9. Texas A&M University at Galveston

Change in Curriculum

**Texas A&M University at Galveston**
Department of General Academics
B.A. in Maritime Studies

New Course

**MAST 425. Thesis and Technical Writing. (3-0). Credit 3.** Rhetorical techniques for professional expository prose; intertextual argumentation and analysis. Prerequisite: Junior classification.
From: Frederic Pearl  
To: The University Curriculum Committee  

Re: MARITIME STUDIES CURRICULUM  

Date: April 27, 2007  

Attached are the proposed changes to the Maritime Studies curriculum that were approved unanimously by the Maritime Studies Committee, and the Dept. Head. I am prepared to follow the steps necessary to implement the changes.

Frederic Pearl  

The new curriculum has 120 hours, compared to the old curriculum that contained 129. These hours were saved as follows:  

2 [extra] KINE 199 hours are dropped  
3 hours by dropping STAT 201 Elementary Statistics  
3 hours by dropping MARS 210 Marine Geography  
1 hour by dropping degree requirements from 40 to 39 hours  

Proposed 120 HOUR CURRICULUM  

Core Curriculum [60 hours]  

As stated in the current catalog  
Natural science requirement:  
OCNG 251/252 Oceanography/Oceanography Laboratory  
Recommended  
Add 14 hours of foreign language  
Add 3 hours of humanities  

Degree Requirements [39 hours]  

ANTH 210 Cultural Anthropology  
ANTH 316 Nautical Archaeology  
HIST 232 History of American Sea power  
ENGL 335 Literature of the Sea  
MAST 411 (W) International Maritime Culture  
MAST 425 Writing in Maritime Studies  

Select one of the following four tracks  

Archaeology  

Introduction to Archaeology (ANTH 202), Nautical Archaeology of the Americas (ANTH 318), History of Wooden Ship Building (MAST 350), Archaeology of the Pacific (MAST 371), and 9 hours from directed electives listed below. Minor in Anthropology.
Public Policy
Environmental Ethics (PHIL 314), Politics of Energy and the Environment (POLS 347), World Politics (POLS 331), Environmental Law (MARA 470), and 9 hours from directed electives listed below. Minor in Economics, History, or Maritime Administration.

Cultural Studies
Introduction to Museums (MAST 320), Homer and the Trojan War (CLAS 371), Studies in a Major Author (ENGL 415), 9 hours from directed electives listed below; and 3 hours in Philosophy (300 or 400 level, approved by advisor). Minor in Anthropology, English, or History

General Studies
Select 21 hours of directed electives listed below in consultation with your academic advisor. No minor required.

Pool of directed electives
ANTH 318, CLAS 371, MARA 470, MAST prefix courses 300-level and higher (no more than 3 hours of MAST 484 or 485); PHIL 314, POLS 347, POLS 331.

Proposed Course Changes
Writing in Maritime Studies (MAST 425). This course will combine elements of MAST 411 (Seminar) and Technical Writing (ENGL 301), both of which are dropped from the new curriculum. This course will be developed as a writing-intensive course.

Electives and Minor Requirement [21 hours]
Proposal: The remaining 21 hours can be made up by the student as free electives, as hours towards their minor, or taking courses that fulfill other University requirements (such as foreign language, prerequisites, remedial courses, upper-level hours, etc.).
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of General Academics.

2. Course prefix, number and complete title of course: MAST 425 Thesis & Technical Writing

3. Course description (not more than 50 words): Rhetorical techniques for professional expository prose; intertextual argumentation and analysis.

4. Prerequisite(s): Junior level classification
   Cross-listed with:
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ________.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      BA Maritime Studies
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level
     MAST 425 THESIS & TECH WRITING | 03000032311010001123007-08018292

Approval recommended by: ________________
Head of Department Date 4/27/07

Chair, College Review Committee Date 4/27/07

Dean of College Date

Submitted to Coordinating Board by: Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS - 04/07

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Course Description: Rhetorical techniques for professional expository prose; intertextual argumentation and analysis. Junior level classification.

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

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

The course focuses on strengthening your ability to critique and interpret information from a variety of sources and to employ that information to advance your own argumentative positions. The assignments in the course encourage you to develop sophisticated reading and analytical abilities and to engage issues and ideas drawn from the assigned readings. You are expected to produce writing that displays closely reasoned argument and/or analysis that employs organizational structures appropriate to complex discourse and that makes use of effectively selected and accurately documented outside sources. In addition, your writing should show maturity in terms of diction and syntactic fluency. At the conclusion of the course, you should be able to evaluate, analyze and engage in writing with research pertinent to the field, as well as develop a 15-to-20 page senior thesis proposal document.


Course Requirements & Grading:
Proposal 40%
Journal Reviews (six total) 30%
Rough Drafts 10%
Oral Report 10%
Engaged participation 10%

The proposal will be a 15-to-20 page document developed from a topic of your choosing and through an engaged writing process that requires prewriting, drafting and revision of
the text before a final document is produced at the semester’s end. Journal reviews are shorter written documents from 2-to-5 pages that evaluate, analyze, and respond to the research of scholars within the field and will focus on a topic that you choose. The oral report will be based upon the research question you outline for the proposal. Finally, engaged participation means the extent to which you contribute to collaborative work, conferences, discussions, and the writing process employed in the course.

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

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

2) Submit your work on time. Late rough drafts or final drafts will be penalized 1/3 grade (i.e. B to B-). Also be aware that essays that have been generated without a conference will not be accepted. In other words, if you fail to turn in a rough draft, do not schedule a conference, and attempt to turn in a final draft, your paper will be returned to you. I allow one late paper for each student at the student’s discretion (see following pages). Please do not ask for an extension on a paper once you have exhausted this option.

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

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

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

Please see Academic Integrity Sanctions on the Honor Council Rules and Procedures website for the penalties for violations.
We will use www.turnitin.com to identify papers that have been plagiarized.

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

STATEMENT ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.
Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
EVALUATION RUBRIC

MAST 425

Assignment #: ___

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<thead>
<tr>
<th>Category</th>
<th>Maximum Points</th>
<th>Your Points</th>
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<tr>
<td><strong>Control:</strong> This essay has a clear idea or purpose; the introduction indicates the topic and direction of the essay; body paragraphs support the thesis. The organizational quality of the paper in terms of its overall structure and individual paragraphs</td>
<td>10</td>
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<tr>
<td><strong>Cogency:</strong> Ideas flow in a logical, clear manner; transitions are effective; conclusion relates to introduction/fulfills the reader's expectations. The insight and vitality of the concepts underlying the paper’s argument.</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Support:</strong> The subject is explored in depth; specific facts and details add vitality to the essay; all information is necessary. The extent to which the paper’s assertions are supported with examples, evidence, or reasoning appropriate for the audience. The paper utilizes the sources required in the</td>
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assignment prompt.

**Style:** The writer's manner is suited to the audience and purpose; words are precise, writing is strong and clear; sentences are constructed to enhance focus and add vitality to the essay. The effectiveness of the paper's sentence structure, word choice, fluency, and tone in terms of its purpose and intended audience. 10

**Addressing the issue:** The extent to which the paper Explores the issue(s) set forth in the assignment and addresses all aspects of the writing task. 10

**Grammar & Mechanics:** Sentences are properly constructed, punctuation is correct, subject/verb and pronouns agree; the writer has proofread for spelling and typographical errors. 10

**OVERALL SCORE**

60

**SUGGESTIONS FOR REVISION/FUTURE WRITING ASSIGNMENTS**