Are appropriately focused on and engaged during class activities (i.e., you are not engaged in activities unrelated to those of the current class period)
- Use (in writing or recitation and discussion) well-structured information such as definitions, lists, facts, mathematical computations, and other skills for solving well-structured problems (i.e., those with a definite, predetermined, correct answer), in quizzes, exams, class exercises, lab assignments, and homework.

Phase 2 - Ability to Distinguish between Well-structured and Open-ended Problems

Note: this lower-level aspect of problem solving sets the stage for framing analyses, which is an intermediate level of learning

You can . . .
10. Identify relevant information, and distinguish well-structured from open-ended problems
11. Articulate important and enduring reasons for disagreements about an open-ended problem
12. Articulate uncertainties related to the available information and problem solutions

Supporting Evidence: you . . .
- Do more than recite information that is provided in textbooks or literature.
- Consider factors that preclude certainty about a given issue, problem, or scenario
- Demonstrate realistic and complex awareness of professional, civic, and personal issues and related information.
- Understand knowledge as an abstraction and list relevant information under various abstract categories (e.g., relevance to problem solutions, viewpoints, and potential biases).
- Acknowledge new relevant information
- Coordinate the understanding of relevant information together with the understanding of what is likely to be considered important by various audiences and from various viewpoints.
- Successfully complete relevant parts of assignments in both lab and lecture.

Phase 3 - Ability to Frame both Well-structured and Open-ended Problems

Note: although brief, these objectives may take the most time to achieve an intermediate level of learning, but are prerequisite for successful problem resolution (a higher level of learning)

You can . . .
13. Demonstrate ability to apply mathematical techniques and skills, and computer technology, necessary to carry out ecological studies, including abilities to . . .
- Analyze a problem and state assumptions embedded in different parts or approaches to a problem
- Design and conduct ecological studies intended to help solve both well-structured and open-ended problems
- Collect and analyze data, and interpret results and conclusions
- Communicate clearly, and effectively function in diverse group settings

Supporting Evidence: In homework, lab and lecture class assignments, discussions, quizzes, and exams you . . .
• Identify your own assumptions as well as those from other perspectives that are embedded in problems
• Interpret data from your own, as well as other different perspectives as needed
• Place the problem within the ecological “big picture” as related to global and societal concerns.
• Understand different views and perspectives as part of working with other professionals to solve complex problems.
• Visualize and explore alternative solutions
• Listen and ask appropriate questions about the problem at hand.
• Write clear responses to questions and assignments
• Effectively and logically use relevant evidence from different perspectives to make legitimate, qualitative interpretations of information.

Phase 4 - Ability to Resolve Well-structured and Open-ended Problems
Note: focus is on integration and application of knowledge (a higher level learning)
You can . . .
14. Articulate and use relevant guidelines or principles to make sound, well-founded judgments across a variety of options or perspectives
15. Reach a conclusion; endorse an appropriate solution as most viable
16. Provide a well-founded justification of a solution in light of other options
17. Compare and contrast, with care and accuracy, the relative merits of alternative or opposing arguments, interpretations, assumptions, and cultural values
18. Reflect in an open-minded manner on your own thinking in relation to the ideas of others
   Supporting Evidence: In homework, lab and lecture class assignments, discussions, quizzes, and exams you . . .
   • Exhibit problem-solving skills that result from complex operations beyond just framing a problem
   • Coordinate systems of ideas to make reasoned and objective judgments across various perspectives or optional solutions
   • Do more than simply stack up evidence in support of what you might initially believe
   • Acknowledge and integrate new relevant information into your solution.

Phase 5 - Ability to Re-address an Open-ended Problem
Note: primarily repetition of Phases 1-4
You can . . .
19. Coordinate identifying, framing, and resolving skills into a viable process that moves toward better solutions or more confidence in a solution as the problem is addressed again over time
20. Demonstrate ability to design a system or process to solve ecological problems related to management of populations and ecological systems for the purpose of conservation, preservation, recovery, or restoration.
21. Recognize the need for, and engage in, life-long learning
   Supporting Evidence: In homework, lab and lecture class assignments, discussions, weekly reports, quizzes, and exams you . . .
   • Recognize the need to monitor results of implementing a solution to a problem and if necessary, continuing to revise and improve it
   • Design a research or management project to generate and use meaningful information (e.g., adaptive management plan), focused on an ecological issue as well as your own learning objectives.
GENERAL GUIDELINES AND PROCEDURES FOR THE COURSE
This class will focus on your own practice in mastering the skills and knowledge of an ecologist. Lecture, writing, discussion, and laboratory are closely integrated. This class will emphasize your figuring things out about the physical and biological world by using your own mind, computer exercises, reading and discussions of what is contained in the textbook and other materials provided, in order to understand the dynamics of ecological relationships among individual animals, populations, and species, as well as how communities and ecosystems both influence and are influenced by these dynamics (see Learning Objectives).

Students registered for WFSC courses must use protected passwords to access WFSC laboratory computers. You are required to save and work on your report during the lab period. NOTE: some lab reports require two lab periods, others require only one. You will bring to class an extra electronic data storage medium (e.g., flash drive – make sure it will work on the computer you use in the lab and is labeled with your contact information) in order to backup a copy of your lab work.

You are required to purchase and use your Laboratory Workbooks to read and in which you will take notes. You will turn these in as part of the evidence of your work and your progress in thinking throughout the Laboratory Report. You will use MS Excel spreadsheet functions to enter data, run analyses, and make graphs and tables. In MS Word you will write your Lab Abstract of the Ecological Concepts, Questions, Hypotheses, Experiments, Results and Conclusions for that lab as part of your graded lab work.

NOTE: Your TA will provide the appropriate level of instruction needed to complete lab assignments within the lab period. However, if you have only minimal experience with various software programs and websites used in this course, and you determine that you need additional training, you are strongly urged to contact ITS (Instructional Technology Services, http://itsinfo.tamu.edu/) and other learning resources (e.g., the Student Learning Center, http://slc.tamu.edu/ and the Writing Center, see below) for workshops and other help available to TAMU students.

Appropriate use of WFSC Computer Lab: During the class, WFSC lab computers are only for working on the laboratory assignment for that day; UNRELATED COMPUTER PROGRAMS SHOULD BE CLOSED

NOTE: 20% penalty for inappropriate use of WFSC Lab Computers: If you have other non-course related programs running (e.g., websites, email, or other assignment) your TA will give you ONE reminder to close them. If you do not comply, (or if this happens again during the lab period), your TA will log you off the computer and you will sit quietly, listen, write notes only about the assigned work for the lab, and observe the other students working. You will be required to work on your own, outside of the class period, without the help of the TA to finish anything remaining for that day’s assignment; you must complete and turn in that assignment ON TIME, and your total base points originally available on that assignment will be automatically down-weighted by 20% (e.g., if you earned 100% of the assignment points, the highest value you can earn on the assignment is 80%).

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

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

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

NOTE: Technical difficulty with your own or University computers is NOT an automatic excuse for an otherwise late assignment. Plan to access information as soon as possible after it is made available and by using your own and University computers as necessary. If you have difficulty, communicate with your instructors as soon as possible to identify and resolve the problem.

Even if you have an excused absence, you are responsible for keeping yourself informed and updated about changes to class assignments as they are posted on E-Learning and announced in class (Lecture and Laboratory).

In-class participation: You can accumulate a total of two unexcused absences from in-class participation in each of lecture and lab without receiving any formal penalty, but you still receive 20% deduction from the baseline total for graded assignments that are late. After two unexcused absences, each additional unexcused absence in that class results in an additional 1% Reduction in possible baseline Course Total Points. For example, with two unexcused absences in each of lab and lecture, you have no deduction for attendance; however, each additional absence (in either lab or lecture) will result in an automatic 1% deduction from your total accumulated course points (e.g., if you earned 80% of the total points in the course, and had two additional unexcused lecture absences, or one each in lab and lecture, you would loose an additional 2 x 1%, resulting in credit for 78% of the course total points). Attendance is taken by way of in-class assignments and discussions.

WRITTEN WORK AND ASSESSMENT GUIDELINES
Your development as a thinker is related to your development as a writer. You must impose upon yourself the same standards that good writers impose upon themselves. You will be writing Microthemes and Abstracts of your lab reports to demonstrate your understanding of ecological principles and concepts and the Scientific Method. The key question I and your TAs will ask as we review and assess your written work is this:

What specifically does this writing demonstrate about this student’s ability to think and reason scientifically?

Therefore, as you write, be mindful of these key points (which are included in assignment rubrics/guidelines):

- When you write sentences that can be interpreted in many different ways (and you do not make clear which meaning you intend), you demonstrate that you are writing—and presumably thinking—in a vague way or without a clear purpose. Strive to write so that you make clear precisely what you mean. Scientific thinking is clear and precise.
- When you do not give concrete examples and illustrations to make your point clear, you demonstrate that you do not know how to clarify the relevance of your thought (or for some unstated reason have chosen to not do so). Strive to give examples and illustrations that clarify your meaning. Scientific thinking is about the real world.
- When you do not make clear the logical relations among sentences you write—using appropriate transitional words and educated usage of critical vocabulary commonly used in ecology—you make evident that you are not thinking through the logic of your communication, and that you do
not fully understand the structure of your own ecological reasoning. Therefore, make clear the logical relations between the sentences and paragraphs you write. Scientific thinking is logical.

- When you do not analyze key concepts, do not identify their parts, and do not demonstrate how to lay bare the logic of their relationships, then you make evident that you are weak at conceptual analysis. Therefore, analyze key concepts in your written work. Scientific thinking is analytic.
- When you do not make clear the scientific question or issue you are dealing with or drift (for no apparent reason) from one issue to another, you reveal that you do not comprehend its scientific relevance, and lack the intellectual discipline and focus to appreciate what each issue you raise requires of you. Clarify the focus of your response to the question and stick to it throughout the written piece; show how each point that you include is relevant to your response. Scientific thinking is focused.
- When you make critical judgments and take positions about questions and issues you have not sufficiently analyzed empathetically from various reasonable viewpoints (note: view is not synonymous with uninformed opinion), you demonstrate intellectual arrogance. Therefore, show in your writing that you have fully considered alternative reasonable perspectives and ways of looking at the issue or question. Scientific thinking does not jump to conclusions.

**GRADING**
The class is not graded on a curve. It is theoretically possible for all persons in the class to earn either an A or an F. You will not be competing against each other; in fact, assessment of your participation includes class interaction in which you are expected to help each other to improve your understanding and to practice communication and peer-assessment skills as they related to the course content. No letter grades will be given out before the final grade—except for grade checks requested by the University, or if you request an office appointment for a grade check.

You should focus on improving your performance as an ecological scientist and thinker; on increasing your strengths and diminishing your weaknesses relevant to your learning goals (see also, Grading Policies and Profiles below).

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<td>30.00%</td>
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<td>Homework &amp; Microthemes (250 words), 6 @ 3%</td>
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<td>Final Exam Comprehensive</td>
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University Writing Center: Each undergraduate student at Texas A&M University pays for the services of the University Writing Center (http://writingcenter.tamu.edu). Not only does the Center’s web site have many free and helpful tips and resources for improving your writing, but the consultants at the University Writing Center are well-trained and would be happy to help you improve your writing skills. You may find all the help that you want is already on the web site (also accessible through the E-Learning Course website). You can schedule appointments with writing consultants at the two Center locations: (1) on main campus on the second floor of Evans Library and (2) on the 2nd floor of the West Campus Library. You can schedule appointments by using the web site or telephone (458-1455).

Illness: (University Policy) If you are absent because of illness for more than 3 days, you must see a physician and provide your instructor with documentation from that person. If you are absent because of illness for less than 3 days then no such requirement exists. (see additional relevant Student Rules)

Americans with Disabilities Act (ADA): (University Policy) 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 (or might have) a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637 as soon as possible to give time to process your information.


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

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

Further, Section 20 defines a variety of categories of academic misconduct. I strongly encourage you to read and understand the rules and definitions; they are a good resource of critical information (http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html). You are responsible for complying with them; ignorance of these rules is not an acceptable excuse for noncompliance.