Memorandum

June 11, 2007

To: Executive Committee
Faculty Senate

From: Valerie Balester, Chair
W Course Advisory Committee

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

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W Course status requirement. Therefore, these courses should be included in the “W Designated Course” category to meet the writing intensive requirement for graduation.

Courses submitted for certification:

AGSM 439  Management of Agricultural Systems I
AGSM 440  Management of Agricultural Systems II
AMST 481  Senior Seminar
BIOL 351  Introductory Microbiology
ECON 320  Economic Development of Europe
ENDS 375  Foundations of Visualization
MARE 405/MASE 319  Applied Naval Architecture
MARS 280  Coastal and Ocean Resources
POSC 381  Investigation of Career Opportunities for Poultry Science Students

The W Course Advisory Committee voted to re-approve the following courses to satisfy the writing requirement for graduation.

Courses submitted for recertification:

AGCJ 203  Agricultural Media Writing I
ENGL 481  Senior Seminar
WFSC 406  Wildlife Habitat Management
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Clyde Munster, Dept. of Biological and Agricultural Engineering
     Gerald Riskowski, Head, Dept. of Biological and Agricultural Engineering
     Gene A. Nelson, AOC Dean, College of Agriculture
DATE: June 8, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: AGSM 439

We recommend that AGSM 439, Introduction to Agricultural Systems I, be certified as a writing-intensive (W) course for the next four academic years (6/07 to 1/11). 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: 85%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

Students receive feedback in the form of editorial comments from the teaching assistant, the instructors, and from peer review. After receiving feedback, the student has the opportunity to revise the document. Writing instruction is provided via lecture presentations, writing samples, peer review training, and training on collaborative writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W 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 course prefix, number, and complete title of course):

   AGM469: Management of Agricultural Systems

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature:  
(Course Instructor / Coordinator)  

Received: 
(W Course Coordinator, University Writing Center)  

Approvals:
College Dean:  

Department Head:  

Attachment F
AGRICULTURAL SYSTEMS MANAGEMENT 439
Management of Agricultural Systems I
Fall 2007

Instructors: Clyde Munster  Stephen W. Searcy
127 Price Hobgood Bldg.  201 Scoates Hall
847-8793  845-3668
c-munster@tamu.edu  s-searcy@tamu.edu

Office Hours: WF 9 - 10 am  MWF 10-11:30, 2-5:00
or by appointment  will make appt. if needed


Course Objectives:
1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.
2. To develop the professional communication skills, both written and oral, to be successful in business.
3. To develop problem solving and teamwork skills to deal with open-ended technical and management problems.

Course Web Page: Blackboard Vista will be used for distributing and submitting all assignments, except as described otherwise. Monitor Vista for any announcements that might be needed for the course. Assignments must be submitted by attachment to each assignment in Vista. Don’t submit by attachment to email messages.

Note: If you need quick response to email requests to the instructors, use the email addresses above. Email in Vista will be checked less frequently. However, assignments where you are asked to email information to the instructors should be done in Vista. This will allow all course assignments to be recorded within Vista.

Grading Policy: Grading in this course will be based on the assessment of the documents you provide describing the progress and status of your project team. Each assignment will have expectations for the work to be done and a grading rubric associated with it (available through Vista). Following are the items that will be used to establish your course grade.

Biodata documents and feedback........................................15% (I)
Problem description section and feedback..........................20% (I)
Background section and feedback....................................30% (I)
Interim report documents ..............................................20% (T)
Presentation of proposed solution..................................10% (T)
Additional assignments..........................................................5%
Unexcused absences .............................................................-2%/absence
(I) = individual; (T) = team
Late Work Policy: All assignments are due at the time and date posted. **No credit will be given for late assignments.** Assignments may be submitted after the due date to receive feedback from peers and the instructors, but zero points will be given in these situations. The time posted on the assignment submission will be used to determine if the deadline was met or not. **You are urged not to wait until the last minute to complete and submit assignments. Excuses such as “My computer failed.” Or “I had a flat tire on the way to the computer lab.” will not result in credit for late assignments.** The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

Team Participation: The procedures of this course and the following AGSM 440 are based on a team working together to find a solution to the given problem and then to evaluate the potential of that solution for successful adoption by your project client. Although many of the writing and feedback assignments are to be completed as individuals, the team is responsible for developing and determining the information content of those writing assignments.

All members of the team are expected to have equal contribution to the team effort. Each member should take initiative to contribute to the overall work of the team, and should not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to the overall course average based upon the relative level of contribution. The following describes the method that will be used to determine those adjustments.

Individual levels of contribution to the team will be assessed using evaluation forms. These forms will be sent at the end of the semester to each team member, the team’s faculty advisor and the team client. In addition, the instructor for the team will make an evaluation and tabulate the evaluations of others. Participation will be evaluated based on the percentage of contribution to the team effort by each member on the writing of the final document for the semester, for the overall team effort over the semester, and the participation in team meetings. Questions on the forms will be worded appropriately for the different individuals asked to do the evaluation.

Once the input on participation is obtained, the instructor will use that information to assign a weighting multiplier that will be used to adjust the course average. The sum of the weights will be equal to 1.0 times the number of team members, and individual assigned weights will be adjusted from a nominal value of 1.0. Following is an example of how the participation score will be used to adjust grades.
<table>
<thead>
<tr>
<th>Individual</th>
<th>Course Average</th>
<th>Partic. Weight</th>
<th>Adjusted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team member 1</td>
<td>87.6</td>
<td>1.1</td>
<td>96.4</td>
</tr>
<tr>
<td>Team member 2</td>
<td>85.9</td>
<td>1.0</td>
<td>85.9</td>
</tr>
<tr>
<td>Team member 3</td>
<td>86.1</td>
<td>0.9</td>
<td>77.5</td>
</tr>
</tbody>
</table>

Grade Assignment: Letter grades will be assigned using the standard thresholds of 90, 80, 70, 60 on the adjusted course average for A, B, C, D respectively. The instructors reserve the right to adjust these thresholds downward for the class a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances. Individual adjustment will be rare.

W Course: This course is a writing intensive (W) Course. The Core Curriculum Review Committee established the writing-intensive course graduation requirement at Texas A&M University. The first writing-intensive course graduation requirement went into effect for Catalog 127. Each student must complete the individual writing portion of the course to pass the course. That portion consists of the biodata, problem description and background report sections. (The W Course Advisory Committee wants to prevent the case where a student might receive an A in 70% of the course but neglect the 30% that requires writing. This student, if she passed, would get credit for a graduation requirement in writing without actually writing.)
Class Schedule

August 30
Intro to course, project descriptions, discussion of course procedures, survey completion

September 6
Expectations for team performance, Biodata expectations
Due 9/7, 11:45 PM: Project preference priorities (individual)

13
Receive team and problem assignments, Client interaction and expectations
Due 9/14, 11:45 PM: Biodata initial document (250 words) (individual)
Due 9/14, 11:45 PM: Email day and time of team meetings (team)

20
No class meeting, schedule meetings with clients for problem discussion
Due 9/21, 11:45 PM: Peer feedback on Biodata documents (individual)

27
With course expectations, writing tools in Word, business writing style
Due 9/28, 11:45 PM: Revised Biodata document (individual)
Due 9/28, 11:45 PM: Gantt chart for semester activities (team)

October 4
Effective peer review and comment on business documents
Due 9/28, 11:45 PM: Project description document (750 words) (individual)

11
Project background section content, effective search strategies
Due 10/12, 11:45 PM: Peer feedback on project descriptions (individual)

18
Business communication strategies: clients, vendors, distributors
Due 10/19, 11:45 PM: Revised project description documents (individual)

25
Effective teamwork techniques
Due 10/26, 11:45 PM: Initial project background report section (1000 words) (individual)

November 1
Communicating information from vendors, Internet and literature
Due 11/2, 11:45 PM: Project background section feedback (individual)

8
Decision matrix development, communicating decision processes
Due 11/9, 11:45 PM: Project background section revised document (individual)

15
How to combine individual writing into a team document
Team presentations
Due 11/30, 11:45 PM: Initial draft of team Interim Report (team)

December 4
Team presentations
Due 12/5, 11:45 PM: Peer feedback on Interim Report (individual)

Final exam period (no exam)
Due 12/12, 10:00 AM: Interim Report – final version (team)

The text in italics describes the assignments due for that week. The number of words indicated for each assignment is a target to indicate the level of detail expected. Effective communication of the concepts being presented will be the basis for evaluation, not the number of words provided. Each assignment is indicated as an individual or team assignment. For team assignments only one submission is necessary and may be from any team member. Remember that no late assignments will be accepted.

Operating Procedures

The emphasis of this and the following course in the sequence, AGSM 440, is the independent solution of problems facing industry. These will be primarily independent study courses, with the majority of time required for successful completion of these courses being outside of the scheduled class times. Following are procedures and expectations for the AGSM 489 course.

1. The industrial problems posed are posted as a listing of the problem descriptions on Vista. You are to review these available problems and send an email to Dr. Munster listing your top five project preferences. Use the project titles, not just the numbers, so there is no misunderstanding.

2. The instructors will take your various preferences, the requirements of each problem and your completed course background into consideration when forming teams. No promises are made regarding the project to which you may be assigned. We will try to put everyone on projects that they have indicated, but formation of teams that have the greatest chance of success will be the primary consideration.

3. Following team assignments, you are expected to meet with your team members to begin to gain a better understanding of the problem assigned to you. Week four should be spent learning more about your problem. The first priority will be to set an appointment to meet with your client. Where feasible, a site visit strongly encouraged. For others, a video or telephone conference is acceptable. The instructors will assist you in making these arrangements.

4. Some problems may have two teams assigned. While these teams are expected to operate independently, during the information gathering process, the teams should coordinate to minimize the time commitment of the client. In addition, some problems have the same general topic as those used in the BAEN capstone course, but with a different focus and expectation. If you share a topic with one of these BAEN teams, you will be informed. If this is the situation, you are expected to coordinate with that senior team also to schedule site visits and conference calls.
5. Each team will be assigned a primary instructor, and a faculty advisor. Either Dr. Munster or Dr. Searcy will be evaluating your work, and assisting with any difficulties you might have regarding the function of the team, coordination of departmental facilities and other project needs. Your faculty advisor is an additional source of advice and information that will aid your work. **Your team is expected to meet with your faculty advisor at least once per month.** You will write a memo to your assigned instructor through your faculty advisor. The correct format for this will be demonstrated in class, but you will need to take a hard copy of the memo to your monthly meeting with your faculty advisor, and have him or her sign the memo as an indication that he or she had seen the memo and discussed your progress. You should also take a second copy that you leave with your faculty advisor.

6. Over the course of this fall semester, you are expected to become an effective and productive team. This has many implications, but at the minimum, you will be organized to complete the assigned tasks on time, each member will provide an equal contribution to the overall effort, and your team will meet or exceed the course expectations. If you have difficulty becoming that effective team, you are expected to discuss the situation with your instructor and faculty advisor. At the end of the semester, each individual will be required to rate the contributions of each team member. Disproportionate contributions will result different participation weighting multipliers in determining the adjusted course average and assigned grade.

7. Scheduling of team meetings is up to the team members. For most class days, only the first portion of the 75 minute period will be used to share information with the class. The rest of the hour will be available for team meetings. **In addition, by Sept. 14, your team must email to the instructors an agreed upon day and time that is available for your team to meet on a weekly basis.**

8. While the complete solution of the assigned problem is a two semester task, the expectation for the fall semester is that your team identifies an optimal solution that will be developed and evaluated during the spring semester. During the fall you will do the following.
   a. Develop a complete understanding of the problem, the objectives of your client, the constraints and limitation, the expectations and collection of any data that might be needed for analysis. **If appropriate for your problem, initiate collection of data that can be used in selecting a solution or in analyzing the profitability of that solution.**
   b. Develop an understanding of the state of the art regarding your assigned problem. You should know appropriate background material, learn what other companies or industries might face similar problems, identify vendors that might have potential solutions, and any other information that be pertinent to your problem.
   c. Identify a range of feasible approaches to solve the problem, and conduct an objective analysis of the pros and cons of each. At the end of the semester, you should have narrowed your possibilities down to one or two potential approaches that you will develop in depth in the spring semester.

9. **While appropriate technical content and analysis is the primary expectation for your work, effective communication is expected as well.** During the fall semester, we will have three major writing assignments that have a built-in editorial process. Far too often, the first draft is the final draft on assignments. The writing assignments for the semester include the task of editing the work of classmates. These tasks are intended to
sharpen your editorial skills and to provide feedback to your classmates on how they can improve their own communications.

10. Editorial feedback on the writing assignments will also be provided by the instructors. All of this feedback should be used to improve the final version of the documents. The editorial process must be taken seriously, as the grades for that assignment count as 25% of the total score for the assignment, and will be evaluated as all or none. The instructors will select some of the feedback documents for examination and will evaluate the editorial submission as helpful or unhelpful to the original author. Those judged to be helpful will receive full point credit, while those judged unhelpful will receive zero points. As the recipient of editorial comments from your classmates, you will be asked to judge those comments as helpful or unhelpful. Those rated as unhelpful will be evaluated by the instructors in the same manner as those selected directly for evaluation.

11. Plagiarism is the uncited use of material developed by others in a manner that passes the work off as your own. Plagiarism can occur intentionally or unintentionally, but both cases are unacceptable. Potential situations where plagiarism may occur in this course would be the use of material from Internet sites, vendor literature, technical publications or other resources, and the use of the writing of a classmate (especially where the same assignment is given to teammates). When plagiarism is detected in a submitted assignment, no credit will be given for the portions that are work of others. If the plagiarism occurs between teammates, all involved will be provided the opportunity to document the originality of their work. Only the original author will receive credit for the work. For more information regarding plagiarism, see the TAMU Chemistry Department site (http://www.chem.tamu.edu/grad_off/schdisme.html) which addresses what plagiarism is and how to avoid it.

Course Attendance

You are expected to attend class each day that we are meeting, and to attend all team meetings. Please contact the course instructors prior to class if an emergency requires a class absence. Your course average will be adjusted downward by 2% for each unexcused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. For these to be considered excused absences, you must clear this with the instructors in advance.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room B118 Cain Hall or call 845-1637.
If you qualify for special accommodations, please inform the instructor early in the semester.

Additional Accommodations

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

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: www.tamu.edu/aggiehonor/

The University Writing Center

We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: Clyde Munster, Dept. of Biological and Agricultural Engineering  
Gerald Riskowski, Head, Dept. of Biological and Agricultural Engineering  
Gene A. Nelson, AOC Dean, College of Agriculture  
DATE: June 8, 2007  
SUBJECT: REPORT ON PROPOSED W COURSE: AGSM 440

We recommend that AGSM 440, Introduction to Agricultural Systems II, be certified as a writing-intensive (W) course for the next four academic years (6/07 to 11/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 65%  
2. Course content appropriate to the major  
3. Total number of words: 4000  
4. Instructor to student ratio for one section: 1:25

Students receive feedback in the form of editorial comments from the teaching assistant, the instructors, and from peer review. After receiving feedback, the student has the opportunity to revise the document. Writing instruction is provided via lecture presentations, writing samples, peer review training, and training on collaborative writing.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

   GSM 440 - Management of Agricultural Systems II

2. Please have this form signed by both the Department Head and the College Dean.

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

   Signature: [Signature] 5/24/07
   (Course Instructor / Coordinator)

   Received: Valerie Balester 5/25/07
   (W Course Coordinator, University Writing Center)

   Approvals:
   College Dean: [Signature] 5/25/07
   (Date)

   Department Head: [Signature] 5/24/07
   (Date)
AGRICULTURAL SYSTEMS MANAGEMENT 440  
Management of Agricultural Systems II  
Spring 2008

Instructors: Clyde Munster  
127 Price Hobgood Bldg.  
847-8793  
c-munster@tamu.edu  
Stephen W. Searcy  
20 I Scoates Hall  
845-3668  
s-searcy@tamu.edu

Office Hours: WF 9 - 10 am  
or by appointment  
MWF 8:30-11:30, 2-5:00  
will make appt. if needed


Class Time/Location: Monday/Wednesday/Friday 12:40 - 1:30 pm, Room 203 AEPM

Course Objectives: 1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.  
2. To develop the professional communication skills, both written and oral, to be successful in business.  
3. To develop problem solving and teamwork skills with open-ended technical and management problems.

Course Web Page: Blackboard Vista (formerly WebCT) will be used for distributing and submitting all assignments, except as described otherwise. Monitor Vista for any announcements that might be needed for the course. Assignments must be submitted by attachment to each assignment in Vista. Don’t submit by attachment to email messages.  
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Grading Policy: Grading in this course will be based on the assessment of the documents you provide describing the progress and status of your project team. The contributions of each team member will be evaluated, and the instructors reserve the right to adjust individual grades accordingly.

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<tr>
<th>Component</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Proposed solution report section</td>
<td>15% (I)</td>
</tr>
<tr>
<td>Detailed report outline &amp; Gantt chart</td>
<td>5%</td>
</tr>
<tr>
<td>Individual report section written</td>
<td>15% (I)</td>
</tr>
<tr>
<td>(Impl. Plan, Econ. Anal. or Risk Assess.)</td>
<td></td>
</tr>
<tr>
<td>Peer feedback on report sections</td>
<td>10%</td>
</tr>
<tr>
<td>Final written report</td>
<td>35% (T)</td>
</tr>
<tr>
<td>Presentation to client</td>
<td>20%</td>
</tr>
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<td>Unexcused absences</td>
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<td>96.4</td>
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Team member 2  85.9  1.0  85.9  
Team member 3  86.1  0.9  77.5  

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<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>14 (Mon)</td>
<td>Intro to course, review of Fall course, expectations for semester</td>
</tr>
<tr>
<td>16 (Wed)</td>
<td>No class; Meet with instructors</td>
</tr>
<tr>
<td>18 (Fri)</td>
<td>No class; Meet with instructors</td>
</tr>
<tr>
<td>23 (Wed)</td>
<td>Class meets; Discuss problem description report section</td>
</tr>
<tr>
<td>25 (Fri)</td>
<td>No class; Meet with instructors</td>
</tr>
<tr>
<td>28 (Mon)</td>
<td>Class meets; Discuss implementation methods and communication</td>
</tr>
<tr>
<td>30 (Wed)</td>
<td>Class meets; Example implementation plan and feedback</td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>1 (Fri)</td>
<td>No class;</td>
</tr>
<tr>
<td>4 (Mon)</td>
<td>Class meets; Obtaining data to be used in solution analysis</td>
</tr>
<tr>
<td>6 (Wed)</td>
<td>Class meets;</td>
</tr>
<tr>
<td>8 (Fri)</td>
<td>No class;</td>
</tr>
<tr>
<td>11 (Mon)</td>
<td>Class meets;</td>
</tr>
<tr>
<td>13 (Wed)</td>
<td>Class meets;</td>
</tr>
<tr>
<td>15 (Fri)</td>
<td>No class;</td>
</tr>
<tr>
<td>18 (Mon)</td>
<td>Class meets; Discussion Economic Analysis</td>
</tr>
<tr>
<td>20 (Wed)</td>
<td>Class meets; Example Economic Analysis and feedback</td>
</tr>
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<td>22 (Fri)</td>
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<tr>
<td>25 (Mon)</td>
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<td>27 (Wed)</td>
<td>Class meets;</td>
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<tr>
<td>29 (Fri)</td>
<td>No class;</td>
</tr>
<tr>
<td>3 (Mon)</td>
<td>Class meets;</td>
</tr>
<tr>
<td>5 (Wed)</td>
<td>Class meets;</td>
</tr>
<tr>
<td>7 (Fri)</td>
<td>No class;</td>
</tr>
<tr>
<td>17 (Mon)</td>
<td>Class meets; Discussion Uncertainty/Risk analysis</td>
</tr>
<tr>
<td>19 (Wed)</td>
<td>Class meets; Example Uncertainty/Risk analysis and feedback</td>
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<td>21 (Fri)</td>
<td>No class;</td>
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<td>24 (Mon)</td>
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<td>26 (Wed)</td>
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<td>28 (Fri)</td>
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<td>31 (Mon)</td>
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<td>7 (Fri)</td>
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<tr>
<td>17 (Mon)</td>
<td>Class meets; Discussion Uncertainty/Risk analysis</td>
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<td>19 (Wed)</td>
<td>Class meets; Example Uncertainty/Risk analysis and feedback</td>
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<tr>
<td>April 2</td>
<td>Class meets; Discuss Final Report and presentations</td>
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<tr>
<td>4 (Fri)</td>
<td>No class; <em>Due:</em> Feedback on Uncertainty/Risk assessment (non-authors)</td>
</tr>
<tr>
<td>7 (Mon)</td>
<td>Class meets; Writing an executive summary</td>
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<tr>
<td>9 (Wed)</td>
<td>Class meets; Example executive summary and feedback</td>
</tr>
<tr>
<td>11 (Fri)</td>
<td>No class; <em>Due:</em> Final version of Uncertainty/Risk assessment (assigned author)</td>
</tr>
<tr>
<td>14 (Mon)</td>
<td>Class meets; Effective team presentations</td>
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<tr>
<td>16 (Wed)</td>
<td>Class meets; <em>Due:</em> Final Report and PowerPoint presentation file (team)</td>
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<td>18 (Fri)</td>
<td>No class;</td>
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<td>21 (Mon)</td>
<td>Class meets; Client presentations</td>
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<td>23 (Wed)</td>
<td>Class meets; Client presentations</td>
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<td>Class meets; Client presentations</td>
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<td>29 (Tue)</td>
<td>Class meets; Client presentations</td>
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On some of the dates the class is scheduled to meet, attendance will be taken, announcements made, and the remainder of the time will be available for team meetings. The class periods on Fridays are also a time for team meetings.

All assignments are due at 11:45 PM on the date indicated above. When indicated as individual, each student must complete the assignment. Assigned authors are those determined by the team to author each section of the report. For those team members not assigned as the author of a specific report section, they will be responsible for providing feedback to the authors for improvement of the document. Team assignments require only one submission from any team member for the team. Remember that late assignments will not be accepted.

**Course Attendance**

You are expected to attend class each day that we are meeting, and to attend all team meetings. Please contact the course instructors prior to class if an emergency requires a class absence. Your course average will be adjusted downward by 2% for each unexcused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. For these reasons, the class will not meet on Friday. You are expected to use that day to handle such conflicts. If other conflicts occur, those must be cleared with the instructor in advance to be considered an excused absence.
Operating Procedures

The emphasis of this and the preceding course in the sequence, AGSM 439, is the independent solution of problems facing agricultural industry. These will be primarily independent study courses, with the majority of time required for successful completion of these courses being outside of the scheduled class times. Following are procedures and expectations for the AGSM 440 course.

1. Teams are assigned in AGSM 439 will continue with the same problem, instructor and faculty advisor.

2. Each team is to meet with your assigned instructor in the first two weeks of the semester to go over the status of your team, review progress in the Fall semester and discuss the team’s plans for the spring. The first assignment for the semester is to write a detailed description of the problem solution that will be evaluated during the semester. This is an individual assignment, and each team member should complete that assignment independently.

3. It is understood that during the semester, your team will be completing the development of the problem solution, analyzing that solution in relationship to the constraints of your client and will make a recommendation regarding adoption of that solution your client. At various points in the semester, documents are required at a time when all of the details may not be available to you. In this situation, you are to make a reasonable judgment regarding the missing information/data, and write up the report section with that assumption. When more information becomes available, you will be expected to revise the report section for the final report document.

4. While appropriate technical content and analysis is the primary expectation for your work, effective communication is expected as well. During this semester, your team must write four major sections of the report and compile the final report with all sections developed. Writing of the individual sections will be assigned to individual team members who will be responsible for writing both the first and revised drafts of the report sections. These writing assignments have a built-in review process. The writing assignments for the semester include the task of providing feedback on the work of classmates. These tasks are intended to sharpen your editorial skills and to provide feedback to your classmates for improving their own communications. After the initial section draft is written by the assigned team member, and the reviews have been received, the original author is responsible for completion of the final draft of the section, but can receive input and assistance from team mates. The grade for the revised draft of the report section will be given to the assigned author for that section.

5. Details on all assignments will be provided via Vista. Due dates are listed in this syllabus. The assignments will have instructions on submitting your work, both through Vista and on the departmental server so that your classmates can access necessary files. These instructions will include file naming conventions and locations where they are to be placed. Twenty percent of the grade will be based on following the instructions exactly. Deviations in the naming conventions requested or placing copies of the files in the requested locations will result in the loss of that 20 percent. Each assignment will include the grading rubric that will be used in evaluation.

6. Presentations of each team to their client will be scheduled at the end of the semester.
The final project report and the PowerPoint presentation of the solution are required prior to the dates of the presentations. Times and locations of the presentations will be determined based on the availability of the clients, and will be communicated with the class at a later time. Not all teams will be able to present during the class periods, so flexibility in scheduling will be required.

7. Plagiarism is the uncited use of material developed by others in a manner that passes the work off as your own. Plagiarism can occur intentionally or unintentionally, but both cases are unacceptable. Potential situations where plagiarism may occur in this course would be the use of material from Internet sites, vendor literature, technical publications or other resources, and the use of the writing of a classmate (especially where the same assignment is given to teammates). When plagiarism is detected in a submitted assignment, no credit will be given for the portions that are work of others. If the plagiarism occurs between teammates, all involved will be provided the opportunity to document the originality of their work. Only the original author will receive credit for the work. For more information regarding plagiarism, see the TAMU Chemistry Department site (http://www.chem.tamu.edu/grad_off/schdisme.html) which addresses what plagiarism is and how to avoid it.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room B118 Cain Hall or call 845-1637.

If you qualify for special accommodations, please inform the instructor early in the semester.

Additional Accommodations

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

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: www.tamu.edu/aggiehonor/

**The University Writing Center**

We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Susan Stabile, Head, Dept. of American Studies
     Don J. Curtis, AOC Dean, College of Liberal Arts
DATE: June 8, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: AMST 481

We recommend that AMST 481, Senior Seminar, be certified as a writing-intensive (W) course for the next four academic years (6/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 65%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:15

Students receive feedback in the form of comments on oral presentation of writing topics. In addition, students receive weekly written feedback on response papers with the option to revise two and expand another into a research paper. Students also write a research paper in stages with professor feedback at each stage of the process. Writing instruction is provided by student models and class discussion.
T.E.X.A.S A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W 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 course prefix, number, and complete title of course):

AHST 4815 Senior Seminar: Things in Literature

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: Susan M. Stable 5/31/07
(Course Instructor/Coordinator)

Received: Valerie Balester 5/4/07
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: Matthews 5/31/07

Department Head: Susan M. Stable 5/21/07
THINGS IN LITERATURE

"For a collector—and I mean a real collector, a collector as he ought to be—ownership is the most intimate relationship that one can have with objects. Not that they come alive in him; it is he who lives in them."

—Walter Benjamin, Illuminations

AMST 481/ ENGL 481
Spring 2007
T Th 11:10-12:25 H
Office Hours: T, Th 1:00-3:00 & by appt.

Dr. Stabile
Office: 219F Blocker
Phone: x-8350
email: stabile@tamu.edu

COURSE DESCRIPTION:
With the 2001 special issue of the journal Critical Inquiry dedicated to “Things,” scholars across the disciplines have been engaging in what has been ironically called “material theory.” Seemingly oxymoronic, material culture studies combines research in anthropology, archaeology, philosophy, museum studies, cultural studies, folklore, history, ethnic studies, American Studies, and literature. This intellectual revival mirrors the Realists’ preoccupation with the material thing at the turn of the twentieth century, the avant-garde’s focus on “the thing itself” in the 1920s, and the Objectivist’s manifesto “no ideas but in things” in the following decade. Tracing this trajectory, we will read American literary texts from 1890-1930, alongside critical, interdisciplinary essays in contemporary “thing theory,” which reframe the focus from the solitary thing to its subjective relationship to people.

COURSE PREREQUISITES: For ENGL majors: 12 credits in English including 3 at the 300-level; For AMST: junior or senior classification or approval of instructor.

COURSE OBJECTIVES:
The senior seminar is a capstone to the English and American Studies major and an introduction to the methods and tools of advanced study in these fields. By focusing on one subject for an entire semester, students will learn how secondary materials—literary criticism, cultural context, object studies—add to our understanding of primary texts.

In this course students should not only learn how to become better readers of complex literature, but also to understand and critique scholarship in the fields of literature and material culture studies. Through close reading, seminar discussion, weekly response papers, collaborative presentations, and library research, students should present their ideas (and those of others) effectively.

Students should persistently explore and revisit the following questions throughout the semester:
- How do the various literary periods or movements (i.e. Realism, Modernism, Harlem Renaissance, Imagism, Objectivism) treat the material object (and human subject)?
- What is the difference between things, objects, commodities?
• How are subject-object relations defined? Can objects exist independent of our own experience of them? Can we ever really know or understand the essence of an object or is material knowledge always subject to our perceptions, reason, senses, memories?
• How do spatial, temporal, and historical contexts affect objects/things?
• How are the novels themselves material objects or physical receptacles for the objects they contain (i.e. the museum diorama in *The Professor's House*, the bricolage in *The Great American Novel*)?
• How are objects defined, changed, or signified by the ways they are perceived, collected, inherited, preserved, displayed, and/or fetishized?
• How do objects signify human status (i.e. gender, race, class)? Are these static or dynamic properties inherent to the object, its function, its materiality, its users?
• What is the relationship between rhetoric and objects (i.e. Williams's use of ekphrasis, Faulkner's use of synecdoche)? Between image and object? Between word and object? Are words (and texts) things?

**COURSE OUTCOMES:**

Becoming more proficient writers over the course of the semester, students should:

- customize a writing process that entails drafting, peer review, instructor comments, and revision, while incorporating individual learning style;
- produce writing that illustrates technical skills (i.e. mechanics, format, and usage) as well as critical thinking, and problem solving ability;
- be able to analyze, evaluate, and synthesize information from various sources, document and cite properly, organize text logically, and accommodate writing to an audience.
- learn to research, present, and write collaboratively in the disciplines of English and American Studies.

**W-COURSE DESIGNATION**

This course has been designated a “W” (Writing) course for English majors and provides credit toward your “W” requirement. For this reason, it has a strong emphasis on writing that demonstrates both mastery of content and format as practiced in the discipline of English and American Studies. Students will aim their work at an audience of peers and a professional audience. I will provide models of good student writing; the scholarly articles that we discuss in class will also serve as models for your writing.

Considerable help is available at the University Writing Center in Evans Library 1.214 (http://uwc.tamu.edu/). At appropriate times during the semester, we will visit the center’s website and review relevant materials. I will spend time in class in writing instruction.

**AGGIE HONOR CODE**

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

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

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

**ADA POLICY STATEMENT:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 116B of Cain Hall.

**STUDENT RULES:** I follow the provisions in Student Rules on plagiarism, attendance, and all other matters. You are responsible for familiarizing yourself with and upholding all rules.

**COURSE TEXTS:**

**Primary Texts:**

**Secondary Texts:**
- Readings will be made electronically available to you on my website or through email.

**COURSE REQUIREMENTS:**

1. **Attendance:** My attendance policy is in accordance with University Rules 7 (7.1-7.1.6.3) To view Rule 7 of the Student Rules please go to http://student-rules.tamu.edu/rule7.htm (each unexcused absence will result in a grade reduction)

2. **Class Participation:** (10% of course grade)
   Because this is a seminar, each student’s presence and intellectual contributions are valued and expected. This not only includes responding to the texts and answering questions, but also posing questions to me and to one another.
3. **Course Readings**: Students should maintain a disciplined reading schedule, keeping up on all course reading—primary and secondary. We will spend two weeks on each of the six novels. Pace yourselves accordingly. When students fall behind, discussion lags and learning stagnates.

4. **Response Papers**: (25% of course grade)
   Over the course of the semester, everyone must submit 10 single-page, typed (Times New Roman, 12 pt. font, approximately 500-600 words) responses to the assigned reading for that day. With a specific thesis, each paper should raise a question, make a connection, offer an opinion about the nature of things in the novel. Students should consider these papers as ways to stimulate and/or contribute to class discussion (25%).

   **Submission and Evaluation Protocol:**
   - You may choose the 10 days for your responses, except that you may not submit more than two responses for any given novel;
   - Five of the responses should be your reactions to the novel; the other five should apply a concept from one of the secondary readings to the novel; (See “Response Paper Handout” for further details);
   - Papers should be sequentially numbered from 1-10 and dated.
   - Papers are due at the beginning of class; no late or e-mailed responses accepted for any reason;
   - I will comment on them, grade them (1-10 points), and return them.
   - If you get some low grades, you may replace up to two responses with new ones. Revisions are due on April 19.
   - Keep all responses in a folder and resubmit them at the end of the semester for a possible bonus based on improvement.

5. **Collaborative Presentation**: “Biography of a Thing” (25% of course grade)
   Students will do collaborative research and class presentations on an object figuring prominently in one of the novels. I will randomly assign the six groups of approximately three people.
   - Each presentation should be 10-15 minutes long; please plan your time accordingly by practicing in advance.
   - I will provide a list of objects for each novel from which you can choose.
   - The purpose of these presentations is to explore the material culture (rather than literary or figurative) characteristics or significance of the chosen object. In other words, you will be presenting a short, historically based biography or memoir of the thing (i.e. what kind of time pieces were available in Faulkner’s 1929 Mississippi?)
     - While I encourage creativity with presentations (i.e. power point, movie clips, artwork, etc.), each group is required to provide a 1-pg, typed handout for class, including a brief bibliography.
     - Each group should pose a question at the presentation’s end to prompt class discussion about the object’s significance in the novel.

(approximately 3000 words of argument). I will distribute detailed instructions for this project in class.

**GRADING POLICY:**

- No late work is accepted. All papers should be submitted by the beginning of class and will be counted off one-half grade for each day late, including weekends.
- Grades are not curved.
- Grading Standards: I do not approach grading in a punitive fashion. That is, I do not begin with the assumption that every paper is an A specimen (for an A is exemplary, not the norm), which gets marked down for its flaws. Instead I presume that each paper is competent (a “C”) and can be marked up based on its merits. Below is a list of characteristics on which I base my evaluations of student writing:

  **"A" Paper**
  - has an original, thought-provoking, "so-what" thesis; stands out from the crowd
  - develops a critical argument with arresting textual examples and corresponding analysis
  - has clearly organized and well-developed paragraphs
  - as an appropriate, academic, objective tone (i.e. no clichés, colloquialisms, etc.)
  - employs a clear, concise writing style
  - contains no distracting mechanical errors
  - follows all assignment instructions precisely and thoroughly
  - includes complete source citations
  - exemplary in conception and expression of ideas

  **"B" Paper**
  - not quite exemplary, but is very good
  - is thoroughly and competently completed, but less impressively thorough than an "A" paper—follows all instructions thoroughly
  - contains the basic critical apparatus of an argument (thesis, examples, analysis, transitions), but they are not as stellar as those in an "A" paper
  - demonstrates a good understanding of Standard English mechanics but may contain some very minor errors, inconsistencies, or awkwardness
  - shows a clear understanding and completion of objectives
  - with a more original argument, deeper critical analysis, more fluid prose, revision, and committed work, B papers can often become A papers

  **"C" Paper**
  - C stands for "Competent": the paper is satisfactory, fulfilling (but not exceeding) the assignment
requirements (occasionally it misconstrues details requested in the instructions)

- It has a basic thesis, examples, and analysis, but lacks the critical rigor of a "B" or "A" paper (i.e. does not have a "so-what" thesis, stunning examples, or keen analysis
- Lacks originality
- Needs improvement in development and thoroughness of argument
- Typically has noticeable, sometimes habitual mechanical errors
- Because a "C" paper competently attempts to fulfill the assignment, it can, with diligent work, be improved

"D" Paper

May demonstrate some or all of the following:

- fails to follow some more minor instructions
- lacks a thesis, examples, analysis
- has organizational weaknesses at the global (thesis) and local (paragraphs, sentence) levels
- employs a vague tone or inconsistent writing style
- contains a detrimental number of mechanical errors
- needs clearly identifiable (and possibly substantial) improvement and/or development
- generally follows instructions but needs improvement
- needs additional polish in the use of Standard English mechanics

"F" Paper

May demonstrate some or all of the following:

- is not turned in
- disregards instructions on thesis, examples, analysis, citation
- uses an inappropriate tone
- has no clear format or organization
- employs a convoluted, illegible writing style
- contains no citation of sources
- contains an unreasonable or habitual number of mechanical problems
- needs major improvement and development
- fails to show understanding of objectives
- shows consistent carelessness concerning mechanics
- is demonstrably incomplete
COURSE CALENDAR*

*Note: subject to occasional, minor, announced adjustments

T January 16
University Closed

Th January 18
Introduction to Class: "No Ideas But in Things"; "XII" or "The Red Wheel Barrow"?

T January 23
Writing Workshop #1—Sample Response Paper

**THE BELOVED FETISH**

**HENRY JAMES**

**THE SPOILS OF POYNTON (1897)**

**QUESTIONS:** How does the desire for and concept of collecting objects operate in the novel, particularly in establishing subject/object relations? What are the impulses to collect? What is the difference between collecting and hoarding? Does the object take on a new set of meanings outside its original context and within the realm of the collection? How does James use rhetorical devices (i.e. synecdoche, analogy, and metaphor), as critic Victoria Coulson suggests, to "objectify" people and "subjectify" objects? How does collecting run the risk of fetishism? What is a fetish? What is the relationship between literary Realism and philosophical Hermeneutics; what perspectives do they offer on material things? What about the concept of "spoils"—how does this change our (and the characters') understanding of objects?

**Secondary Readings:**

Th January 25
Henry James, *The Spoils of Poynton*

T January 30
Henry James, *The Spoils of Poynton*

Th February 1
Henry James, *The Spoils of Poynton*
Questions: Critic Richard Neer contends that style, following the taxonomic principles of connoisseurship, is generative. Such categories further classify the "natural" and the "artificial" as distinct curiosities. Given the social evolutionary emphasis on (dis)inheritance, is Lily Bart a natural or artificial object? Given the notion of an object's attribution (i.e., maker, history, biography), what does it say about "attributes" assigned to Lily Bart? Is she a subject or an object? An object or a commodity? How is Lily defined/ confined by and even fused with her material surroundings? Consider the objects that pepper the novel (artwork, bric-a-brac, Americana, tea equipage, clothing, interior decoration). How do these objects relate to the development or debasement of Lily's subjectivity? Consider specifically Wharton's emphasis on domestic interiors as metonyms for their female inhabitants. What does this suggest about the external and internal nature of things?

Secondary Readings:

Questions: What is the significance of Faulkner's introduction as lost and found object? What does it suggest about the novel's materiality? How does the multiple narration affect the subject/object relations in the novel? Given the...
connection between desire, objects, and the struggle for language, what are the
dynamics between attachment and detachment? How does the novel use objects to
materialize questions of time and space, memory and desire? How does the fluid use
of stream of consciousness relate to the objective reality of things?

Secondary Readings:
D. Howes, “Scent Sound and Synaesthesia: Intersensoriality and Material Culture
Theory,” Handbook of Material Culture, ed. Christopher Tilley (Sage, 2000),
161-72.

Myoung Ah Shin, “Object Relations Theory and Faulknerian Incest in The Sound and the

Peter Willis, “The ‘things themselves’ in phenomenology,” Indo-Pacific Journal of

Philip Cohen and Doreen Fowler, “Faulkner’s Introduction to The Sound and the Fury,”

T February 27 William Faulkner, The Sound and the Fury

Th March 1 William Faulkner, The Sound and the Fury

T March 6 William Faulkner, The Sound and the Fury

Th March 8 Class held in Library—Research Paper Tutorial by Joel Kitchens

T March 13 – Th March 15 SPRING BREAK

THE MATERIALITY OF RACE
NELLA LARSON
PASSING

QUESTIONS: Given our ongoing discussion of subject-object relations, how do
material objects—particularly clothing, tea equipage, and other physical markings
of social class and gender—concomitantly define race in Larsen’s novel? Since the
Revolutionary War, as critic Bridget Heneghan argues in Whitewashing America:
Material Culture and Race in the Antebellum Imagination (2003), American
consumers since the Revolutionary War increasingly sought white-colored goods,
which connoted a kind of racial purity. What other objects are racially marked in
the novel? Since racial “passing” demands forms of cultural performance, disguise,
fabrication, and omission, how do objects—in their material (or immaterial?)
nature—contribute to this process? How, finally, are the women’s bodies treated as
objects in the novel?

Secondary Readings:
Charles E. Orser, “Materiality and the Practice of Race,” Race and Practice in
Archaeology (U of Pennsylvania Press, 2003), 158-95.

Mary Balkun, “Dressing to Kill: Desire, Race, and Authenticity in Nella Larsen’s
Passing,” American Counterfeit (University of Alabama Press, 2006), 97-124.

**T March 20**  

**Th March 22**  
Nella Larsen, *Passing*

**T March 27**  

**Th March 29**  
Nella Larsen, *Passing*  
Writing Workshop #3 Research Paper workshop

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**QUESTIONS**: Though Cather denounces the novel’s generic preoccupation with objects in her essay, “The Novel Démeuble,” *The Professor’s House* is noticeably filled with material culture. How do you explain this contradiction? What is the function of objects/things in this novel? What does it suggest about the human impulse to collect, preserve, and display physical artifacts? How does Cather’s novel—in content and form—mimic the ethnographic museum? What aspects of museums do you notice in the book (i.e. acquisition, cataloging, diorama, etc.)? Why, as critic Mihaly Csikszentmihaly asks, do we need things?

**Secondary Readings:**


**T April 3**  
Willa Cather, *The Professor’s House*; Research Paper Prospectus and Preliminary Bibliography Due.

**Th April 5**  
Willa Cather, *The Professor’s House*
**OBJECTIVE:** “NO IDEAS BUT IN THINGS”  
**WILLIAM CARLOS WILLIAMS**  
**THE GREAT AMERICAN NOVEL (1923)**

**QUESTIONS:** As what Williams called an “anti-novel,” how does The Great American Novel differ in its use of material culture from the other texts we’ve read this semester? How is the form and content related to “thing theory” as we now know it (i.e. the narrative movement from sharply defined presentation of a real object to subjective impressions and interpretation)? How do things/objects function in writing the anti-novel? How does Williams’s often unorthodox positioning of objects give them more than literal meaning? Can you find order in the text or does order, as some critics contend, exist only as a human invention—something we create to explain what we seemingly experience in sequence. Finally, is there any evidence of Williams’s materialist poetic manifesto, “No ideas but in things” in the text (i.e. that things exist themselves as natural objects independent of our existence or knowledge of them; that we can experience things directly [rather than simply cognitively]; and that things are given priority over ideas)?

**Secondary Readings:**

**T April 10**  
Willa Cather, *The Professor’s House*

**Th April 12**  
Willa Cather, *The Professor’s House*

**T April 17**  
William Carlos Williams, *The Great American Novel*

**Th April 19**  
William Carlos Williams, *The Great American Novel; Revisions of Response Papers Due*

**T April 24**  
William Carlos Williams, *The Great American Novel*

**Th April 26**  
William Carlos Williams, *The Great American Novel; Portfolio of Response Papers Due*

**T May 1**  
Last Day of Class; *Research Papers Due.*
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Rita Moyes, Dept. of Biology
C.O. Patterson, Dept. of Biology
Vincent M. Cassone, Head, Dept. of Biology
Tim Scott, AOC Dean, College of Science

DATE: May 25, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: BIOL 351

We recommend that BIOL 351, Introductory Microbiology, be certified as a writing-intensive (W) course for the next four academic years (5/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35-40%
2. Course content appropriate to the major
3. Total number of words: 3000-4000
4. Instructor to student ratio for one section: 1:20

Students receive feedback in the form of workshops and instructor comments on journaling and drafts. Writing instruction is provided via workshops and online modules.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

   BioL 351 - Introduction to Microbiology

2. Please have this form signed by both the Department Head and the College Dean.

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

   Signature: [Signature]  5/1/07
   (Course Instructor / Coordinator)

   Received: [Name]  5/7/07
   (W Course Coordinator, University Writing Center)

   Approvals:

   College Dean: [Signature]  5/3/07
   (Date)

   Department Head: [Signature]  5/2/07
   (Date)
# MICROBIOLOGY 351 -- FALL SEMESTER 2007

**Instructor:** Dr. C.O. Patterson  
Office: BSBW 103; phone 845-2187; email cop@mail.bio.tamu.edu  
Office Hours: M 3:00 - 4:00, R 3:45 - 4:30, or by appointment.

**Assigned textbooks:**  
   (This is a special TAMU custom edition, containing supplementary material that covers about 1/3 of the labs you will do.)  
3. A set of Supplementary Class Notes will be also be available and will be used frequently in class discussions.

**Prerequisites:** Students enrolling in MICR 351 are expected to have passed at least one (1) semester of organic chemistry, with lab, AND at least one (1) semester of college-level biology, with lab, BEFORE enrolling in this course. Experience indicates that students who do not have these prerequisites do not do well in MICR 351, and may have difficulty passing the course.

**Grading:** Grades will be based on a possible total of 430 points. Of these, 300 points (70% of total) will come from lecture exams. The remaining 130 points (30%) will come from lab assignments. The points may be earned in these ways:

- **Lecture Exams:** there will be three hour exams in class plus a comprehensive Final Exam.  
  - Exam 1 100 points 27 September in class  
  - Exam 2 100 points 27 October in class  
  - Exam 3 100 points 29 November in class  
  - Final Exam 100 points 14 December 1:00 - 3:00 pm

Exam questions will be drawn from lecture material, from textbook reading assignments, and from Supplementary Notes assignments, including practice problems and homework assignments. Exams will concentrate on material covered since the last exam, but may include questions on any previous material even if such material has already been covered on another exam. The information covered at the beginning of the course forms the basis for understanding topics covered later. Do not expect to do well in this course by memorizing material only for one exam and then forgetting it again. Understanding the material and committing it to long-term memory will be necessary. Format for exams will be mostly objective-type questions, but may include some short-answer, problem-solving, or essay type questions. You should expect that each exam will include one or more questions which closely resemble practice problems worked in class or homework problems from the Supplementary Notes.

**No make-up exams will be given.** Three hour exams are scheduled; your grade will be based on the best 2 of the 3 hour exams (you may drop your lowest exam score from these exams) plus the Final Exam. If you have a legitimate reason for missing more than one exam, your final exam will count for more points. **NOTE:** according to University regulations, only certain excuses for missing an exam are acceptable. These include attendance at a University-authorized activity (a special form is needed for this), illness (a written excuse from the University Health Center is needed), death in the immediate family, or legal proceedings requiring the student's presence. Course grades will be earned ONLY by accumulated points from exams and laboratory. **There will be NO opportunity for "extra-credit" assignments.**

The lecture and lab topics are chosen to complement each other. Although scheduling problems mean that we will not always be able to discuss a topic in lecture during the same week that you work on it in lab, we will try to maintain a close match between lab and lecture schedules.

| Laboratory Grading |  
|-------------------|---|
| Lab Exam #1       | 100 pts. |
| Lab Exam #2 (Practical) | 100 pts. |
| Lab Exam #3       | 100 pts. |
| Lab Exam #4       | 100 pts. |
Lab Reports (2 @ 100pts each) 200 pts
Unknown Report 150 pts
Worksheets (5 @10 pts each) 50 pts
Notebook 100 pts
Total 900 pts

More details about lab schedules, lab grading and required lab supplies will be given to you in your lab section. To obtain credit in this course, you must attend and participate in the laboratory and complete all laboratory assignments.

"An Aggie does not lie, cheat, or steal or tolerate those who do." For more than 100 years, students, faculty, staff and administrators on our campus have followed this plain statement as the basis for our conduct toward each other. Today, new technology makes it easy for us to unconsciously violate this rule of honor, by copying the work of others without giving proper credit. According to Texas A&M University Student Rule 20.1.3, Plagiarism is "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." In an academic setting, and indeed in most of our day-to-day activities, we must be able to rely on the honesty and fair dealing of each other. This includes giving credit to others for work they have done, and refusing to take credit for work we did not do ourselves. Plagiarism violates this standard. A person who plagiarizes has essentially posted a notice to the world that s/he is untrustworthy. We would like to believe that each person will supervise him/herself to ensure that plagiarism does not occur. But we know that occasionally the rule will be violated. Therefore, TAMU has set a series of penalties for plagiarism. These include scholastic probation, suspension, or expulsion from the University. For more information about plagiarism and other rules about scholastic dishonesty at TAMU, go here: Office of the Aggie Honor System URL: www.tamu.edu/aggiehonor/ Here is another source of information on this topic: Avoiding Plagiarism - Writing Programs Office, TAMU URL: http://www-english.tamu.edu/wprograms/avoidingplagiarism.php

Objectives for this course:

• You will acquire information about structures, metabolic activities, genetic processes, and other features of bacterial cells, as well as information about interactions among bacteria and other organisms, classification and identification of bacteria, and use of bacterial cells in scientific and industrial applications. You will become familiar with various sources of information so that you can maintain current and up-to-date understanding of the latest discoveries in microbiology after you leave this course.

• You will gain skill and manual dexterity in microbiological laboratory procedures and techniques, including use of modern apparatus, chemical agents, live cultures, etc. You will become familiar with safety precautions and safe handling techniques when working with living organisms and with potentially hazardous chemical preparations.

• You will gain familiarity with the development of scientific understanding by examining the history of selected topics of investigation using bacteria. In several instances, we will adopt a “case-study” approach in reviewing how we have come to understand metabolic processes, etc.

• You will practice your skills in gathering and using data to solve problems, especially in several lab exercises where you will be asked to culture and identify unlabeled strains of living bacteria.

• You will practice using numerical and mathematical techniques to estimate, describe and predict growth patterns and metabolic functions in bacteria.

Your textbook and lab manual were selected for their detailed and up-to-date coverage of modern microbiology. There is not enough time in the semester to cover every page of the textbook in equal detail. The reading assignments listed below provide an outline of the topics to be covered. Lecture by lecture, I will point out specific pages, illustrations, topics, and details which I consider specially important or pertinent. Attendance at lectures is strongly recommended. You may tape-record my lectures for your own use in connection with this course, but it is illegal to transcribe these lectures or make additional copies for distribution to other people for a fee or for free.

LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>READING ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Aug - 1 Sept</td>
<td>Introduction, Cells</td>
<td>Chaps. 1, 2, 3, 4, 20</td>
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<tr>
<td>6 - 8 Sept.</td>
<td>Metabolism</td>
<td>Chaps. 8, 9</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
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<td>--------------------------------------------</td>
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<tr>
<td>13 – 15 Sept.</td>
<td>Metabolism, continued</td>
<td>Chapt. 10</td>
</tr>
<tr>
<td>20 – 22 Sept.</td>
<td>Metabolism, cont., Growth</td>
<td>Chaps. 5, 6,</td>
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<tr>
<td>27 – 29 Sept.</td>
<td>EXAM #1, Growth, cont.</td>
<td>Chapt. 7</td>
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<tr>
<td>4 – 6 Oct.</td>
<td>Growth, cont., Genetics</td>
<td>Chaps. 11, 12</td>
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<tr>
<td>11 – 13 Oct.</td>
<td>Genetics, continued</td>
<td>Chaps. 13, 15</td>
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<tr>
<td>18 – 20 Oct.</td>
<td>Viruses</td>
<td>Chaps. 16, 17, 18, 38</td>
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<tr>
<td>25 - 27 Oct.</td>
<td>Survey of Microbes, EXAM #2</td>
<td>Chaps. 19, 20, 21</td>
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<tr>
<td>1 – 3 Nov.</td>
<td>Survey, cont.</td>
<td>Chaps. 22, 23, 24</td>
</tr>
<tr>
<td>8 – 10 Nov.</td>
<td>Microbial Interactions</td>
<td>Chaps. 28, 41, 42</td>
</tr>
<tr>
<td>15 – 17 Nov.</td>
<td>The Disease Process</td>
<td>Chapt. 31, 34</td>
</tr>
<tr>
<td>22 Nov.</td>
<td>Disease Process</td>
<td>Chapt. 35</td>
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<tr>
<td>(24 Nov. ------ Thanksgiving Break)</td>
<td></td>
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<tr>
<td>29 Nov – 1 Dec</td>
<td>EXAM #3, Immunity</td>
<td>Chaps. 32, 33</td>
</tr>
<tr>
<td>6 Dec</td>
<td>Immunity, Diseases</td>
<td>Chaps. 36, 37, 38, 39</td>
</tr>
<tr>
<td>Dec 14 (Wed)</td>
<td>FINAL EXAM</td>
<td>1:00 - 3:00 p.m.</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: John Hanson, Dept. of Economics  
    Amy Glass, Head, Dept. of Economics  
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: May 25, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: ECON 320

We recommend that ECON 320, Economic Development of Europe, be certified as a writing-intensive (W) course for the next four academic years (5/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:30

Students receive feedback on their rough drafts from the instructor and from peers. In addition, students have the opportunity to seek assistance from the instructor during office hours. Students receive writing instruction through lecture, writing examples, and peer review.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

   Econ 320: Economic Development of Europe

2. Please have this form signed by both the Department Head and the College Dean.

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

   Signature: John R. Henry
   (Course Instructor / Coordinator) 4/20/07
   Received: Valerie Balester
   (W Course Coordinator, University Writing Center) 4/28/07

   Approvals:
   College Dean: Donald D. Carter 4/24/2007
   Department Head: 4/19-2007

   RECEIVED
   APR 25 2007
   BY: 41 of 89 F
Economics 320: Economic Development of Europe

Professor Hanson Office: 3098 Allen Building
Telephone: 845-4593
Fall 2007 E-mail: hanson@econmail.tamu.edu

Prereq: Economics 202

Textbook: Mimeo, Available online in PSEL reserve and Notes-N-Quotes
Other Reading: Constant Battles (on reserve)

Unit 1: mimeo, pages 38-116; also, Constant Battles, prologue and Ch. 1
Unit 2: mimeo, pages 117-257
Unit 3: mimeo, pages 258-343, 380-410
Unit 4: mimeo, pages 411-443; Constant Battles, Ch. 8

Grading: Courses grades will be based on three exams and a term paper. Weights are shown below.
Test 1 (20%) Date TBA
Test 2 (20%) Date TBA
Test 3 (30%) Date TBA

Term Paper (30%) You will write a term paper (minimum 2000 words) about modern economic growth and modernization, based on the principles illustrated by European history. General guidelines and more detail about the topic choices will be given in class. Failure to turn in a rough draft on time will result in a deduction of 2 letter grades from your final paper grade.
Rough Draft Due date TBA
Final Draft Due date TBA

Writing Intensive Course: This is a writing intensive course. There are many resources available to assist you in developing your writing skills. We will spend some class time working on these. Office consultations about writing questions are encouraged. In addition, you should be aware of the University Writing Center and perhaps utilize its services.

"The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at uwc.tamu.edu, or stop by in person."
Other information: You are expected to take all tests with the rest of the class except when excused by me. Your excuse must be legitimate --- "I overslept," "my roommate broke up with his girlfriend so I couldn't study," "my girlfriend/boyfriend was in an auto accident," and the like are not legitimate --- and it must be well documented. Usually documentation will be in writing by a person I consider trustworthy.

The tests are essay tests. I expect neatness and reserve the right to deduct points for illegibility. A complete set of answers to a given test is not to exceed 2 pages of writing on one side of the paper. Additional pages are not read or counted as part of the test. I automatically deduct 10 points from a test score for answers written on the back of either page. If you have a query or problem concerning tests---such as the proper interpretation of a question---it must be raised when the test is administered, not afterwards. There is no curve. Grades are 90-100=A, 80-89=B, and so on, using the conventional letters.

If you feel that a test has been unfairly or incorrectly graded, I invite you to appeal your grade --- once. The appeal must be made within a week after the test in question has been returned. The burden of proof is on you. If you prepare your case carefully, you will get a full and sympathetic hearing. I encourage you to discuss other course matters with me at anytime.

For students on the margin, good class attendance and, especially, active class participation may help your course grade. A flagrantly bad attitude, unannounced departures from class, tardiness or other disregard of course rules could cause a deduction from your course average, depending on the severity of the offense. Two tardies count as one unexcused absence. One tardy of more than five minutes counts as an unexcused absence. An unexcused absence means no benefit-of-the-doubt points when your final grade is determined. If, however, you come late, you will be given a chance to reconsider, with no penalty for leaving. Finally, I value highly free expression in class and diversity of opinion. I like people who have a particular point of view.

Students claiming disabilities should discuss their needs with me at the start of the term. Decisions about what accommodations to make, if any, will be made in cooperation with the Office of Handicapped Services.

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

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.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Frederic Parke, Dept. of Architecture
    Mark J. Clayton, Head, Dept. of Architecture
    Leslie Feigenbaum, AOC Dean, College of Architecture

DATE: June 8, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: ENDS 375

We recommend that ENDS 375, Foundations of Visualization, be certified as a writing-intensive (W) course for the next four academic years (6/07 to 11/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

Each writing assignment, including the final research paper, will have three feedback opportunities: peer review, instructor review of drafts, and instructor feedback on final product. Students receive writing instruction in the form of lectures, exercises, and discussion.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

   ENDS 375 — FOUNDATIONS OF VISUALIZATION

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: [Signature]
(Course Instructor / Coordinator) 3/29/07 (Date)

Received: Valerie Balester 4/20/07 (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: [Signature] 4/16/07 (Date)

Department Head: [Signature] 4/3/07 (Date)

RECEIVED
Apr 28, 2007
BY: ________
ENDS 375-500 - Foundations of Visualization

Fall 2007

TR 9:35-10:50am, Architecture C307, 3 credit hours

Instructor: Frederic I. Parke

ARCA 134, phone: 5-6596, email: parke@viz.tamu.edu
Office hours: TWR 11:00am-12:30pm or by appointment

Graduate Assistant: Patrick O'Brien

Visualization Lab, ARCC 412, email: ob1@viz.tamu.edu
Office Hours: TBD

Course Description

A comprehensive introduction to visualization concepts, techniques and applications. This course will introduce the major topic areas of visualization including; cultural context, application areas, visual perception, the digital image, visual language, coordinate systems, geometric representation, modeling, animation, image synthesis, image compositing, ethics and the future of visualization. A number of examples will be used to illustrate various visualization topics and application areas. Possible example areas include architectural pre-visualization, computer animation, computer art and sculpture, interactive games, scientific visualization, virtual reality and visual special effects. This is not a programming course. However, we may make use of existing software tools to illustrate visualization topics and for some assignments.

This is a 'w' writing intensive course. There will be weekly writing assignments and one research paper which will be developed over the course of the semester.

Course objective - To introduce the context, concepts, algorithms, techniques and applications of visualization; resulting in a comprehensive basic understanding of computer based visualization and the capability to recognize and select visualization techniques appropriate for particular applications. An additional objective is to enhance student abilities to discuss, analyze and present visualization concepts in correct, effective written form.
Course Readings

Required Reading

F. Parke, ed., ENDS 375 Course Notes, Fall 2007 (web based notes), assigned handouts and web pages.

Optional Information Sources

S. Katz, Film Directing: Shot by Shot, Michael Wiese Productions, 1991
G. Maestri, Digital Character Animation, New Riders, 1996

Prerequisites

CPSC 110 or equivalent (Introductory Computer Programming)
MATH 102/103 or equivalents (Algebra and Trigonometry)

Grading

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

The instructor's qualitative judgment of the student's in-class participation will include such factors as attendance, preparation, and informed participation in discussions and participation in peer review of writing assignments. Quizzes will be on weekly assigned reading and topics discussed in class. There will be weekly 1-2 page writing assignments related to the material covered that week. In addition, each student will select an appropriate visualization topic to explore in depth. This exploration will result in a research paper on that topic.

Copyright

The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to the on-line course notes, syllabi, exams, quizzes, problems, in-class materials, review sheets, additional problem sets, and the contents of the class Web site. Because these materials are copyrighted, you do not have the right to copy them, unless you are
expressly granted permission. You have permission to make printouts of the on-line class notes and the class web site strictly for your use in this class.

**Plagiarism**

In this course, we want to encourage collaboration and the free interchange of ideas among students and in particular the discussion of reading and writing assignments and review questions, approaches to solving them, etc. However, we do not allow plagiarism, which, as commonly defined, consists of passing off as one's own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one form of scholastic dishonesty. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section on Scholastic Dishonesty.

**Aggie Honor Code**

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

Procedures to promote academic integrity and deal with academic dishonesty are now in place. For additional information see [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

**Americans with Disabilities Act**

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

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Gerard T. Coleman, Dept. of Marine Engineering Technology
    Vijay Panchang, Head, Department of Marine Engineering Technology
    Donna Lang, AOC Dean, TAMU Galveston

DATE: May 25, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: MARE 405/MASE 319

We recommend that MARE 405/MASE 319, Applied Naval Architecture, be certified as a writing-intensive (W) course for the next four academic years (5/07 to 1/11). 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: 3000-4000
4. Instructor to student ratio for one section: 1:15

Students receive feedback on their formal laboratory reports in the form of instructor comments. After reviewing instructor comments, students are required to comment on the lessons they learned using a “Critical Assessment” report and turn those reports in with the graded lab reports. Significant and common errors are discussed with the entire class.
Request for W 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
comments (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: GERRARD COLEMAN
(Course Instructor / Coordinator) 5/1/07

Received: Valerie Balester 4/6/07
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: DONA C. LARCH 5/25/07
(Date)
Department Head: W. P. Martin 6/6/07
(Date)

RECEIVED
JUN 6 2007
BY: 50 of 89 F
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):


2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: GERARD COLEMAN 5/21/02
(Course Instructor / Coordinator)

Received: Valerie Balester 4/6/07
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: Dossi C. Long 5-23-07
Department Head: Wilanchany 5/29/07

Attachment F
MARE 405/MASE 319: Applied Naval Architecture
Laboratory Report Instructions/Requirements

I. General
A. Reports are to be submitted one week after the conduction of the lab. They will be presented to the class. One report will be submitted from each team. You will be evaluated on teamwork (groups of two-four students).
B. The fundamental requirements of the report are that it be clear, concise, accurate, informative, and typed. Hand calculations are to be submitted on engineering graph paper. Data manipulation, particularly graphs, should be done on “Excel.” Data analyses are to be submitted by email or disc. You will be evaluated on your ability to effectively apply the necessary math skills to analyze data, and on your ability to communicate your observations as a team.
C. It is important to write the report with the technical background of the reader in mind. Assume that the reader has an engineering background but is unfamiliar with the specific apparatus or test.
D. Proper reference to appendices is necessary. Only include those appendices that are mentioned in the narrative. Highlight the significant data in the narrative, and simply refer to the appropriate appendix for a more detailed analysis. The report must be complete in itself, without requiring the reader to refer to other material.
E. Your grade will be influenced by your research into texts, journals and other resources outside of the assigned reading material. Include them in your report as foot/endnotes and references.
F. Submit old laboratory reports with new ones. You will be evaluated on your ability to incorporate grading comments on subsequent reports. After you have reviewed the instructor’s comments on your graded report, you are required to submit a “Critical Assessment,” which encourages avoidance of repeated mistakes on subsequent reports.

II. Report Format. Include the following information as applicable:
A. Title Page
   1. Title
   2. Name
   3. Partners
   4. Date of experiment
   5. Date of submission
B. Purpose – discuss proposed concepts, equations, laws and objectives
C. Given Information and Assumptions
D. Apparatus
E. Procedure
F. Data Results – Describe the significant values obtained either through observation or calculation. Refer to detailed calculations found in the appropriate appendix.
G. Conclusions – Describe your observations derived from the data analyses, possible causes for deviations from expected values, and the impact of assumptions.
H. Work statement indicating the specific tasks, and the relative portion of work performed, by each teammate (e.g., Smith calculated all GM, LCG, and LCF, and drafted report’s “data analysis” for 60% of entire report).
I. References – List any textbooks or reference material, the appropriate page(s) that are not included in the appendices.
J. Appendices. If included, they should be labeled. They contain material relevant to the report, and are only included if mentioned in the report. Any “hand” calculations should be performed on engineering graph paper.

III. Safety
A. Read instructions completely.
B. Student use of the trainer should always be supervised.
C. The floor may be slippery when wet. Keep the floor clean of oil, water or other slippery material.
D. The ballast and corrector weights must be handled with care. Be careful not to drop them.
Each team of students (normally two students) design and test a model of a full size vessel of your choice (e.g., semi-submersible for MASE; ship/barge for MARE). Your project will consist of a simple vessel that is represented by a design with anticipated stability calculations, a model assembled by the team, and results of model stability testing. Your objective is to build a simple model (i.e., vessel consisting of simple rectangular or triangular prisms and cylinders), calculate specific hydrostatic properties and power requirements of the design, measure the model’s hydrostatic properties, compare the calculated and measured results, and predict the full-size vessel stability and propulsion characteristics.

Note that the simpler the model (i.e., rectangular or circular sections), the greater will be your learning experience as you incorporate lesson topics into your analyses.

This is a writing-intensive course ("W") within MARE Department. Your writing performance, as well as calculations, will be evaluated as appropriate for engineers. As such, passing the course is predicated on receiving a passing grade on the individual student’s written final report.

Schedule:
- Model must be designed within the first three weeks of the course. At this point, you should specify the desired full-sized vessel’s dimensions (i.e., \( \Delta, LBP \)), initial statical stability, and speed. These criteria will serve as a target against which the end result can be judged by your fellow students.
- The model should be built before the end of February. The model should fit in the “Flow Visualization Tank.” This model may be a simple wood or plastic structure, and should accommodate “inclining.”
- Teams will present results of their calculations and measurements at the end of the semester.
- Students will submit individual reports. While it is recognized that calculations and measurements should be identical within the team, the individual report should be written as such: individually. It is important to write the report with the technical background of the reader in mind. Assume that the reader has an engineering background but is unfamiliar with the specific apparatus or tests. (All reports should include a digital copy.)

Final Report Format – The following information should be submitted typed, and presented in class, to include:
- Cover sheet (without graphics)
- Table of Contents (to indicate appropriate page numbers)
- Purpose
- Design, Model and Full-Scale Vessel Description and Performance Data (it is suitable to present concomitant equations here)
- Assumptions
- Results – The following information should be thoroughly described, for the design, model and the full-scale vessel that the model represents. (This portion of the report should highlight results of the testing, and simply refer the reader to the appropriate appendix for complete calculations and details):
  - Lines Drawings and concomitant table of offsets
  - Application of Simpson’s Rule for \( A_w \) and \( I_T \)
  - Hydrostatic Properties (e.g., \( A_w, \nu, \Delta, GM, I_T, I_m, MTI, TPI, LCF \))
  - Coefficients of Form
  - Application of the “Incline Experiment”
  - Applicable Code of Federal Regulations’ stability requirements
  - Statical Stability Curve
  - Application of “Tow Tank” testing, and EHP
  - Project successes and failures
- Conclusion
- Work statement indicating the specific tasks, and the relative portion of work performed, by each teammate (e.g., Smith calculated all GM, LCG, and LCF, and drafted report’s “data analysis” for 60% of entire report).
- Critical Assessments involving individual performance
- References
- Appendices (data, detailed and concise calculations, procedures), showing all work; No appendix is to be included unless it is previously referenced in the report. Any “hand” calculations should be performed on engineering graph paper or suitable spreadsheet.
- Proper footnotes/endnotes required throughout

(The final report should not include binders, plastic covers; instead simply use one corner staple)
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Glenn Jones, Dept. of Marine Sciences
Ernest L. Estes, Head, Dept. of Marine Sciences
Donna Lang, AOC Dean, TAMU Galveston

DATE: June 8, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: MARS 280

We recommend that MARS 280, Coastal and Ocean Resources, be certified as a writing-intensive (W) course for the next four academic years (6/07 to 1/11). 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: 4000
4. Instructor to student ratio for one section: 1:25

Students receive feedback in the form of instructor comments and by writing mock newspaper editorials as practice for submitting editorial letters to a newspaper. Writing instruction is provided via lecture and modeling. The faculty member provides models of his own writing to exemplify the process of writing and invention.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: [Signature]
(Course Instructor/Coordinator) 5/30/07

Received: [Signature]
(W Course Coordinator, University Writing Center) 6/5/07

Approvals:

College Dean: [Signature] 5/30/07

Department Head: [Signature] 5/3/06
MARS 280 – Coastal and Ocean Resources  
Fall 2007

Text: There is no formal text for this course, however, we will be using the September 2004 Ocean Commission report entitled: “An Ocean Blueprint for the 21st Century.” which can be found at: http://www.oceancommission.gov/documents/full_color_rpt/welcome.html. We also will be using the June 2003 Pew Foundation Report entitled: “America’s Living Ocean” which can be found at: http://www.pewtrusts.com/pdf/env_pew_oceans_final_report.pdf. In addition, there will be selected handouts and/or assigned readings from a variety of print and internet sources.

Instructor: Dr. Glenn A. Jones (email: jonesg@tamug.edu; office phone: 741-4360; home phone 744-2891)

Office Hours:
We can meet before or after class on Pelican Island campus. Or we can meet in my office in Ft. Crockett Rm. 309, after making prior arrangements after class, through email or phone.

Class: MWF 2:00 – 2:50pm, SAGC 401.

Goals and Objectives:

The main goal of this course is to review food, mineral, transportation and recreational resources available from the coastal and oceanic zones; discuss methods of recovery and utilization of these resources; and to provide the student with a foundation for understanding the wealth of these resources and to be able to critically evaluate the range of broad policies (e.g. United Nation’s law of the Sea) and specific regulations (e.g. the Texas Coastal Management Program) required to manage these resources.

This is a writing-intensive (W) course that satisfies the writing requirement for both the MARS and OCRE degrees. As such, all assignments are graded with attention to content (i.e. the science/policy part of the course) and writing (i.e. grammar, syntax, clarity, organization).

Assessment (i.e. grades) will be based on three essay exams, 2 group projects and 2 individual-effort projects.

Tentative Schedule:


Sep 03-Sep 07: Use of the Ocean through History

Sep 10-Sep 14: U.S. use of the Ocean (Ocean Commission, Part I)
Sep 16–Sep 21: The Coastal Environment
(Ocean Commission Part II and Appendix C; Pew report, Ch 4 and 12)
Letter to editor “pre-assignment” due Sep 21st.

Sep 24–Sep 26: The Coastal Environment
(Ocean Commission Part IV, Pew Report Ch 4 and 12)

Sep 28: Exam 1

Oct 01–Oct 05: Living Marine Resources
(Ocean Commission Part VI and Pew Report Ch 2, 3, 6, 10, 11, 14)

Oct 08–Oct 12: Living Marine Resources
(Ocean Commission Part VI and Pew Report Ch 2, 3, 6, 10, 11, 14)

Oct 15 – Oct 19: Living Marine Resources
(Ocean Commission Part VI and Pew Report Ch 2, 3, 6, 10, 11, 14)
The Seafood tracking assignment is due Oct 19th.

Oct 22–Oct 26: Mineral and Energy Resources

Oct 29–Oct 31: Mineral and Energy Resources

Nov 02: Exam 2 and this is also the Q-drop deadline (last day to drop class)

Nov 05–Nov 09: Industrial use of the Ocean (e.g., shipping, ocean dumping, ports/harbor, dredging) and issues of water quality
(Ocean Commission Part V and Pew Report Ch 5 and 13)
Group report on NGO interviews due Nov 9th.

Nov 12–Nov 16: Piracy and illegal uses/harvesting of ocean resources

Nov 19–Nov 21: Law of the Sea and Selected Regulatory Statues
(Ocean Commission Part VIII)
Letter to editor submission on or before Nov 21st.

Nov 26–Nov 30: Law of the Sea and Selected Regulatory Statues
(Ocean Commission Part VIII)

Dec 03: “The Big Picture” of how the oceans are being used/depleted and possible solutions to the problem
(Ocean Commission Part IX and Pew Report Ch 7 and 9)
Group report (climate change and Galveston Bay) due Dec 3rd.

Dec ??: Exam 3, scheduled from ?-? pm (Note to self: Enter date when Final Exam schedule set).
Grading:

Final grade assessment: There are assignable points. $A = 360 - 400$, $B = 320 - 359$, $C = 280 - 319$, $D = 240 - 279$, $F = \text{below} \ 240$.

1. In-class exams (300 pts)
   There will be three exams (3 x 100 pts), and no comprehensive final. Exams will have two parts:
   First is a 3-page take-home essay question worth 25%, the second is 6 in-class essay questions worth 75%. The take home question will be handed-out one week before the exam.

2. Seafood tracking (25 pts)
   An individual project: the tracking back to source of a seafood product purchased at a local super market or restaurant. The objective of this assignment is to gain a better understanding of the globalization of the seafood industry and the global nature of the seafood available in the Galveston markets. Due date: October 19, 2007.

3. Writing to editors (25 pts)
   The second individual-effort project: writing a 1-page letter to the editors of the Houston Chronicle or the Galveston County Daily News about some ocean/coastal related article(s) covered by the two newspapers. Your "pre-assignment" letter is due September 21st and is worth a maximum of 10 points. Your final official letter can be submitted anytime before November 21st and is worth a maximum of 15 points for letters submitted to the Galveston Daily News (local newspaper), and a maximum of 20 points (i.e. a 5-point bonus is possible) for letters submitted to the Houston Chronicle (regional/national newspaper).

4. Interview a non-governmental organization (NGO) working around Galveston Bay (25 pts)
   A group project (max: 3 students/group). Conduct interviews with an NGO working around Galveston Bay. Asking about: 1) organization structure, 2) their mission, 3) their vision for sustainability of the bay area, 4) perceived serious challenges in the future, 5) their achievements, 6) challenges in implementation, and, 7) others. Due date: November 9, 2007.

5. Group report on impacts of climate change on Galveston Bay (25 pts)
   Recent reports strongly suggest that global warming is real, and the global impacts of temperature, sea-level rise have been discussed. The students will be grouped (max: 5 students/group) to prepare a 10+-page report (i.e. at least 2-pages from each group member) on the local impacts of global warming. This report is to cover projected changes to Galveston Bay by 2050 including: 1) physical, 2) biological-ecological, 3) socio-economic, and 4) policy. Due date: December 3, 2007.

The details of each of these projects will be handed out over the next several weeks.
Advice: do not wait until the last minute to do these assignments. Start working on them as soon as possible as they can take several weeks to complete because of logistics, emails, replies, follow-ups, etc.
Scoring Rubric for writing assignments:

Mars 280 is a writing-intensive course (W-designation on transcript). Each of the seven writing assignments is worth a maximum of 25 points. Use the following rubric to guide you in organizing each assignment. Note: Late assignments will receive an automatic three-point deduction!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.5-25.0 (A)</td>
<td>Questions answered completely; factual information is correct; demonstrates a thorough understanding of major concepts; supports that understanding by giving specific examples that illustrate how the processes work; shows a sophisticated ability to reach conclusions and make interpretations based upon an analysis of the data; writing is an example of literacy and clarity.</td>
</tr>
<tr>
<td>20.0-22.0 (B)</td>
<td>Questions answered with some supporting documentation; factual information is essentially correct, although not always clear; major concepts are outlined although there may be some minor inconsistencies; specific examples illustrate how the processes work, but they may not be entirely applicable; shows a solid ability to reach conclusions and make interpretations based upon an analysis of the data; writing has only minor mistakes.</td>
</tr>
<tr>
<td>17.5-19.5 (C)</td>
<td>Questions answered; some factual information is missing; major concepts are outlined but their explanation is not always consistent; examples given are appropriate, but not properly connected to the concept; conclusions and interpretations are correct but connections to data are unclear; writing is good but hampered by mistakes in grammar and syntax.</td>
</tr>
<tr>
<td>15.0-17.0 (D)</td>
<td>Questions not answered completely; factual information not always correct or shown; major concepts are stated imperfectly, examples are not completely relevant; conclusions or interpretations indicate misconceptions; writing contains significant errors in grammar and syntax.</td>
</tr>
<tr>
<td>&lt;15.0(F)</td>
<td>Questions are mostly not answered; information is missing or incorrect; poor or incorrect statement of concepts; examples not provided; interpretations not based upon facts; writing poor and ungrammatical.</td>
</tr>
</tbody>
</table>

Criteria Analysis
Concepts ___________
Examples ___________
Interpretations ___________
Learning ___________
Writing ___________

Comments:
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 Counseling Office, Northen Student Center, or call (409)740-4587.

Aggie Honor System
Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: http://www.tamug.edu/honorsystem/.

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."

Statement on Absences
Information concerning absences are 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).

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.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: David Caldwell, Dept. of Poultry Science
     John B. Carey, Head, Dept. of Poultry Science
     A. Gene Nelson, AOC Dean, College of Agriculture
DATE: May 25, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: POSC 381

We recommend that POSC 381, Investigation of Career Opportunities for Poultry Science Students, be certified as a writing-intensive (W) course for the next four academic years (5/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:30

Students receive feedback on two-prewriting exercises for their final project as well as on three drafts. The professor and other students provide feedback in structured environments to help students learn how to provide and understand constructive criticism, as well as to help them learn to see their own problems and mistakes for self-revision. Students receive global writing and content-related feedback regarding the entire series of reaction papers (7), which allows them to use instructor feedback to improve successive papers.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

   POSC 381 W: Investigation into Career Opportunities for Poultry Science Students

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: [Signature]
(Course Instructor / Coordinator) [5-14-07]
(Date)

Received: [Signature]
(W Course Coordinator, University Writing Center) [5-18-07]
(Date)

Approvals:
College Dean: [Signature] [5-16-07]
(Date)

Department Head: [Signature] [5-15-07]
(Date)
POSC 381 W
Investigation into Career Opportunities for Poultry Science Students

Sample Syllabus

Course Description: An introduction to career options and the research process as applied to poultry science, renewable natural resources, and biological sciences.

Credit: 2 SCH

Objectives:

1. Gain an understanding of the different career options in poultry science including industry, graduate school, professional school and government.

2. Develop higher level writing skills in topics related to this course and discipline.

3. Develop an understanding of scientific research.

4. Become acquainted with former students working in industry as well as our faculty within the Poultry Science Department, the College of Veterinary Medicine and Biomedical Sciences, and USDA-ARS in College Station.

Grade: Reaction papers on guest presentations 70%
Semester project 30%

TOTAL 100%

Time and Location: Mondays & Wednesdays
11:10 AM - 12:00 PM
Kleberg Room 121

Instructor: Dr. David J. Caldwell
Associate Professor
Department of Poultry Science
Bldg. 990 - Veterinary Research Park
Email: caldwell@poultry.tamu.edu
Phone: 845-4288
Office: 338E Kleberg
Class Policies

1. **Attendance** will be taken during each class period. It is the student’s responsibility to sign the role sheet. *Although one unexcused absence is allowed, a deduction of 5 points from the end of semester total number of points will be made for each subsequent unexcused absence.* Attendance is mandatory. Of course, if you do not attend sufficient meetings to write the required number of summaries, you will miss additional points for not turning in summaries. Please see the Texas A&M Home Page (www.tamu.edu), Student Rules, Academics, and Excused Absences for list of University excused absence categories.

2. **Plagiarism.** *The handouts used in this course are copyrighted.* By “handout”, I mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism or cheating please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.

3. **Academic Misconduct.** For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. “**Aggies do not lie, cheat or steal; nor do they tolerate those who do.**” In addition, please read over the detailed description of Academic Misconduct as defined by Texas A&M University (http://www.tamu.edu/aggiehonor/acadmisconduct.htm). All members of the University community are bound by these and required to observe them; ignorance of the rules does not release you from complying with them. I strongly encourage you to read through the rules and definitions carefully.

3. The consumption of food and beverages is not allowed in classrooms in the Kleberg Center. The use of all tobacco products is prohibited in university facilities.

The **American with Disabilities Act (ADA)** is a federal anti-discrimination statue 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 for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
Assignments

Reaction Papers (7 total; 70% of the grade)
You are required to write seven (7) “reaction papers” over the course of the semester. Each reaction paper will be based on a guest speaker. The purpose of these short papers is to give you a guided forum in which to express your opinions, reactions and thoughts about the topics, speakers and career options presented to you. This requires you to put your thoughts into words to communicate them to another person, giving you the opportunity to improve your writing skills.

You will be required to give a brief summary of the speaker’s presentation and message, following which you will elaborate on your reaction to the speaker and her/his message as it relates to and shapes your professional/career goals. Your response to the speaker could be positive or negative or mixed. What you need to focus on is what you learn from the speaker and how this is changing or perhaps reinforcing your perspective. Each reaction paper should be 350 to 500 words in length with 1-inch margins in 12-point Times New Roman font. Reaction papers are due the week immediately following the speaker about whom they are written. More specific instructions (guidelines) will be given separately.

Be careful to plan in advance so that you can get all 7 reaction papers done; we will not necessarily have a speaker each week.

Semester Project (30% of the grade)
You will complete a semester project related to your prospective career plans and goals. The purpose of this assignment is for you to explore a specific career or professional option of potential interest to you in greater detail. In conjunction with the instructor, you will select a topic which you will research and write about.

The final product of this project will be a paper that is a minimum of 1500 words (about 6 pages, double-spaced). Guidelines and instructions for this assignment will be given separately and discussed in depth in class. This will be due on the last day of regular class in the semester.

Late Assignments
Assignments turned in later than the assigned due date will receive an automatic deduction of points equivalent to one letter grade (10% of total points per assignment) for each day that assignment is late.

The University Writing Center

I encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for starting, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
**Tentative Course Schedule**

*Remember: You must write and submit 7 reaction papers over the course of the semester. Reaction papers are due the week immediately following the guest speaker about whom they are written.*

✓ indicates the writing focus of the week.
► indicates that a specific assignment is due, usually (not always) related to the semester project.

**Week 1**
Introduction to Course: Dr. David J. Caldwell, POSC-TAMU
Information pertaining to applying to graduate or professional school & overview of present state of poultry industry
✓ Writing a Reaction Paper: Content and form

**Week 2**
Dr. Morgan B. Farnell, Assistant Professor and Extension Live-Production Specialist, POSC-TAMU
✓ Writing a Reaction Paper: How well is it fulfilling its purpose? How I can make sure it is getting its point across successfully? Peer review, editing and revision.
► Draft of Reaction Paper #1 due

**Week 3**
Mr. Jason Lee and Ms. Jennifer Albert, Lecturer/Advisors, POSC-TAMU
✓ Writing: Researching & selecting a topic (specifically, topics for the semester project)
► Final, revised draft of Reaction Paper #1 due

**Week 4**
✓ Writing: How to start? Getting ideas organized & creating a solid thesis.
► Semester Project: Paragraph about topic choice due

**Week 5**
Speaker to be announced
✓ Knowing the audience: Who is the intended audience? What types of arguments and techniques will this audience respect and find convincing?
► Semester Project: Revised (updated) paragraph about topic plus a list of references and sources of information due

**Week 6**
Mr. Cecil Jackson, Pilgrim's Pride—Lufkin, TX
✓ Supporting the thesis: Convincing the reader with good arguments. How do I employ appropriate techniques to make the reader agree with me?
► Semester Project: Outline of project contents due

**Week 7**
✓ Organization: Maximizing the effectiveness of my writing through organization

**Week 8**
Mr. Ruben Beltran, Biomin Corporation
✓ How to revise and revise and revise...

**Week 9**
✓ Peer Review Workshops using draft 1 of semester project
► Semester Project: Draft 1 due for in-class review
Week 10  Mr. Sean Roberts, Hatchery Manager, Tyson Foods, Center, TX
            Catching the mistakes: grammatical, mechanical, punctuation errors, etc.

Week 11  Dr. J. Allen Byrd, USDA-ARS, College Station, TX
            ▶ Semester Project: Draft 2 (revised!) due for instructor review

Week 12  Lee Berend, Sanderson Farms, Bryan, TX
            ▶ Writing Workshop: Draft 3
            ▶ Draft 3 due (Last chance for review!)

Week 13  Speaker to be announced

Week 14  Course Wrap up—Dr. David J. Caldwell
            ▶ Semester Project: Final version due

Week 15  No Class

Final Examination: **NO FINAL IS GIVEN IN THIS CLASS.**
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Deborah W. Dunsford, Dept. of Agricultural Leadership, Education, and Communications
    Chris Townsend, Head, Dept. of Agricultural Leadership, Education, and Communications
    A. Gene Nelson, AOC Dean, College of Agriculture

DATE: May 25, 2007

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGCJ 203

We recommend that AGCJ 203, Agricultural Media Writing I, be recertified as a writing-intensive (W) course for the next four academic years (5/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:18

Students receive feedback while they are writing in-class assignments and on finished papers. Peer feedback is used occasionally. Writing instruction is provided in the form of models and discussion.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: Deborah W. Dunford 3/20/07
(Course Instructor / Coordinator)

Received: Valerie Balester 4/16/07
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: 3-22-07

Department Head: 3/1/07

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MAR 26 2007
70 of 89
Agricultural Media Writing I

Texas A&M University
Department of Agricultural Leadership, Education and Communications

Instructor:
Dr. Deborah Dunsford, Senior Lecturer
127 Scoates Hall, 458-3389;
dunsford@tamu.edu
Office Hours: M, 10:15 to 11:30 a.m.; R, 3 to 4 p.m.,
and by appointment, call Charlene Boggus, 862-3001

Teaching Assistant:
Dale Sandlin
112 Scoates Hall, 458-3391
e-mail: jsandlin@aged.tamu.edu
Office Hours:

Course Meeting Schedule:
Lecture: M & W; 9:10 to 10 a.m., ENPH 201
Lab: T & R, 9:35 to 10:50 a.m., SCC 114

Prerequisites: Grade of C or better in AGCJ 105.

Course Description: Agricultural Media Writing I introduces students to news gathering, writing, editing and style. It also includes media ethics and law -- all as they relate to communicating agricultural information to the industry and to the general public. The course content includes news identification, audience analysis, basic news writing forms (including the inverted pyramid) and style based on the Associated Press Stylebook. Throughout the course, students will write for mediums including newspapers, radio, television, the Internet and other current and emerging mediums used to communicate with the agricultural industry and its stakeholders.

Course Background: Every form of mass communication presently in use, whether delivered to the public aurally, visually or in combination, must be written during an early step of the communication process. Putting a story into written form is the job of professional agricultural communicators, whether they work in news, public relations or advertising.

Course Outcomes:
- Understand the basics of news identification and news gathering for various agricultural stakeholder audiences.
- Organize the gathered information into an appropriate form for various agricultural communication media.
- Use style consistent with the medium and that assists the agricultural audience in better understanding the information provided.
- Write clear, accurate and engaging copy that would be usable for the targeted agricultural medium.

Required Texts:

Projected Course Outline/Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Tentative Topics</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Course Introduction, books, computer log-on explanation, TurnItIn.com Labs: Computer orientation, copy format, copy editing, introduction to AP style.</td>
<td>AP Style, Punctuation</td>
</tr>
<tr>
<td>1/24</td>
<td>What is news? News story basics including leads, structure, handling agricultural information. Labs: News analysis, Writing leads</td>
<td>1, 7 AP, A-E</td>
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<td>1/31</td>
<td>Information gathering, interviewing agricultural sources including preparing for the interview, asking the right questions. Lab: interview exercises. <strong>Major assignment 1 done in Lab</strong> (lead).</td>
<td>4, 5 AP, F-J</td>
</tr>
<tr>
<td>2/7</td>
<td>Agriculture news story structure, agricultural news conferences. Lab: Writing the Ag story for print, Attribution exercises</td>
<td>8 AP, K-O</td>
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<tr>
<td>2/14</td>
<td>Speeches, attribution. In-class speaker for <strong>Major assignment 2</strong>. Lab: mock news conference, work on assignment 2 in lab.</td>
<td>12 AP, P-T</td>
</tr>
<tr>
<td>2/21</td>
<td>Writing for agricultural public relations and advertising. Basic structure, considerations. Lab: Ag news release, Topic due for major assignment 3.</td>
<td>11, 21 AP, T-Z</td>
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<tr>
<td>3/21</td>
<td>Multiple sources – keeping the information straight. Lab: Writing multiple-source agricultural stories</td>
<td>4</td>
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<tr>
<td>3/28</td>
<td>Polls and Surveys – What numbers mean in agricultural news. Lab: Polls and survey story, work on Major Assignment 3.</td>
<td>6</td>
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<tr>
<td>4/11</td>
<td>Broadcasting agricultural news, Farm radio. Lab: Broadcast quiz due, Radio leads, story.</td>
<td>19</td>
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<tr>
<td>4/18</td>
<td>Farm news on television. Video for agricultural information. Lab: TV scriptwriting. Writing to videotape. Story ideas for Assign. 4 due.</td>
<td>19</td>
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<tr>
<td>4/25</td>
<td>Agricultural media dynamics. Publishers, publications and broadcast entities and how they interact with producers and each other. Lab: Media analysis group projects</td>
<td>2</td>
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<tr>
<td>5/2</td>
<td>Covering meetings, Photo captions, Lab: Captions, meeting story.</td>
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<tr>
<td>5/9</td>
<td>Agricultural media, ethics and ethical considerations. Course wrap up. Lab: Ethical conundrums, discussions. <strong>Major Assignment 4 due</strong></td>
<td>22, 23</td>
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</tbody>
</table>

*Schedule may be adjusted to accommodate appropriate opportunities.

**Graded Evaluation Activities:**

**Major Writing Assignments** (60 percent of course grade)

Four major writing assignments will be evaluated on content, story components (lead, sources), form, style and mechanics. The assignments will be progressively longer and more complex as the course progresses.

- Assignment #1, Lead (done in lab) (5 percent of grade)
- Assignment #2, Covering a news conference/speaker (10 percent)
- Assignment #3, Single-source story on topic generated by student (20 percent)
- Assignment #4, Multi-source story on topic generated by student (25 percent)

Students must turn in all four major writing assignments to be eligible to pass the course.
Lab assignments, story topic proposals (30 percent of course grade)
Lab assignments will include writing assignments, group work, in-lab discussions and other materials that reinforce topics discussed in the lecture. The lab assignments also provide practice for the four major assignments throughout the term.

Late Assignments: Late assignments will lose 10 points for every weekday they are late and will not be accepted if they are more than one work week late. (Please see Late Tickets section.)

Quizzes (10 percent of course grade)
Quizzes include scheduled Associated Press and broadcast writing style quizzes and short pop quizzes given in lecture that will cover current events in agriculture, general current events and lecture information, including guest speaker material.

Grading Scale
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>90+</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 percent or less</td>
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Class Attendance
If at all possible, please let your instructor know if you are going to be absent in advance. Quizzes and lab assignments may be made up for University excused absences. See the official student rules for clarification of excused absences.

Americans with Disabilities Policy Statement: The Americans with Disabilities ACT (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you believe you need accommodations, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 979-845-1637.

Scholastic Dishonesty:
As commonly defined, plagiarism consists of passing off as one's own ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section "Scholastic Dishonesty."

We expect all class members to comply with TAMU policies regarding scholastic dishonesty and other issues outlined in the official student rules. As a professional in any communication field, plagiarism harms the credibility of the profession as a whole. Plagiarism of any sort will result in an F in this course and possible dismissal from Agricultural Journalism program.

Copyrights:
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given to sole to other individuals.
**Americans with Disabilities Policy Statement**

The Americans with Disabilities ACT (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the director of Counseling and each of your course instructors. Services for Students with Disabilities is located in 118B of the Cain Hall, or call 979-845-1637.

**Late Tickets:** Students will be given two late tickets that will give them the option to turn in one assignment up to two weekdays late. With the exception of the first and final major assignments, these tickets may be used at the student's discretion - no questions asked. Students will be limited to one late ticket per assignment and the ticket must be filled out and attached to the assignment when the assignment is turned in to their instructor.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Claude Gibson, Dept. of English
    Jimmie Killingsworth, Head, Dept. of English
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: May 25, 2007

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENGL 481

We recommend that ENGL 481, Senior Seminar, be recertified as a writing-intensive (W) course for the next four academic years (5/07 to 1/11). 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: 1:14

Much of the writing instruction will be advanced and concentrate on research methods, the fine points of documentation, and appropriate theoretical approaches to criticism. Most of the courses require discussions of the writing assignments, as well as workshops on writing. Students are provided with models, feedback, and, for longer works, checkpoints of the work-in-progress.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W 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 course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: [Signature]
(Course Instructor / Coordinator)

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

Approvals:
College Dean: [Signature]
(Date)

Department Head: [Signature]
(Date)
ENGL 481, Senior Seminar: Early Modern Women and Genre, will focus on important women writers as well as the genres and modes they chose as avenues of expression—such as, diaries, private legacies, theatrics, romances, sociable letters, "true relations," public prophecies, and commercially successful dramas and romances. Students should have completed 12 credits in English, with at least 3 of those credits being at the 300-level.

NB: ENGL 481 is a "W," or writing intensive, course. All writing assignments must be completed, and with a passing average, for the student to pass the course. Anyone who may be enrolled in the course for reasons other than meeting requirements in the major must complete all writing assignments with a passing average as well. Instructions and strategies for each writing assignment will be thoroughly discussed; explicit prompts, given; and questions, answered in class and during offices hours.

Required Course Texts: Writers of Seventeenth-Century England (Univ. of Michigan Press) [MWW]
Eliza Haywood, Fantomina (Broadview Press)
Margaret Cavendish, Paper Bodies (Broadview Press)
Susanna Centlivre, The Wonder (Broadview Press)
Aphra Behn, Oronooko (Norton)

WebCT materials: you are required to have "real" copies of the primary material texts with you in class. If you don't have access to a printer I will be happy to loan you my copies for you to Xerox.

Week 1--Reading and Seminar Discussion Schedule
August 29—Introduction to the course and background
31—WebCT secondary materials, Margaret W. Ferguson, "Renaissance concepts of the 'woman writer'; WebCT primary, poems of Queen Elizabeth

Week 2—Aemilia Lanyer and the art of public praise
September 5—WW: "Introduction" and "Feminist Criticism" Aemilia Lanyer "The Description of Cookham"
7—WebCT secondary Woods "Lanyer"; MWW: Lanyer "To the Virtuous Reader" and excerpt from Salve Deus Rex Iudaeorum
responses to Lanyer

Week 3—Diaries and private Legacies
12—WebCT primary: Anne Clifford, "Diary;" WebCT secondary, Lewalski on Clifford
responses to Clifford
14—Web CT primary: "Mother's Legacies": Richardson, Jocelyn, Grimstone; WebCT secondary, Margaret Ezell "Women and Writing"
responses to mother's legacies

Week 4—Theatrics: Cary's Mariam
19—MWW: Elizabeth Cary—The Tragedy of Mariam; WebCT secondary, Miller on Mariam
21—Mariam, continued; WebCT secondary Lamb on Mariam, Lewalski on Mariam
responses to Mariam

Week 5—Romance: Wroth and Urania
26—MWW: Lady Mary Wroth, "Sonnets" from Pamphilia to Amphilantus
responses to the sonnets
28—WebCT primary: Urania; WebCT secondary, Lewalski on Wroth

Week 6—Romance, fiction and fact
October 3—Urania; Major Women Writers, excerpts from Urania; WebCT secondary Lamb on Wroth
responses to Urania
5—WebCT primary: Ann Halkett's "Diary" Lucy Hutchinson's "fragment" of her life; WebCT Secondary, Ottway on autobiography
Advice and strategies for the 1st Essay discussed
responses to Halkett
responses to Hutchinson

Week 7—public prophecy and Godly speaking
10—WebCT primary: An Collins; Priscilla Cotton and Mary Cole; Hester Biddle; WebCT secondary, Hinds on Sectarians
responses to An Collins
response to Priscilla Cotton and Mary Cole
response to Hester Biddle
12—1st Essay on critical interpretation due

Week 8—Margaret Cavendish: fact, fiction, faction
17—Return of 1st Essay. Appointments for individual discussion taken
Paper Bodies: Margaret Cavendish, A True Relation of my Birth, Breeding, and Life; selections from Sociable Letters; preface to Orations; WebCT secondary Williams on Cavendish
response to A True Relation
response to Sociable Letters
response to Orations
19—The Convent of Pleasure; Preface to the Reader The World's Olio
response to Convent of Pleasure
response to The World's Olio
**Week 9**—the world on fire and the world in retreat: Cavendish and Phillips  
24—Advice and strategies for 2nd Critical Essay discussed.  
The Blazing World (selections)  
responses to The Blazing World  
26—MWW: Katherine Phillips, Poems; WebCT secondary, Hageman on Phillips  
responses to Phillips

**Week 10**—Aphra Behn and Restoration commercial writing  
31—MWW: Aphra Behn, The Rover  
responses to The Rover  
November 2—Behn Oronooko; Responses to Oronooko

**Week 11**—Women critics at the turn of the century  
7—2nd Critical Essay due; finish Oronooko:  
9—WebCT primary: Mary Astell; MWW: Anne Finch, “Nocturnal Reverie,” “Glass,”  
“Fragment” “Fanscomb Barn”  
Questions on Proposal for seminar paper answered  
response to Finch  
response to Astell

**Week 12**—Haywood and commercial romance  
2nd Essay returned. Appointments for individual discussion taken.  
14—Proposal for seminar paper due; Eliza Haywood—Fantomina  
responses to Fantomina  
16—Fantomina; Reflections on the Various Effects of Love  
responses on the Various Effects of Love

**Week 13**—“Successful” women writers: Behn, Haywood, and Centlivre  
21—Proposals with comments returned.  
Haywood concluded; Centlivre, The Wonder  
23—Thanksgiving

**Week 14**—Centlivre and commercial theatre  
28—Susan Centlivre—The Wonder  
responses to The Wonder  
30—The Wonder

**Week 15**—the end  
December 5—Redefined day “Thursday”—mini conference

**Required Writing Assignments:**  
- 2 response papers on primary texts (also to be presented in the seminar on the day due)  
  1000-1200 words: —15% each  
- 2 essays responding to a critical interpretation secondary source with primary materials  
  (1500-2000 words): —20% each
• 1 seminar paper, (grade includes proposal and seminar presentation version) 2500-3000 words: --30%

What is a Response paper? A Seminar Presentation/Paper?

A Response paper to a primary source:
1000-1200 (4-5 pages) words which identifies and discusses what you see as interesting topics/issues/problems in the primary text. It is intended to help organize class discussion—if you were teaching this text, what would you want to discuss and why? (you do not have to know the answers to the questions you want to ask!) It will have two formats, the first being given to me in the form of a regular, informal essay and the second being a single sheet to be distributed to the entire seminar before the class meets, listing a series of questions/points you wish to hear discussed.

A seminar paper and presentation:
The proposal—a one-page statement describing what the topic is you intend to research—what are the issues/problems/critical questions? What text(s) will you be looking at? What questions will you be asking of it? You should list at least three secondary sources you will consult, although they may not end up being the ones you use on the final paper.
The seminar paper= shape your topic according to the occasion, something doable in a 15 minute presentation. Your written version, which will be longer than your presentation version, should aim for 2500-3000 words (10-12 pages), while the presentation text will probably be closer to 5-8 reading pages. Your paper should include at least THREE secondary sources.
The seminar presentation= on the final class meeting, we will be holding a mini-conference on early modern women's writings. Be prepared to give the brief version of your conference paper and to answer questions: each presenter will be held to a strict time limit.

Points of Interest:
• There are no extra credit assignments in this course and no grade curve.
• If you know in advance that you will have difficulties turning in written work on the scheduled day because of other conflicts, please see me in advance about making alternative arrangements; because the majority of the assignments are tied to specific class assignments and discussions please make a good effort to keep to the original assignment dates.
• Late work not cleared in advance will be accepted without penalty if you have a medical excuse or valid university excuse (see http://student-rules.tamu.edu/rule7.htm); unexcused late work will be accepted with a penalty UNTIL the next graded assignment is due; after that date, work will be accepted, but its highest grade is automatically 60.
• No late written work will be accepted after December 5—Period.
• All written work must be original and done for this class; plagiarism will be dealt with in terms of University policies and guidelines: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules
of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

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

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<thead>
<tr>
<th>Response Schedule (to be assigned)</th>
<th>26—responses to the sonnets</th>
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<tbody>
<tr>
<td>September 9—responses to Lanyer</td>
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<td>12—responses to Clifford</td>
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<td>14—responses to mother’s legacies</td>
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<td>21—responses to Mariam</td>
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<td>October 3—Responses to Urania</td>
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<td>5—responses to Halkett</td>
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<td>responses to Hutchinson</td>
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<tr>
<th>Page</th>
<th>Response to</th>
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<tbody>
<tr>
<td>10</td>
<td>An Collins</td>
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<td>response to Priscilla Cotton and Mary Cole</td>
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<td>17</td>
<td>Hester Biddle</td>
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<td>response to A True Relation</td>
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<td>Sociable Letters</td>
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<td>Orations</td>
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<td>19</td>
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<td>The Blazing World</td>
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<td>26</td>
<td>Phillips</td>
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<td>31</td>
<td>The Rover</td>
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<td>November 2—Responses to Oronooko</td>
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<td>response to Finch</td>
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<td>9</td>
<td>Astell</td>
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<td>13</td>
<td>Fantomina</td>
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<td>16</td>
<td>responses on the Various Effects of Love</td>
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<td>28</td>
<td>The Wonder</td>
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Second Critical Essay Assignment

Length: 1500-2000 words
Due: Tuesday 7 November, no later than 5pm
You can turn your essay in class, in the folder outside my office door, or electronically. If you choose electronic submission, please send yourself a copy of the essay at the same time you send it to me---this will let you know that the essay did indeed attach and can be opened and give us a back-up version, too.

As before, pick one of the questions below, or modify one of them, or create your own question from scratch and use it to help you construct an interesting/insightful thesis about one or more of the primary texts we have read for this course. The only requirements are that your essay must involve a thoughtful response to a critical interpretation found in a secondary source and your analysis of one or more primary texts read since the 1st critical essay (any materials after Week 6—it’s OK to use Week 7 texts) to support your response.

1. Suzanne Trill in her article "Religion and the construction of femininity" writes about different ways in which early modern women were empowered to speak up about topics such as religious controversy and political issues through their use of the scriptures. Chose one or more authors read since week 6 and analyze how she used the Bible to express her views on contemporary events or on her own situation in life.

2. The editors of Paper Bodies notes of Margaret Cavendish’s writings that “her mode of self-fashioning is typically expansive and extravagant, like Nature’s own creativity” (16). Select one or more of her texts and analyze one of the issues this assertion raises in Cavendish’s writings (for example, possible thesis questions: how does one “self-fashion” or invent one’s self? How is the “self” a type of performance and how do you perform it? What is the relationship between “being natural” and Nature? )

3. In her article on Katherine Philips, Elizabeth Hageman states that "Philips never forgets her culture’s definition of companionate marriage as a hierarchical relationship" (196). Using one or more of Philips’ poems (there are several on marriage and on friends getting married) select and analyze an issue found Philips’ treatment of marriage.
Ezell—English 481/WMST 489—Seminar Paper

Due:
- Proposal: in box or electronically 5pm Tuesday 14th.
- Final written version: 8 December, box outside my office door or electronically by 5pm
- Short version to be delivered in class on Tuesday 5 December

Length:
- Proposal: 200-300 words (1 page max)
- Final written version: 2500-3000 words
- Short presentation version 3-4 pages (to be delivered in 5 minutes—MAX) not to be handed in

Subject:
your seminar paper must include at least three secondary sources. Some of these can be biographical or historical background on the author or text, some can be critical interpretations which either support your thesis or against which you will argue. I have added more secondary sources to WebCT and there are good bibliographies of secondary sources in your textbooks. The editors of your textbooks can be one of these sources.

You can expand on a topic you have previously written on for this class in a response or critical essay or you can devise a topic on an author/issue which has not been part of the other written assignments. You can stick with one author/one text, or you can compare/contrast with others, but if you chose compare/contrast, make sure you have a clear rationale for why you have selected the texts to compare that you do.

Whatever you choose—HAVE A THESIS and a CONCLUSION which is supported by evidence from your primary source(s) in a convincing and engaging way.

Some possible ideas for topics would be the treatment of:

Mothers—in life writing, in poetry, in fiction, in drama
Money—in life writing, in fiction, in drama
Men—in life writing, in fiction, in drama, in poetry
Parents & Children—in life writing, in poetry, fiction, drama
First love—in life writing, poetry, fiction, drama
Friendship—in life writing, poetry, fiction
Clothing/costume—in life writing, fiction, drama
Women and nature—poetry, fiction
Women and power—in life writing, poetry, fiction, drama
Women and writing—in life writing, poetry, fiction
Women and disguise—in life writing, fiction, drama
“good women”—life writing, fiction, drama
“evil women”—life writing, fiction, drama
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Roel Lopez, Dept. of Wildlife and Fisheries Sciences
    Thomas E. Lacher, Head, Dept. of Wildlife and Fisheries Sciences
    Gene Nelson, AOC Dean, College of Agriculture and Life Sciences

DATE: May 25, 2007

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WFSC 406

We recommend that WFSC 406, Wildlife Habitat Management, be recertified as a writing-intensive (W) course for the next four academic years (5/07 to 1/11). 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: 4000+
4. Instructor to student ratio for one section: 1:30

Students receive feedback in the form of peer review, instructor feedback, in-class draft reviews, grading rubrics. In addition, students are provided with a list of common mistakes. Writing instruction is presented in the form of lecture and class discussion on a weekly basis.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

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

Signature: _________ 3/27/07
(Roel R. Lopez)
(Course Instructor/Coordinator)

Received: _________ 4/28/07
(Valerie Balester)
(W Course Coordinator, University Writing Center)

Approvals:
College Dean: _________ 3-27-07
(Gary Abdul-Hadi)
(Date)

Department Head: _________ 03/26/07
(Carolyn Smith)
(Date)
Course Syllabus
Wildlife Habitat Management - WFSC 406/407/689

Instructors
Roe! R. Lopez, 319 Nagle Hall, 845-5784, roel@lamu.edu, hours (MW, 10:00-12:00 or by appt.).
Bob McCleery, 006 Nagle Hall, 845-5748, bmcc@neo.tamu.edu, hours (MW, 10:00-12:00 or by appt.).

Course Description
Students will be introduced to general concepts of wildlife habitat management and conservation biology. Specifically, students will be acquainted with major land use practices on lands that produce wildlife, how these practices influence wildlife production, and alterations or manipulations of habitat used to achieve specific wildlife management goals. Ultimately, this information will be used to formulate plans to manage wildlife populations and their habitat. This course is an official “W” course (i.e., writing-intensive) for the department. Upon course completion students shall understand:

- General concepts of wildlife-habitat relationships as they pertain to wildlife management and conservation biology.
- Wildlife-habitat measurements useful in the manipulation and management of wildlife populations and their habitats.
- The use of mathematical, statistical, computer, and modeling tools to solve quantitative problems in wildlife habitat management.
- Analysis, interpretation, and presentation of results in the form of written reports and management plans.

Prerequisites
Student desire to learn the course material. A basic understanding of statistics or biometry and general ecology, experience with personal computers, and a scientific calculator are required in lectures and labs. Students should have taken WFSC 201 and WFSC 401, WFSC 402 or 403, senior classification/graduate student, and be a wildlife and fisheries major prior to taking this course. Concurrent registration with WFSC 407 required (undergraduates only). Semester hours - 406 3-hrs, 407 1-hr, 689 3-hrs.

Course material
Soil surveys. - Available for check out in the library reference desk.
Course website - http://apc.tamu.edu/wfsc406/ - Website Password____________________

Attendance
Lecture and lab attendance is imperative for the successful completion of this course but ultimately is the responsibility of the student. It is the student's responsibility to determine what information was missed. All assignments are due when scheduled. Field trips are optional. If you decide not to attend a field trip, an alternative make-up assignment is due within 1 week of missed trip (see website). Failure to make-up assignment/exams within 1 week will result in a zero. No exceptions. Field trips are in syllabus and planned for the entire semester. Review and adjust your schedule accordingly.

Grading and examinations
In the course, you will be a wildlife biologist who has just started a private consulting business with assignments consisting of work projects for clients who desire your expertise in wildlife management. Your salary (~$50,000) will be based on your performance, ability to convince your clients of your
management recommendations, and your professionalism in this course. Remember you will determine your success as a private consultant. The potential total revenue allocated in contracts equals $50,000 (Table 1).

Examinations
- Three examinations will be given during the semester. The first 2 exams will consist of 30-40 questions (short answer, short essay, multiple choice) from assigned reading material, lecture/lab notes, field trip experiences, and plants reviewed. Examinations will be comprehensive. In addition, a Field Exam Practical will be given at the end of the semester (see schedule). This exam will review many of the techniques/methods reviewed during labs.

Assignments
- Short writing assignments ("Writing in the Woods") will be given throughout the semester during scheduled field trips. Writing assignments will be graded on content, writing style/clarity, grammar, and the effectiveness of management recommendations. Guidelines and grade sheets will be available on the course website.

Final management plan
- The final project in this course will consist of a management plan to be done in groups of 3-4 students. Team members will select 1 team captain to coordinate management plan efforts. Other group members will be responsible for addressing 1 landowner goal. Group assignments will be determined by the instructor at the beginning of the semester. Each semester, with the aid of TPW Technical Biologist Jesse Oetgen, 2 local landowners needing a management plan for their properties will be identified. Management plans will be conducted for landowners seeking an agricultural wildlife exemption for their properties (Texas House Bill 1358, Proposition 11), and will follow the Comprehensive Wildlife Management Planning Guidelines for the Post Oak and Blackland Prairie Ecological Regions provided by Texas Parks and Wildlife. Each group will be required to develop a management plan addressing 2-3 landowner objectives with a total minimum of at least 3 qualifying practices per year. Food plots and nest boxes by themselves will NOT be allowed as single, qualifying practice. Management plans will be for 2 year time schedule. Citations included in plan may NOT include websites (citable papers are an exception). The written plan will be graded on content, writing style/clarity, and grammar. Each group also will present a short slideshow (<15 minutes) to a selection panel consisting of the actual landowners and TWS Certified Wildlife Biologists mid-semester regarding their conceptual recommendations. Specific management plan guidelines and grade sheets are available on the course website.

- Graduate students enrolled in WFSC 689 will serve as project managers for 2-3 assigned groups. Project managers will be responsible in providing guidance to undergraduates with their management plans (this does not mean working on plan for students). Furthermore, project managers also will offer peer-reviews of management plan drafts for assigned student groups. Reviews will be returned to students in a timely manner following submission (see schedule).

Class participation/field trips
- Class participation will be graded in this class following a binomial distribution (i.e., 0 or 2500 points). For graduate students, poor reviews of student management plans will result in 0 points. For team captains, a grade < "A" on final draft of management plan will result in 0 points. For team members, team captains will assign participation points individually (i.e., 0 or 2500 points).

- Most labs will include field trips. Students are required to wear field clothes (no shorts or tennis shoes). No alcohol is allowed on field trips. If you are not prepared to go to the field, be prepared to stay. Use of personal vehicles on field trips is discouraged. If you and your passengers need to take your own vehicle, the alternative make-up assignment is required instead of the Writing in the Woods assignment.

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### Table 2. Tentative point distribution ($) for WFSC 689.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (2 @ $5,000 each, 1 @ $7,000)</td>
<td>17,000</td>
</tr>
<tr>
<td>Assignments</td>
<td>8,000</td>
</tr>
<tr>
<td>Class participation/peer review grading</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td><strong>27,500</strong></td>
</tr>
</tbody>
</table>

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Academic dishonesty
We believe in the Aggie Code of Honor:
Aggies do not lie, cheat, or steal.
Nor do they tolerate those who do.
Academic dishonesty includes copying, sharing, or obtaining information from an unauthorized source, attempting to take credit for the intellectual work of another person, falsifying information, and giving or receiving information about a test, quiz, or assignment to students in another course section. This includes the fabrication of data. Any student involved in academic dishonesty will receive no credit for work done and/or may be penalized in accordance with published University Rules. Plagiarism software is used in class to ensure academic integrity.

The Americans with Disabilities Act (ADA) guarantees that all students with disabilities be provided a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.

*It is our hope that you find this course both enjoyable and informative!*