Memorandum

September 21, 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:

- CLAS 321 Advanced Latin Readings
- MARE 452 Senior Design Project II
- PHIL 410 Classical Philosophy

Courses submitted for recertification:

- ACCT 320 Improving Critical Communication Skills
- FINC 460 Money and Capital Markets
- GEOG 404 Spatial Thinking, Perceptions & Behaviors
- RPTS 304 Administration of Recreation Resource Agencies
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Steven Oberhelman, Dept. of European and Classical Languages
    Richard Golsan, Head, Dept. of European and Classical Languages
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: September 19, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: CLAS 321

We recommend that CLAS 321, Advanced Latin Readings, be certified as a writing-intensive (W) course for the next four academic years (9/07 to 9/11). 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+
4. Instructor to student ratio for one section: 1:15

Students receive feedback in the form of instructor comments on written drafts, including instructions on revision. In addition, students receive feedback in the form of peer review on the second, third, and fourth writing assignment. Model student writing will be shared with the class. Writing instruction is provided via lecture and handouts as well as exemplary models of writing in the forms of scholarly notes and review essays.
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):

CLAS 321  Advanced Latin Reading

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: ___________________________  August 15, 2007  (Date)
(Course Instructor / Coordinator)

Received: ___________________________  8/27/07  (Date)
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ___________________________  8/21/07  (Date)

Department Head: ___________________________  8/21/07  (Date)
Text: Graves Hayden Thompson, ed., Ovid: Selections from the Ars amatoria and the Remedia amoris (Wauconda, IL: Bolchazy-Carducci, 1997). You must use this text since I will be writing the midterm and final with a view to the dictionary and vocabulary lists contained therein.

Course description and purpose:

This course is a repeatable, open topics class. That is, the professor will choose the author(s) and text(s), taking into account the texts read in previous semesters and the curricular needs of the department. One semester, students may read historical authors; in another, rhetorical treatises and speeches; in another, epic writers.

This semester, I have chosen the early first-century C.E. poet Ovid's Ars amatoria (The Art of Making Love). The title, which always elicits an immediate chuckle or grin from students, may lead one to consider the text a “fluff” piece of entertainment or as something not worthy of serious study, but this is emphatically not the case. Beyond the important glimpses we get into the history and culture of ancient Rome, we are able to see how gender was constructed socially and politically. We will learn how gender theory and feminist theory will enable us to examine, and evaluate, the intense debate within classical scholarship whether Ovid was a “proto-feminist” or a misogynist. Did Ovid subvert through a subversive text (for which he was exiled by the emperor Augustus) the existing gender ideology, or did he actually reinforce the culturally defined and culturally restrictive gender roles imposed on women of the Principate? Our translations and discussions of the text may help resolve this debate.

As with any ancient language course, there are specific learning outcomes. During the semester, you will

1. expand your knowledge of the history, society, and culture of antiquity within the context of the written text;
2. demonstrate competency, at an advanced undergraduate level, with respect to grammar, syntax, and idiomatic usage of Latin;
3. enhance your ability to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone;
4. gain an understanding of the intellectual demands required for the study of languages, literature, and culture through critical analysis, especially writing (see below);
5. develop an appreciation of a foreign language and culture as both a field of knowledge and a creative process;
6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign literature and cultures; and,
7. learn to understand these issues and interpretations in contemporary cultural and social contexts.

This is a university-approved "W" (writing-intensive) course, one of two required for a baccalaureate degree in classics. Nearly all classics majors pursue postgraduate study, and so it is critical for them to learn, at an early stage, how to write well; how to analyze, synthesize, and critique scholarly work; and how to write in a manner appropriate to the field. In order to accomplish these objectives, half (50 percent) of your final grade will be based on four written assignments, of which two will be short expository scholarly notes (three or four pages each) on specific topics, and two review-essays (approximately three pages each) on assigned scholarly books. (I will give you your topic and books in individual meetings during the first week of class.)

The scholarly note is, in the classics profession, a highly prized skill. Given a comparatively small space in a journal issue, an author must offer succinct yet persuasive arguments and address, simultaneously, a specialized audience that expects well-argued and well-supported minutiae, and a general audience that wishes to be educated and not given a dizzyingly and oppressive explication of lexicology and the like. The writer of the classics note learns how, within the limitations of three or four pages, to articulate precisely the topic, rationale, and thesis; to summarize past scholarly views (particularly tricky, since classicists love to display their erudition in lengthy discussions of German scholarship and in their construction of genealogic trees of citations in footnotes); to make a clear and compelling argument why her own thesis or reevaluation of the evidence is correct; and to conclude quickly and satisfactorily.

Writing a book review-essay (here, I mean a lengthy review dealing with one book, not an essay on the current state of a specialized field, say Lacan and the classics, which discusses within a single review several books) is another critical skill. The reviewer must be able to place the book within the past and current status of the field, and to identify the strengths and weaknesses of the author's arguments and evidence. She does not write descriptive phrases such as "I really liked this book" or "I was not persuaded by the thesis." Rather, she articulates, relying on her own arguments, why the author did or did not prove the thesis. A good review, therefore, is a careful and critical reading of the text, an assessment of the author's argument, an evaluation of the author's use of evidence in supporting the argument, and the relevance of the book to the field (what is the intended audience? who would profit from this book? does it offer anything new to the field?).

In this class, I will use several tools in helping you write your own notes and reviews. First, I shall share exemplary models of each type. Ronald Syme, one of the two or three greatest scholars of ancient history, was the master of the note. We will read and analyze some of his notes, which have been assembled in the seven-volume set, The Roman Papers of Sir Ronald Syme (Oxford: Oxford University Press, 1979–1991). We will also read and discuss the fifteen-page entry, "Publishing the Scholarly Article in Classical Studies: A Guide for New Members of the Profession," which is available at the website <http://www.apaclassics.org/Publications/publish.html>. For book reviews, we will look at exemplary models from the journals Classical Review and Classical World, and also discuss web-based instructions on how to write reviews, e.g.,:
Finally, we will read and discuss the various handouts available on the web through the Texas A&M Writing Center: <http://writingcenter.tamu.edu/resources/>. Particularly important are the sections on research and documentation, planning and drafting, and revising and editing.

The four assignments will be spaced out during the semester, thereby allowing for ample feedback and assessment. At first, I will be solely responsible for providing feedback on drafts, but by the second assignment, I will form working groups (say, five students in each group). You will read and comment on your fellow class members’ drafts. I will continue to read your drafts and provide feedback, but you should supplement my comments with those offered by your peer group members. Each final draft will be graded on

- style, grammar, punctuation, spelling, and diction
- synthesis and analysis of the scholarship
- persuasiveness of argument
- organization
- use and citation of library and nonlibrary materials

Grading

There will be one midterm and the final, each worth 100 points. Each examination will consist of questions based on seen passages; the questions will deal with grammar, syntax, and overall comprehension. There will be no translations of seen passages, except in individual questions, since I consider this too easy. There will an unseen passage to translate as well. You may use the foldout dictionary in the back of your text during the tests; for words not listed there (since the list is not comprehensive), I will provide them. Do not bring your own dictionary!

Each of the tests will be worth 100 points. Each of the written assignments will be worth 50 points. Your grade, therefore, will be based on your performance in the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>50</td>
</tr>
<tr>
<td>#2</td>
<td>50</td>
</tr>
<tr>
<td>#3</td>
<td>50</td>
</tr>
<tr>
<td>#4</td>
<td>50</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
</tbody>
</table>

400

Daily attendance is expected and required, as well as completion of any homework assignment. I allow you two unexcused absences; thereafter, if you miss a class without an authorized excuse, you will have five (5) points deducted from your point total for each class missed. Being unprepared with
homework will count the same as if you were absent. I do not accept any excuses for missing class, unless you have an excused absence (see below for details).

For the calculation of your final grade, I will add the points you earned on your written assignments, the midterm, and the final. I will then subtract any points caused by lack of homework or absence, convert that total to a percentage (your total divided by the maximum total), and then pit that percentage against the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100–90</td>
<td>A</td>
</tr>
<tr>
<td>89–80</td>
<td>B</td>
</tr>
<tr>
<td>79–70</td>
<td>C</td>
</tr>
<tr>
<td>69–60</td>
<td>D</td>
</tr>
<tr>
<td>59–</td>
<td>F</td>
</tr>
</tbody>
</table>

Absences: Please see <http://student-rules.tamu.edu/rule7.htm> for the current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming the date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that your absence from class was necessary (see University Rule 7.1.6.1).

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

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” All students should be aware of the Aggie Honor Code and the Honor Council Rules and Procedures at <http://www.tamu.edu/aggiehonor>. You will be expected to follow this Code and will be judged according to the penalties delineated therein. Because this is a “W” course, this is especially important; there is always the temptation to cut corners and lift materials from the web and other resources; please do not do so, since I adhere strictly to the rules. Again, see the website for details.

Schedule of activities

The exact schedule of readings from the Ars amatoria will depend on the skill level of the class as a whole. We will start reading book I on Thursday and then, once we have finished book I (which offers advice to males on how to “hunt, capture, and keep” young women), we will proceed to book 3 (where the young girl is told, by a male of course, how to be seduced and how to please a man). As for the other activities in the class, the following chart applies.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments (beyond the Latin verses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course; begin reading the <em>Ars amatoria</em>; introduction to standards to writing in classics; presentation from the Writing Center</td>
<td>Read web sources on scholarly writing in classics; handouts from the APA website and from the Writing Center</td>
</tr>
<tr>
<td>2</td>
<td>Ovid (cont.); continued discussion of writing in classics, with discussion of APA and A&amp;M handouts; topics for writing assignment #1 handed out</td>
<td>Read sample notes and review-essays (to be distributed); further discussion and analysis of handouts</td>
</tr>
<tr>
<td>3</td>
<td>Ovid (cont.); work on first draft for writing assignment #1</td>
<td>preliminary draft</td>
</tr>
<tr>
<td>4</td>
<td>Ovid (cont.); professor’s feedback on first draft</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ovid (cont.); final draft; topics for writing assignment #2 handed out</td>
<td>final draft</td>
</tr>
<tr>
<td>6</td>
<td>Ovid (cont.); work on writing assignment #2</td>
<td>preliminary draft</td>
</tr>
<tr>
<td>7</td>
<td>Ovid (cont.); feedback on draft from professor and peer group; midterm</td>
<td>final draft</td>
</tr>
<tr>
<td>8</td>
<td>Ovid (cont.); final draft; topics for writing assignment #3 handed out; lecture on how to write book reviews, with discussion of models</td>
<td>final draft</td>
</tr>
<tr>
<td>9</td>
<td>Ovid (cont.); work on writing assignment #3</td>
<td>preliminary draft</td>
</tr>
<tr>
<td>10</td>
<td>Ovid (cont.); feedback on writing assignment #3 offered by professor and peer groups</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ovid (cont.); final draft; topics for writing assignment #4 handed out</td>
<td>final draft</td>
</tr>
<tr>
<td>12</td>
<td>Ovid (cont.); work on writing assignment #4</td>
<td>preliminary draft</td>
</tr>
<tr>
<td>13</td>
<td>Ovid (cont.); feedback on writing assignment #4 offered by professor and peer groups</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Ovid (cont.); final draft</td>
<td>final draft</td>
</tr>
<tr>
<td>15</td>
<td>Ovid (cont.); review for final</td>
<td>final draft</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Frank Wamakulasuriya, Dept. of Marine Engine Technology
    Vijaykumar Panchang, Head, Dept. of Marine Engineering Technology
    Donna Lang, Dean, TAMU Galveston
DATE: September 19, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: MARE 452

We recommend that MARE 452, Senior Design Project II, be certified as a writing-intensive (W) course for the next four academic years (9/07 to 9/11). 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: 50%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:12

Each report is reviewed at least twice with feedback from the instructor and peer review. Writing instruction is provided via lecture, handouts, and samples of completed work from previous semesters.
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):

W452

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: ________________________ 9/14/07
(Course Instructor / Coordinator)  

Received: ________________________ 9/17/07
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ________________________ 9/14/07
(Donald Long)  

Department Head: ________________________ 9/14/07
(W. Brautigam)
Outline: This course is a continuation of MARE 451: Senior Design Project I. Development of theoretical, computational or experimental models using the design developed in MARE 451. Formulation, construction and/or fabrication work. Refining, experimenting and testing of models considering alternatives. Analyze results and prepare and submit design documents including project report.

Objectives: To provide students a culminating design project experience involving issues of practical design as conducted in the workplace.

Outcomes: Upon completion of this course, the students will be able to initiate, conduct and successfully conclude an appropriate design task assign to him/her in the work environment.

Prerequisites: MARE 451

Text: None. Handouts will be given. The library has many on-line and up-to-date journals that you can access that will have data and ideas to assist your individual projects.

Instructor on Record: Dr. Frank Warnakulasuriya; MERC 214; x4410; warnakuf@tamug.edu
Supporting Instructors: Mr. Vincent Treglia PE; MERC 163; x4870; tregliav@tamug.edu
Dr. Sudeep Ingole; MERC 118; x4025; ingoles@tamug.edu

Course Description
This course is a continuation of MARE 451: Senior Design Project I as in that course, the intention of this course is to teach the discipline of engineering design. In addition, it will provide students a culminating design project experience involving issues of practical design as conducted in the workplace. Therefore, this course consists of two components: lecture sessions and hands-on design laboratory sessions.

Lectures: During designated weekly one-hour lecture sessions, students will learn about advanced conventional and modern design practices, advanced topics in modeling/manufacturing processes, use of CAE tools, instrumentation, and topics in experimental techniques and data analysis.

Design Labs: In the lab, the student will take their design project to modeling/construction and experimenting/testing level. The model or experimental test setup can either be full or partial depending on the complexity of the design. The intention of modeling should be to predict the design behavior and to perform the necessary tests to prove the prediction. Computer-Aided Drawings and necessary calculations should be finished before any modeling/construction is begun.
It is also necessary to get the preliminary design approved before being conducting any modeling/construction.

**Writing Intensive**: This is a Writing Intensive Course. In order to pass this course, you must pass the written portion as well as the design and mathematical requirements.

As in MARE 451, each team needs to prepare a project schedule chart, cost estimation and man-hour budget for research, design and build portions of the project. This budget/schedule/estimation should include details with required elements and will be tracked and compared to the actual man-hours, cost and timeline. Presentation time will also be budgeted and compared.

Students are highly encouraged to participate in conferences and meetings held by SNAME, IMAREST, AFE, ASME, etc. with a poster and/or submit an abstract or a manuscript about their design project to an appropriate forum.

**Documents and Deliverables**

**Report**: Each student must prepare a detailed report of the work performed. The report must contain all sections described in "Format of the Report" and a main body of at least 20 pages. Each student must present the report to an instructor and obtain feedback and final approval.

A softcopy should accompany the project report (Floppy, CD, memory key, etc.). In the soft copy, a hyperlink should be generated between contents, list of figures and list of tables with the main body of the report.

In addition, if the design is manufacturing/installation oriented, the student should furnish a properly developed set of CAD drawings with their report.

**Log book**: Students are required to maintain a logbook that reflects their progress and the degree of involvement of each member. In addition, it should contain notes from meetings, ideas that were discussed, ideas that are pursued, pictures, photographs and drawings. It should also contain the summary of each meeting, discussion, calculation session, web research, etc.

Examples of items that will be contained in each entry of the log: When; Where; Who; Topics of discussion; Ideas discussed; equation considered; Sketches made; Decisions made; Action items defined for each individual; Time and place of next meeting. The log book will be evaluated based on written documentation - content and format. It must conform to industry norms as described in class.

**Design Folder**: In addition, students should maintain a design folder throughout the semester. In this folder students should compile:

- Original hand drawn sketches that were used for calculations and as preliminary for CAD drawings,
- computer aided drawings for all systems and for all parts to be manufactured/installed,
- design calculations,
• Design decisions, whys and why-nots, discussion of the "trade-offs" and contradictions, the positive and negatives, etc.

Course Format

<table>
<thead>
<tr>
<th>Week No</th>
<th>Topics to be Covered</th>
<th>Design Laboratory work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advanced topics in Modeling/Manufacturing</td>
<td>1. Selection of modeling/fabrication processes</td>
</tr>
<tr>
<td>2</td>
<td>Advanced topics in Modeling/Manufacturing</td>
<td>1. Preparation of molding/fabrication drawings and documents.</td>
</tr>
<tr>
<td>3</td>
<td>Advanced topics in conventional and modern design practices CAE tools</td>
<td>1. Presentation of Modeling and fabrication procedures</td>
</tr>
<tr>
<td>4</td>
<td>Instrumentation</td>
<td>1. Preparation of testing/experimenting procedures</td>
</tr>
<tr>
<td>5-10</td>
<td>Topics in experimental techniques and data analysis</td>
<td>1. Continually refinement of the model 2. Conduct testing 3. Mid-semester presentation of the progress of the project after 6th week During this period, students are required to make an appointment to meet the panel of coordinating and project instructors and submit the deliverables including project report in-progress, every other week</td>
</tr>
<tr>
<td>11</td>
<td>Topics in report writing</td>
<td>1. Initial submission of design project report 2. Presentation of final design</td>
</tr>
<tr>
<td>12</td>
<td>Topics in report writing</td>
<td>1. Revision of design project report</td>
</tr>
<tr>
<td>13</td>
<td>Topics in report writing</td>
<td>1. Revision of design project report</td>
</tr>
<tr>
<td>14</td>
<td>Topics in report writing</td>
<td>1. Final submission of design project report</td>
</tr>
</tbody>
</table>

Grading

Grading will primarily be based upon the quality and timeliness of the "deliverables". They may also be take-home quizzes and exams based on the lectures.

Exams and take-home quizzes 15% (random testing schedule)
Project presentations 20% (Initial, mid-semester and final presentation)
Deliverables 15% (other than design project report)
Design project report 50% (graded at least in 5 different stages)

Total 100%
Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the 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.tamus.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. For a University excused absence, the student should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs or his or her designee has verified the student’s absence as excused. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines.

If the absence is excused per the process outlined in the University Student Rules, the student must be given the opportunity to make up work that was missed. The instructor is under no
obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information about appealing an instructor’s decision.

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: Scott Austin, Dept. of Philosophy
    Daniel Conway, Head, Dept. of Philosophy
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: September 19, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 410

We recommend that PHIL 410, Classical Philosophy, be certified as a writing-intensive (W) course for the next four academic years (9/07 to 9/11). 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: 3000+
4. Instructor to student ratio for one section: 1:25

Students receive feedback in the form of written and oral comments on drafts during instructor’s office hours. Writing instruction is provided via readings, lecture, 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):

   PHIL H10  ANCIENT PHILOSOPHY (W)

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: ___________________________  8/21/07  
(Course Instructor / Coordinator)  

Received: ___________________________  8/27/07  
(W Course Coordinator, University Writing Center)  

Approvals:

College Dean: ___________________________  8/21/07  

Department Head: ___________________________  8/21/07  

RECEIVED
AUG 27 2007
17 of 51 H
A history of Greek philosophy from the beginnings through Aristotle. Monistic natural science (Thales, Anaximenes, Anaximander), flux and *Logos* (Heraclitus), immovable Being (Parmenides), paradoxes of change and motion (Zeno), logic and cosmology (Empedocles, Anaxagoras, Democritus), sophistry and relativism (Gorgias and Protagoras). Plato: learning and recollection (*Meno*), the trial of Socrates (*Apology*), civil disobedience and revenge (*Crito*), death and immortality (*Phaedo*), what is friendship? (*Lysis*), the Good (*Republic*, Books VI and VII), the Forms (*Parmenides*), the cosmos (*Timaeus*). Aristotle: what is Being? What is Substance? (*Metaphysics*, Book VII); matter, form, causality, teleology, God and the heavens (*Metaphysics*, Book XII). There are no prerequisites for this course.

Requirements: two 7-12 page double-spaced papers, due in class according to the schedule of drafts and final versions below, and one comprehensive examination on the exam date (Monday, December 10). There are extensions for religious holidays, for illness, and for crisis. There are also rewrites, all of which must be turned in by December 10. Late papers must also be handed in by that date. The grade for the course is normally the average of the paper grades plus the final, with each paper counting for one-third, and with the final counting one-third.

Submission of a paper or exam in fulfillment of these requirements constitutes an affirmation that the work is in accordance with the Aggie Honor Code.

Books: “Some Fragments from Presocratic Philosophers” (handout)


You can consult a reliable encyclopedia, the Stanford Encyclopedia of Philosophy, online at [http://plato.stanford.edu](http://plato.stanford.edu). I’m told that [http://itunes.stanford.edu/quickstart.html](http://itunes.stanford.edu/quickstart.html) has a lecture course called the Literature of Crisis, containing an excellent introduction to the culture of the classical world. (Wikipedia is unreliable.)

This is a Writing-Intensive (W) section of PHIL 410, and 2/3 of the semester grade is based on two 7-page, double-spaced, original papers, all graded by the faculty instructor. 1/3 of the semester grade is based on a final examination. (Questions for the exam will be chosen from a list handed out and discussed on the last day of class.) There are two in-class Writing Instruction sessions, with demonstrations of a model paper and discussions of possible paper topics. Your drafts for each paper will then be handed in.
two weeks before the final version of the paper is due. The drafts will be handed back, with the instructor's written comments, at least one week before the final due date. There will also be an opportunity for each of you to receive oral comments. Here is the schedule for instruction sessions, drafts, papers and the exam:

First instruction session: Monday, September 17
First draft due: Monday, September 24
Drafts handed back: Monday, October 1
First paper due: Monday, October 8
Midterm grades: Monday, October 15
Second instruction session: Monday, November 5
Second draft due: Monday, November 12
Drafts handed back: Monday, November 19
Second paper due: Monday, November 26
Last day of class: Monday, December 3
Exam: Monday, December 10, 8-10 AM

Course Objectives
1. To demonstrate awareness of the scope and variety of works in ancient philosophy (EEO 1).
2. To understand the values of ancient Greek philosophers as expressions of their civilization (EEO 2).
3. To respond critically to works in Ancient Greek philosophy (EEO 3).

Americans With Disabilities Act (ADA) Policy Statement
The following ADA policy statement (part of the policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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

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 of the processes of the Honor System.
For additional information please visit www.tamu.edu/aggiehonor/

PLEDGE: On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Susan Fiechtner, Dept. of Accounting
    Jim Benjamin, Head, Dept. of Accounting
    Martha Loudder, AOC Dean, Mays College of Business

DATE: September 19, 2007

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ACCT 320

We recommend that ACCT 320, Improving Critical Communication Skills, be recertified as a writing-intensive (W) course for the next four academic years (9/07 to 9/11). 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3000+
4. Instructor to student ratio for one section: 1:30

All written assignments are peer reviewed by team members. Students receive both written and oral feedback on the first two Hypothetical Presentation Critiques and on the Correspondence Packet. Rewritten papers (required for students making below 90%) allow students to increase their grades by 5%-8%. Students needing additional support are referred to the University Writing Center. Writing instruction is provided via instructor comments and models of student work. Students receive rubrics for each assignment which are discussed in class.

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):
Acct. 320 Improving Critical Communication Skills

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 B. Fischman 9.17.07
(Course Instructor / Coordinator)

Received: Valerie Balester 9-18-07
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: 9/18/07

Department Head: 9/18/07
ACCT 320
Improving Critical Communication Skills
Fall, 2007

Professor: Dr. Susan B. Fiechtner
Office: 460 T Mays Business School

TAMU Voice Mail: 845.9974
Home Voice Mail: 696.7324 (Before 9:00 p.m.)

TAMU E-mail: sfiechtner@mays.tamu.edu
Home E-mail: susan@speakingofsusan.com (send to both locations)

Texts and Materials:

Colored pencils or pens for peer reviews

Course Objectives:
To facilitate critical communication skills that you will use in the accounting profession.

To cultivate skills in writing and constructing visual aids in presentations.

To emphasize the importance of working on a team.

To provide grounding in the theories of English grammar, and the rhetoric of sentence and paragraph development.

To practice critiquing your own writing and critiquing the writing of your peers.

To encourage you to develop a strong background in professional writing so that you will be able to write clearly, concisely, effectively, and confidently.

To give you confidence in your ability to orally present technical information in the style required by the business and the accounting profession in general.
Course Policies:

Read the assigned material before coming to class. You are expected to contribute value to each class session. (You will be given additional handouts throughout the semester to use in our classroom discussions.) For each of the presentations and writing assignments, you will be responsible for the information on all of the handout material.

In addition, all assignments must be clear, concise, and grammatically correct to receive the maximum number of points. Ask questions if you do not understand an assignment! Take advantage of being on a team and get your team members to proof your papers and listen to you practice! Do not wait until the night before to practice or complete an assignment.

Attendance is required. The instructor reserves the right to deduct points from your class participation grade if you are absent or tardy. An unexcused absence on the due date of a paper or a presentation will result in a grade of 0. For an absence to be excused, you must notify the instructor in writing prior to the date of the absence. If the absence is excused, the student will be allowed to make-up the work within 10 days. (See below for a list of university-excused absences.)

Any questions regarding the grading of a presentation, paper, or quiz must be discussed with the instructor within one week of the time the critique is returned. I will not “argue” about grades at the end of the semester.

Take advantage of the University Writing Center located on the second floor of Evans Library. Professional consultants are there to provide you with one-on-one assistance in writing papers. (See attached hand-out.) In addition, the Mays Business School and the West Campus Library will house "satellite" writing labs for your convenience this fall. Specific hours and locations will be announced during the second week of class.

Challenge yourself beyond your present capabilities.

ADA Statement:

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Academic Integrity Statement:

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Plagiarism:

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. 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. There is no excuse for plagiarism. Serious students understand the importance of maintaining academic integrity.

Mays Food and Beverage Policy:

We have beautiful, state-of-the-art classrooms in the Wehner Building. Our established policy is no beverages, food, or tobacco products within the Wehner Building classrooms. (Clear containers of water are acceptable in my class.)

University Excused Absences Include the Following:

Participation in an activity that is required for a class and appears on the university authorized activity list.
Death or major illness in a student’s immediate family.
Illness of a dependent family member.
Participation in legal proceedings or administrative procedures that require a student’s presence.
Religious holy day.
*Illness that is too severe or contagious for the student to attend class.*
Required participation in military duties.

Point Distribution:

- **Presentation Skills** (45% of final grade)

  1st Presentation: Speech of Introduction and Ethical Concerns (Emphasis on delivery) 50 pts.
  2nd Presentation: Accounting Issues in the News 200 pts.
  3rd Presentation: Team Analysis of an Organization/SWOT 200 pts.
• **Writing Skills**  (50% of final grade)

Standard English Grammar Quiz  
(Highest of three grades taken)  
50 pts.

Hypothetical Presentation Critiques (3@ 50 pts.)  
(2-3 pages per critique; Double spaced; Peer reviewed)  
150 pts.

2ⁿᵈ Presentation Critique Packet  (2-3 pages)  
(Peer reviewed)  
50 pts.

3ʳᵈ Presentation (Team) Critique Packet  (2-3 pages per speaker)  
(Collaborative writing; each unit consisting of 2-3 pages)  
50 pts.

Correspondence Packet  
150 pts.

Free Writing Journal  
(Graded at intervals throughout the semester)  
50 pts.

• **Participation and Team Building Skills**  (5% of final grade)

Team Member Evaluations  
(Attendance and contributions at outside meetings)  
50 pts.

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Total Points:  
1,000 pts.

**Tentative Course Schedule:**

**Aug. 27ᵗʰ**  
Course introduction and instructor expectations  
Explanation of syllabus  
Explanation of 1ˢᵗ Presentation: "Speech of Introduction and Ethical Concerns"  
Brief review of grammar, punctuation, and capitalization rules

**Aug. 29ᵗʰ**  
**FW** (Free Writing Assignment)  
Grammar Test  (You will be given the opportunity to take this test three times. If you decide to re-take it, you must schedule a time during my office hours.)  
Lecture: “Accountants as Communicators: The Writing Process” (Chp. 1)  
  • Audience Analysis (What do they really need to know?)  
  • Paragraph Construction and Development

**Sept. ³ʳᵈ**  
Oral Presentation I  (Emphasis on Delivery)

**Sept. ⁵ᵗʰ**  
**FW**  
Oral Presentation I (cont.)

**Sept. ¹⁰ᵗʰ**  
Lecture: "The Writing Process: The Flow of Thought; A Sense of Style"  
Chps. 3, 4  
  • Conciseness  
  • Clarity  
  • Professional Appearance
Sept. 12th
FW
Return feedback on first speaking assignment
Lecture: "Preparing the Presentation: Content Concerns" Chap. 15
- Analyzing Purpose and Audience
- Preparing the Introduction and the Conclusion
- Understanding Organizational Patterns

Sept. 17th
FW
Explanation and video example of second presentation: "Accounting Business in the News"
Lecture: "Preparing the Presentation: Delivery Concerns"
- Gestures
- Rate, Volume, and Tone
- Stance
- Annoying Habits
- Managing Stage Fright
- Practicing the Presentation

Sept. 19th
FW
Lecture: "Preparing the Presentation: Construction and Use of Visuals"
- Tables, Graphs, Illustrations
- Rules of PowerPoint
- Understanding how to use the classroom equipment

Sept. 24th
FW
Lecture: "Critical Analysis of Presentations: Writing a Rational and a Justification for Content and Visuals"
In-class practice
Explanation and assignment of three critiques of hypothetical presentations:
(2-3 pages in length)
(Sample assignment attached)

Sept. 26th
FW
Due: 1st Speech Analysis (must be peer-reviewed)
Revised copy due: (Feedback on the document writer...)

Oct. 1st
Return feedback on 1st Analysis (Revised copy due next Mon.)
Lecture: "Business Documents: Letters, E-mails, Memos" Chps. 9, 10
- Principles of letter and memo writing
- Typical accounting letters ("the good, the bad, and the ugly!")

Oct. 3rd
No official class. Work with your teams on your second presentation, and your second speech analysis paper.

Oct. 8th Due: 2nd Speech Analysis due (must also be peer-reviewed)
(Feedback on document writer)
Oral Presentation II (Business in the News) (speech packet due the day you speak)

Oct. 10th
Oral Presentation II (cont.)

Oct. 15th
Oral Presentation II (cont.)
(2nd Speech Analysis returned with feedback; Revised copy due next Mon.)

Oct. 17th
Oral Presentation II (cont.)
Oct. 22nd  
FW  
Lecture: “Writing for Employment”  
- Resumes  
- Cover Letters  
- Letters of Acceptance and Rejection

Oct. 24th  
FW  
Due: 3rd Presentation Analysis (Peer review required/ no opportunity to re-write)  
In-class interview simulations (Possible outside moderator)

Oct. 29th  
Assignment and Explanation of Correspondence Packets  
(Usually consists of four letters and three memos...)  
Due: Monday, Nov. 12th  
Final/Revised Correspondence Packet Due: Dec. 3rd

Oct. 31st  
Explanation of 3rd Oral (Team) Presentation and Collaborative Paper  
View sample video-tapes of past team presentations

Nov. 5th  
Work with teams on Correspondence Packets and Team Presentations  
(No official class)

Nov. 7th  
Lecture: “Referencing Accounting Standards and Outside Regulations”

Nov. 12th  
(Oral) Team Presentations (Collaborative Writing Assignments due the day you present)  
Correspondence Packets Due!

Nov. 14th  
(Oral) Team Presentations  
(There will also be Friday afternoon session of presentations)

Nov. 19th  
(Oral) Team Presentations

Nov. 21st  
University Holiday…Drive safely and have a great holiday!

Nov. 26th  
Team member evaluations  
Correspondence packets returned  
Lecture: “Essential Leadership Skills”  
- Time and Stress Management  
- Conflict Resolution Strategies  
- Working with Difficult People

Nov. 28th  
Course Wrap-up: Return all grade sheets; Course/Instructor Evaluation

Dec. 3rd  
Final Correspondence Papers Due

Dec. 5th  
TBA
Sample Assignments: (Hypothetical Presentation Critiques)

For each of the following scenarios, present a detailed outline of a hypothetical presentation, several possible PowerPoint visuals, and a written justification for both the content and visuals. (For an additional five bonus points, you may include a brief description of the delivery style that would be the most appropriate for the chosen audience.)

Your outline should cover a presentation on itemized deductions that may be taken by an individual for tax purposes. Assume the audience is a group of young people just beginning their careers. Your presentation should be about 15 minutes long.

Your outline should cover a presentation on the recent “Statement of Financial Accounting Standards” issued by FASB. Remember to adapt your information to a specific audience, one of your choosing. Your presentation should be about 15 minutes long.

Your outline should be for a presentation from Robert S. Kaplan and David P. Norton’s Harvard Business Review article entitled “Using the Balanced Scorecard as a Strategic Management System.” (January-February, 2005, 75-90) You are free to choose your audience, but remember to adapt your presentation accordingly. Your presentation should be about 20 minutes long.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Lanny Martindale, Dept. of Finance
     David Blackwell, Head, Dept. of Finance
     Martha Louder, AOC Dean, Mays College of Business
DATE: September 19, 2007
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: FINC 460

We recommend that FINC 460, Money and Capital Markets, be recertified as a writing-intensive (W) course for the next four academic years (9/07 to 9/11). 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: 50%
2. Course content appropriate to the major
3. Total number of words: 3000+
4. Instructor to student ratio for one section: 1:25

The instructor provides feedback on drafts by student request. The instructor uses models, handouts, and discussion to provide writing instruction.

No significant changes have been made since original certification was granted that would affect recertification.
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):

FINC460 - Money & Capital Markets

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] 05/15/07 (Date)
(Course Instructor / Coordinator)

Received: [Signature] 05/24/07 (Date)
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: [Signature] 5/21/07 (Date)

Department Head: [Signature] 5/15/07 (Date)
Your first assignment in FINC460 is to read this syllabus. This syllabus and any reading assigned in it are testable material. By staying on past the “free drop” deadline, you accept this syllabus and renounce any form or extent of whining, politicking, system-gaming, or other sub-professional tactic. The provisions hereof incorporate by reference all applicable University rules, which ultimately control the interpretation of this syllabus. Should an amendment to this syllabus prove necessary or advisable, you will receive reasonable notice.

The Americans with Disabilities Act (ADA) is a federal law providing comprehensive civil rights protection for persons with disabilities. Among other things, the ADA guarantees all students with disabilities a learning environment that reasonably accommodates their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Services for Students with Disabilities: Cain Hall B118; 845-1637.

FINANCE 460: MONEY & CAPITAL MARKETS
Fall 2006—109 Wehner
Sec.901 MWF 9:10AM-10:00AM Sec.902 MWF 10:20AM-11:10AM Sec.903 MWF 11:30AM-12:20PM
L. R. Martindale ‘85, MBA, JD 357 Wehner/845-4859
Office Hours: Tuesdays 11AM - 3PM; Wednesdays 1PM -3PM LMartindale@math.tamu.edu

Aggie Honor Code
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Course Summary
The subject matter comprises 3 main areas:

1) Foundations and rationale of the financial system
2) Money, the Federal Reserve, and interest rates
3) Structure of financial markets and institutions

FINC460 challenges you to engage yourself professionally in this subject and its implications for the challenges awaiting you in the financial workplace. Lecture and reading are complementary but independent components, neither of which may be prudently neglected. Any reading assigned in this syllabus may be tested, whether or not explicitly referenced in lecture or otherwise mentioned by your instructor. FINC460 is also the “writing-intensive” course in Finance, as detailed below.

Prerequisites
FINC460 with a “C” or better
Prerequisites to FINC460: ACCT229, ECON202, ECON203

Text
Financial Institutions, Markets, & Money, 9th edition
Kidwell-Blackwell-Peterson-Whidbee

Other Required Materials
The Federal Reserve System: Purposes and Functions
Available free of charge—order a copy from the Board of Governors, or download the PDF file: http://www.federalreserve.gov/pfs/pf.htm

A Pocket Style Manual, 4th or later edition, Diana Hacker
This book is required reading. You are expected to demonstrate its influence on any writing you submit after the diagnostic exercise (see below). Its contents are fair game on any exam.

Daily access to The Wall Street Journal and
Frequent attention to a business news outlet
(e.g. Bloomberg, CNBC, CNNfn, or Fox)

A “financial” calculator (or other device with comparable capabilities)
Grading System

- **A** - at least 88.0000% of the top final point total
- **B** - at least 77.0000% of the top final point total
- **C** - at least 60.0000% of the top final point total
- **D** - at least 51.0000% of the top final point total
- **F** - less than 51.0000% of the top final point total

Raw point totals will be averaged. Every student exceeding the average will have 20% of the excess added again. Example: At semester end the average raw point total is 500. John Galt has the high point total of 650; Dagney Taggart has 600; James Taggart has 450. Galt’s final point total becomes 680; Dagney’s becomes 620; Taggart’s remains at 450. Galt’s letter grade is A (100% of the top point total); Dagney’s is A (about 91% of the top point total); James’ is C (about 66% of the top point total).

**Graded Work**

3 Writing Assignments. During the semester, you will have 3 writing assignments according to the list and instructions below, worth 100 points each. The first writing assignment is diagnostic, worth 100 points to anyone who turns it in on time. The other writing assignments will earn or lose points according to the following rubric:

- Compliance with Instructions: 20%
- Grammar, Spelling, Usage & Vocabulary: 25%
- Neatness, legibility, format: 25%
- Substance, Originality & Professional Judgment: 30%

After the diagnostic, you may interpret grades on your writing assignments as follows:

- 100 Exceeds highest expectations
- 90 Exceeds expectations
- 80 Meets expectations
- 70 Let’s discuss expectations

**3 Major Exams** (open-book; open note):

**Wednesday, September 6:** Diagnostic/Qualifying Exam. 10 objective, short-answer, short-essay or workout questions worth 10 points each, testing retention and integration of prerequisite material—basic economics, basic accounting principles, and basic financial principles—as well as professional awareness of events, facts, figures, or personalities of which a serious student of finance would keep track. The Hacker book and this syllabus are also fair game. The Fed book, however, will not be tested.

**Wednesday, October 11.** 10 objective, short-answer, short-essay or workout questions worth 10 points each, testing retention and integration of lecture and reading since the start of the semester, as well as professional awareness of events, facts, figures, or personalities of which a serious student of finance would keep track. The Hacker book and this syllabus are also fair game. The Fed book will also be tested.

**Wednesday, November 8.** 10 objective, short-answer, short-essay or workout questions worth 10 points each, testing retention and integration of lecture and reading since the last exam, as well as professional awareness of events, facts, figures, or personalities of which a serious student of finance would keep track. The Hacker book and this syllabus are also fair game. The Fed book will not be tested.

**Comprehensive Final Exam** (as officially scheduled; closed-book). 10 objective, short-answer, short-essay or workout questions worth 10 points each, testing retention and integration of lecture and reading since the start of the semester, as well as professional awareness of events, facts, figures, or personalities of which a serious student of finance would keep track. The Hacker book, this syllabus, and the Fed book are also fair game.

Additional point-scoring opportunities are possible. An ordinary quiz may prove necessary if the instructor is away. Quizzes or other point-scoring opportunities of unusual ease (or difficulty) may prove advisable as positive (or negative) reinforcement promoting a professional atmosphere. Quizzes would be straightforward exercises in memory. Note, however, that the exams test your “retention and integration” of material, not just your memorization of it. Exam questions will be exercises in analysis and “big picture” thinking. The best way to prepare for the exams in to outline the material, then reflect on it systematically.
FINC460 has been designated a “writing-intensive” course in Finance. The writing component comprises 3 writing assignments as set forth below and such essay questions as may appear on exams or quizzes. Answer essay questions on exams or quizzes legibly. Render your 3 writing assignments as follows:

Double spaced; 1-inch margins; 14-point Times New Roman font.
Black print on white 8.5-inch-by-11-inch paper; “portrait” orientation.
Single-sided (no “duplexing”); Securely stapled in upper left corner.

Writing Assignments. Individually complete the “Diagnostic Assignment” and turn it in when you take your Diagnostic and Qualifying Exam on Wednesday, September 6. Complete one of the Individual Assignments and turn it in with your second major exam on Wednesday, October 11. Participate in the completion of one of the “Team Assignments” and turn it in not later than Wednesday, November 22.

---Diagnostic Assignment---

Narrative of Degree Plan
Length: Not to exceed 5 pages, double-spaced.
Audience: College-bound high school seniors in the top 10% of their classes.
Concisely, fluidly and readably explain the degree plan and requirements for your major in narrative form (don’t fall back on tables or other graphics).

---Individual Assignments---

Short Financial Biography
Length: Not to exceed 7 pages, double-spaced.
Two copies: One with your name on it; one anonymously.
Audience: College students interested in financial history.
Problem: Summarize the life and work of one of the following figures in terms of his or her contributions to the financial system we have today. Support your work with documented research. Use any system of citation that is clear, consistent, and thorough.

- Nelson Aldrich
- Nicholas Biddle
- Warren Buffet
- Eugene Fama
- Irving Fisher
- Milton Friedman
- Carter Glass
- Henry B. Gonzales
- Benjamin Graham
- Phil Gramm
- Alan Greenspan
- Alexander Hamilton
- John Maynard Keynes
- Burton Malkiel
- Merton Miller
- Franco Modigliani
- Ayn Rand
- Nancy Teeters

---Team Assignments---

Teams of at least 5, not to exceed 7

Case Study of Financial Scandal.
Length: Not to exceed 15 pages, double-spaced. Two copies: One with your names on it; one anonymously.
Audience: College students interested in financial history.
Problem: Explain a financial scandal from the recent or distant past—Explain what happened and why, and relate the experience meaningfully to an ethical issue in today’s financial environment. More than one paper may be about the same scandal, provided each paper is the exclusive and original work of its authors. Support your work with documented research. Use any system of citation that is clear, consistent, and thorough.

Short Research Paper: Refutation of Financial Theory
Length: Not to exceed 15 pages, double-spaced. Two copies: One with your name on it; one anonymously.
Audience: Eccentric FINC460 professor who likes it “big picture” and “outside the box”.
Problem: Refute an “established financial theory” (e.g. EMH, M&M, CAPM, Black-Scholes, etc.). Support your work with documented research and careful analysis. Use any system of citation that is clear, consistent, and thorough. Yes, you may have to learn an established theory, if you don’t already know one.
Outline

The Financing Relationship: Parties & Purposes
Read the Syllabus; Read the catalog course descriptions of FINC421, 434, & 460;
Read Chapter 1 of the Text

The Financial System: Overview & Elements

Financial Intermediation: Rationale & Forms

Money: Origins, Functions, Characteristics
Read Chapters 2 & 3 of the Text; Read the Federal Reserve book

The Federal Reserve
Interest Rates and Debt Markets; Read Chapters 4, 5, 6, 7, 8, 9 & 12 of the Text

Equity Instruments & Markets; Read Chapters 10 & 11 of the Text

Depository Institutions; Read Chapters 13 through 17 of the Text
Contractual Institutions; Read Chapter 18 of the Text
Investment Institutions; Read Chapters 19 & 20 of the Text

Research
In supporting written work with research, make good but not exclusive use of the web. Your sources should always include a reasonable proportion of actual books and periodicals pulled off actual shelves. Any nut can have a website—and many do. Ascertain the legitimacy of a source before relying on it. Remember that the same web that makes plagiarism so easy makes it easy to detect.

Group Work
On the team writing assignment, you must work in groups of at least 5 but not more than 7. A group must turn in a single original work product, prominently listing the names of each group member on the front in alphabetical order, plus one copy that does not have any names on it. The group's score is each member's score—"free-riding" is your problem, not the instructor's. Given the grading system, your philosophical choice is to either enforce merit-based member selection and accountability, or tolerate free riding for social or political purposes. You will confront this choice in one form or another throughout your working life.

Websites of Recurring Importance


You will not typically receive explicit direction to a particular publication or website. You have a professional responsibility to familiarize yourself with events, issues, and people—current and historical—important in the field and thereby enrich your FINC460 learning experience, irrespective of what ultimately is or is not on an exam.
Principles, Precepts, Policies, & Other
Aids to Navigation

Your instructor is considerably lower-key and less formal than the officious tone of this document implies. Avail yourself of his enjoyment of student contact in and out of the classroom. Save yourself the trouble, however, of trying to argue or negotiate with him about grading or course administration. Above all, no whining.

This is not a memorize-and-regurgitate, review-the-chapters-in-the-lecture, game-the-system-and-make-the-grade course. You are presumed to have a professional commitment to your field of study. Several structural features of this course test that commitment. Beginning with your responsibility for following this syllabus and continuing throughout the semester’s work, you must apply guidelines, find information, organize resources, compete for scarce rewards, and cope with uncertainty. You must read most of the textbook on your own, but you cannot count on in-class review of readings or definite exam coverage of readings. The reading component is deliberately designed so that you cannot earn a high grade by waiting until the end of the course to tackle it. You must organize and synthesize readings from week to week, in an independent pursuit of intellectual enrichment. If you object to this, you have until Friday of the first week of class to drop the course. These challenges hint, however imperfectly, at those awaiting you after college. Here, buried near the end of a long paragraph near the end of a long document, is a reward for taking the assignment to read the syllabus seriously: If you turn in your diagnostic writing assignment to your instructor in his office by noon on Tuesday, September 5, it will be worth 120 points instead of 100. Before sharing this information, carefully consider the grading system. Here is a pointless sentence to make the previous ones more difficult to spot.

Except in a genuine emergency or tragedy, excused absences must be arranged ahead of time. Makeup options may be discussed after you satisfactorily document a legitimate excuse.

Your own notes are your intellectual property. Handouts or images shared with you are not; you may not lawfully make commercial use of them without permission of the author. No one may make any kind of voice or image recording during class, unless the University or the instructor gives permission. No one may attend class who is not on the roll, unless the University or the instructor gives permission.

In the classroom, do not eat, drink, smoke, dip, chew, or otherwise risk an unnecessary addition to the workload of the building staff or the inconvenience of other users of the classroom. Your instructor’s superiors hold him responsible for this. If he receives an official complaint, he will regretfully but aggressively exercise his manifold and dreadful powers of retribution.

If you wish to pay attention to something other than FINC460, do so quietly and unobtrusively. If arriving punctually is a challenge, try to find a less obtrusive seat. If staying awake is a challenge, try not to snore.

Degree candidates and members of the U.S. Armed Forces may expect the maximum accommodation possible under University rules in the event of scheduling challenges.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Sarah Bednarz, Dept. of Geography
Douglas Sherman, Head, Dept. of Geography
Vatche Tchakerian, AOC Dean, College of Geosciences

DATE: September 19, 2007

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOG 404

We recommend that GEOG 404, Spatial Thinking, Perception & Behavior, be recertified as a writing-intensive (W) course for the next four academic years (9/07 to 9/11). 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: 70%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Peer evaluations are used, and students develop criteria for evaluation rubrics in a guided discovery process. In one exercise, students use reading notes to develop an essay question along with an ideal one page answer, and review a peer's answer to his or her question. Instructor feedback on all assignments is provided, with a chance for revision at each step of the research process: the research question, literature review, methodology, analysis of results, and conclusions. A portion of each class will be devoted to writing/research issues.

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):

   Geog 404, Spatial Thinking, Perception & Behavior

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)  5/23/07  

Received:  
(W Course Coordinator, University Writing Center)  

Approvals:

College Dean:  6/15/07  

Department Head:  2/25/07
SPATIAL THINKING, PERCEPTION & BEHAVIOR
Geography 404

Dr. Sarah W. Bednarz

Office: 804 O&M
Phone: 845-1579
E-mail: s-bednarz@tamu.edu
Office Hrs.:
http://geog.tamu.edu/~sbednarz/

This course focuses on spatial thinking, spatial perception, and the ways thinking and perception influence spatial behavior. Spatial thinking is defined as a "constructive amalgam of concepts of space, tools of representation, and processes of reasoning that uses space to structure problems, find answers, and express solutions" (NRC forthcoming). Spatial thinking is a required skill for learning and doing geography and other sciences as well as mathematics. It also serves as the foundation of geospatial technologies such as geographical information systems (GIS), global positioning systems (GPS), and remote sensing (RS).

Despite its importance, spatial thinking is not an explicit part of geography, science, or mathematics curricula in universities. It is not taught in a systematic fashion; its acquisition is assumed as an unintended outcome of coursework and life experiences. Spatial thinking is an emerging area of research and interest among geographic information scientists, geographers, cognitive scientists, and psychologists.

Spatial Thinking, Perception, and Behavior proposes to present students opportunities to explore four questions related to spatial thinking:
• What is spatial thinking?
• Why is spatial thinking important?
• How is spatial thinking acquired and developed?
• What are the relationships among spatial thinking, perception, experience, individual human differences, and behavior?

The course is designed for advanced level students interested in spatial analysis, problem solving, and communicating ways to use this powerful habit of mind in the practice of geography and related disciplines. A particular focus will be on the ways spatial thinking may be supported by geospatial technologies. In order for students to become aware of their own spatial thinking there will be a rich array of opportunities for student research, metacognition (thinking about their thinking), and expression through both written and graphic means. This is a writing intensive course and will be proposed as a Writing Course for Geography majors.

Course Materials

A series of six to eight readings will be selected from these seminal works and posted on Electronic Course Reserve:

Course Rationale
This course focuses on four questions:
• What is spatial thinking?
• Why is spatial thinking important?
• How is spatial thinking acquired and developed?
• What are the relationships among spatial thinking, perception, experience, individual human differences, and behavior?

In general terms, the goal of this course is to develop your understanding of and fluency in spatial thinking, perception, and behavior and to develop your skills in research and thinking about geography and spatial thinking through writing.

**Course Requirements**

1. Complete reading assignments, thinking/writing tasks, essay assessment, and the research project, as assigned.
2. Attend class, participate in and contribute to the discussion on a regular basis.

**Grades**

Your grades will be posted on the class web site using a self-identified PIN. Final grades will be derived in this manner:

- Daily Activities/Classroom Participation/Field Work 30%
- Activities (short written assignments and essay assessment) 30%
- Research Project and Written Analysis 40%

Each of these activities is explained in greater detail on the STPB web site. Excellent work, described as demonstrating a thorough understanding of the generalizations, concepts, facts, and skills related to the course, with an average of 90 or better, will earn an A. A B (80-89) will be earned by the students who display a complete and accurate understanding of the generalizations, concepts, facts, and skills related to the course. A grade of C (70-79) will be earned by students who display an average but incomplete understanding of the generalizations, concepts, facts, and skills related to the course. Students who demonstrate severe misconceptions about the generalizations, concepts, facts, and skills related to the course will earn D’s (60-69) or worse.

**Expectations and Procedures**

1. You will need to keep pace with the schedule and satisfactorily complete all work for the course. This is Standards-based education. If your work is not up to my standard, it may be revised for a higher grade according to these guidelines:
   - make-up is completed within a specified period of time (agreed upon by you and me)
   - the revision is discussed during a personal appointment

Writing and thinking are linked. Writing is a process. The clarity of your ideas is reflected in your written work. Revision is an important part of the writing process. Writing is also a social process. You write for an audience and need to consider readers’ reactions to what you write (Hay 1996). Part of this course will be shared feedback, peer-evaluation and proof-reading of your writing. We will develop and use rubrics to guide this work.

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

We will follow the Chicago Style Manual in this class. The UWC web site has links to facilitate your use of this style of citation: http://uwc.tamu.edu/faculty/weblography/ResearchProcess.html#. We will involve a period of time focused on writing/research.

2. You must attend ALL classes. This is an inquiry class. The nature of your questions and participation are important and will influence your grade. For each absence, please submit a written explanation (excused or unexcused) on your return to class. I will lower your grade if you have more than two unexcused absences. See the Student Handbook (http://student-rules.tamu.edu) for definitions of excused absences.
3. All materials submitted should be typed and/or professionally executed in the case of maps, graphs, charts etc. Web-based submissions should be clear, crisp, and easily accessible.

**Scholastic Integrity**

Be sure all work is original or carefully cited. Please see the University Regulations regarding scholastic integrity at http://www.tamu.edu/aggiehonor. I encourage you to work with a study group to complete activities and to learn the material. You will peer-review your classmates’ work. Note, however, that providing answers for any assigned work or copying someone else’s work, either with or without their permission, is considered unethical and a violation of the 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/

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.” Please remember to do that on all work submitted for this class.

**Explanation of Assignments**

1. **Readings**
   One of the most important daily activities you must complete is the assigned reading. This reading encompasses research about spatial thinking.

   Following the assignment schedule, read each article and keep a notebook **Notes on Readings** that you will hand in to me as a grade following peer evaluation and revision. You will use these notes to prepare for the essay assessment at the end of the semester. Your notes should include:
   - a brief summary of the main points of the article. What geographic concepts and generalizations are featured? What information is relevant to spatial thinking? What conclusions can be reached? List any important concepts developed in the article. What is the quality of the argument and evidence used to develop the argument?
   - Your personal reflection on the article. How does it relate to the concepts discussed in class? How does it “fit” into your developing definition of spatial thinking? How could you turn this information into something “teachable and learnable?”

   You will be able to use **Notes on Readings** during the essay assessment.

2. **Research Project**
   You will select a topic related to spatial thinking, perception, or behavior to research. Such research may involve analysis of spatial thinking tasks, wayfinding/navigation tasks, cognitive mapping activities, or reproductions of classic experiments from the fields of behavioral and environmental perception geography. The research question, literature review, methodology, analysis of results, and conclusions will be due at different points throughout the semester. A process of peer evaluation and re-writing will be instituted.

3. **Essay Assessment**
   Prior to the class assessment, each student will write an essay question, then an ideal answer (one page) to the question. In class, students will be randomly assigned an essay question and write an answer. When completed, the essays are returned to and critiqued by the “teacher” student. The essay question should focus on and relate to a synthesis of all the course readings and discussions.
4. Daily Activities/Classroom Participation/Field Work
Throughout the semester there will be miscellaneous additional projects and assignments that will be introduced in class.

Course Schedule

Content Focus

Weeks 1-3 What is spatial thinking?

Week 1: spatial thinking in everyday life
• examples from science
Week 2: examples from geography
Week 3: role of geographic information science in spatial thinking
• links between GIS and spatial thinking
• planning GIS to enhance spatial thinking

Weeks 4-5 Why is spatial thinking important?

Week 4: the case for spatial thinking
• spatial thinking and the work of scientists, engineers, geographers
• experts vs. novices
• problem solving
Week 5: spatial thinking and geospatial technologies

Weeks 6-9 How is spatial thinking developed?

Week 6: Spatial thinking, learning, and skill development
• characteristics of spatial literacy
Week 7: types of spatial abilities
Week 8: models of spatial thinking acquisition
• Piaget/Nativists/Vygotsky/ Interactionist
Week 9: spatial thinking and maps

Weeks 10-14 Spatial thinking, perception, experience, and individual differences

Week 10: cognitive processing of spatial imagery
Week 11: gender and spatial thinking
• age and spatial thinking
Weeks 12-13: spatial thinking and the transfer of problem solving skills
• spatial thinking and navigation, wayfinding, and spatial behavior
Week 14: Summary

Research/Writing Focus

Choosing a Topic, Reviewing the Literature, Writing Hints

Developing & Using Rubrics

Research Question due.

Collecting Primary Data, Questionnaires, Designing Experiments, Interview Techniques, Observation

Literature Review & Preliminary Methodology due.

Analysis of Data, Quantitative & Qualitative

Writing Research Results and Conclusions

Draft Analysis of Results & Conclusions due.

Final Research Report due.
Texas A&M University does not discriminate on the basis of an individual’s disability and complies with section 504 of the Rehabilitation Act of 1973 and the ADA in its admissions, accessibility, treatment, and employment of students in its programs and activities. The Office of Support Services for Students with Disabilities (845-1637) coordinates programs to provide academic adjustments and aids to students with disabling conditions. The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Gerard Kyle, Dept. of Recreation, Park, and Tourism Sciences
     David Scott, Head, Dept. of Recreation, Park, and Tourism Sciences
     Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: September 19, 2007
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RPTS 304

We recommend that RPTS 304, Administration of Recreation Resource Agencies, be recertified as a writing-intensive (W) course for the next four academic years (9/07 to 9/11). 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: 30%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:23

Students check their work against the Turnitin.com data base and have the opportunity to revise before turning in the final product. Students can see an evaluation rubric before they write. They are instructed in APA documentation and other writing issues during some portions of Group Project Days. At least one GAT, possibly two, will assist with grading. They are trained with the rubric for each assignment.

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):

   RPT1304: Administration of Information Resource Agencies

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)  7/14/2007

Received:  Valerie Balester
(W Course Coordinator, University Writing Center)  7/17/07

Approvals:

College Dean:  7-19-07

Department Head:  7/16/07

RECEIVED
JUL 24 200745 OF 51 H
Course Syllabus for RPTS 304
Administration of Recreation Resource Agencies
T, TH from 3:55 – 5:10

Instructor: Dr. Gerard Kyle
Classroom: NAGLE 104
Office: 307 Francis Hall
Office Hours: T, TH 1:00 – 3:30 (or by appointment)
Email: gerard@tamu.edu

Course Description:
Contemporary issues and related administrative practices associated with the provision of tourism and recreation services and settings; addresses principles associated with recreation resource agency administration; personnel and customer-related administrative issues in recreation resource agencies; concepts and principles relevant to commercial, public, and non-profit recreation resource agencies.

Required Text:

Learning Outcomes:
Upon successful completion of this course, students will be able to:
• Understand basic concepts and applications of management theory, management styles, organizational structure, and management techniques;
• Understand organization politics related to the administration of park, recreation and tourism services including the legal foundations and responsibilities of leisure service agencies;
• Understand personnel management, including recruitment, basic supervision, motivation, communication, and evaluation;
• Understand traditional and alternative funding sources and budgeting techniques for public, private, and non-profit recreation organization; and
• Understand liability and risk management strategies related to recreation management
• Improve writing skill and effectiveness

My goal is to assist the learning process in the classroom:
• Making students feel welcome and invited in the classroom;
• Using ‘positive coaching’ to promote success in the classroom;
• Getting to know the students and being empathetic to their needs;
• Using a sense of humor in the classroom;
• Provide real-world examples of the material covered.

Note: If, at any time throughout the semester, you feel that I am falling short of my promised goals, please do not hesitate to let me know.
Framework for the Class:
In order to better facilitate the learning process (transferring the learning in the classroom to real world applications), the majority of the class will be taught utilizing a fictional leisure service provider called Outback Enterprises. You will be relegated the position of “Manager-in-Training” and I (Chris) have been awarded the position of “boss” (this is slightly ironic since I actually work for you). As a “Manager-in-Training” you will be held to certain expectations, and I, as the “big Cheese” will also be held to certain expectations. All completed work will be rewarded with money ($) in the form of points. The grade you earn will be based on the proportion of money you are able to make out of a possible $1000.

Attendance and participation policy:
It is expected that you (the employee) will be present on each class day having completed the assigned readings or other assignments that equip you to perform on the job (i.e., participate in class discussion). If you are absent or have not come prepared, you will not be able to perform your job adequately and your income earning capacity will be adversely affected (i.e., your grade will suffer).

As an employee of Outback Enterprises, you will be allocated two paid sick days for the course of your contract (i.e., the semester). As an upstanding member of the management team, you must email (me: wynveen@tamu.edu) before the absence in order to obtain compensation. You will also be allowed 2 days of vacation without penalty (vacation means that you do not email prior to the absence). Once you’ve expended your sick days, you must use vacation days for any absence. At the end of the semester you may cash in any remaining vacation and sick days for a bonus (extra credit) of $10 per day.

Academic Integrity and University Policies

Academic integrity (plagiarism, dishonesty, etc.) is of the utmost importance. All Texas A&M policies and rules will be applicable to this class. For a detailed explanation of the University’s honor system see http://www.tamu.edu/aggiehonor/know.html

Course requirements:

This course is listed as a writing intensive course. Hence, all work must be well thought out and written in complete sentences, unless otherwise noted. Proper references and citations will be discussed in class and required in your assignments. All written assignments will be approximately 750 words (3 double spaced pages) unless otherwise noted. Thirty percent of your grade for each assignment will reflect the quality of your writing. Poor writing will mean that you are not communicating ideas effectively. Consequently, the inability to write well will automatically mean you are not adequately addressing the requirements of the assignment.

Submission of Assignments
All assignments are to be submitted in hard copy at the beginning of class the assignment is due. Late submissions (after the end of the due day’s class) will incur a 10% deduction
from the maximum number of points available for the assignment. A 10%/day penalty will apply thereafter.

Class Participation
All students will be assigned to groups of four to five with each group responsible for teaching and leading a class discussion (20 to 30 minutes) related to specific chapters in the text. These discussions will be supplemental to the lectures and are meant to exhibit an applied use of the lessons learned (i.e., a case study, in the ‘real world’).

Quizzes
Six unannounced quizzes will be given throughout the semester. The quizzes will be worth 10 points and will be related to the readings assigned for the day of the quiz. Of the six quizzes, your lowest score will be tossed. Thus, quizzes are worth a total of $50.

Exams
There will be three exams worth $150 points each. There will be in-class exam review prior to each exam. Exams will cover (but not be limited to) all lecture and reading material. If an exam is missed, you will have 24 hours to schedule a make-up or you will receive a zero on the exam. Exams taken late without prior notification will be penalized one full grade. See class schedule for dates.

Case Studies
Four case studies will be presented throughout the semester. As a starting point on how to write and present case studies, check the following website: http://college.hmco.com/business/resources/casestudies/students/writing.htm
This site provides a concise outline of how to write up a case study and what not to do. I will provide a list of questions for you to address approximately one week in advance of the assignment due date. Scheduled throughout the semester.

Budget Problem
You will be given a two part budget problem. The first part of the program will require you to propose and defend a new budget for a program. The second assignment will require you to write an executive summary for the budget proposed and account for suggestions given during the review process (part one).

Law Review
Every month in Parks & Recreation (publication published monthly by the National Recreation and Park Association), James Kozlowski contributes an article to the NRPA Law Review. Many of these articles are relevant to issues pertaining to those discussed in class. Students should review one of these articles and submit a typed written synopsis of the review. The format for this assignment will be provided.

Court Case
Students will participate as defendants, plaintiffs, attorneys and witnesses in a mock court case centered on legal issues in RPTS settings. Each student will submit a typewritten “brief” related to their role in the case.
## Grading Procedure

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td><strong>In-class discussion/presentation</strong></td>
<td>$125</td>
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<tr>
<td><strong>Quizzes (best 5, 10 pts. each)</strong></td>
<td>50</td>
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<td></td>
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<tr>
<td><strong>Exam 1</strong></td>
<td>150</td>
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<tr>
<td><strong>Exam 2</strong></td>
<td>150</td>
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<tr>
<td><strong>Exam 3</strong></td>
<td>150</td>
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<tr>
<td><strong>Case Studies (4 @ 40 pts.)</strong></td>
<td>160</td>
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<tr>
<td><strong>Budget problem Part 1</strong></td>
<td>45</td>
</tr>
<tr>
<td><strong>Budget problem Part 2</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>NRPA law review</strong></td>
<td>55</td>
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<tr>
<td><strong>Court case brief</strong></td>
<td>60</td>
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## TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>8/28 Chapter 1: What is management?</td>
<td>8/30 Chapter 1: Leadership</td>
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<tr>
<td>Chapter 3: Legal authority and Jurisdiction</td>
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<tr>
<td>9/4 Jurisdiction</td>
<td>9/6 Chapter 4: Organizational structure</td>
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<tr>
<td>9/11 Chapter 5: Partnerships</td>
<td>9/13 Writing well</td>
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<tr>
<td>9/18 Case Study #1</td>
<td>9/20 Exam 1</td>
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<tr>
<td>Exam review</td>
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<tr>
<td>9/25 NRPA Conference</td>
<td>9/27 NRPA Conference</td>
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<tr>
<td><em>No Class</em></td>
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<tr>
<td>10/2 Chapter 18: Budgeting</td>
<td>10/4 Chapter 18: Budgeting</td>
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<tr>
<td>10/9 <strong>Budget Assignment Presentations</strong></td>
<td>10/11 <strong>Budget Assignment Presentations</strong></td>
</tr>
<tr>
<td>10/16 Chapter 6: Strategic management</td>
<td>10/18 Chapter 13: PR, MKT &amp; Service</td>
</tr>
<tr>
<td>10/23 Chapter 13: PR, MKT &amp; Service</td>
<td>10/25 Case Study #2</td>
</tr>
<tr>
<td>10/30 Chapter 14: Human resources #1</td>
<td>11/1 Chapter 15: Human resources #2</td>
</tr>
<tr>
<td>11/6 Case Study #3</td>
<td>11/8 Exam 2</td>
</tr>
<tr>
<td>Exam Review</td>
<td></td>
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<tr>
<td>11/20 Chapter 19: Risk management</td>
<td>11/23 Thanksgiving Day</td>
</tr>
<tr>
<td><strong>NRPA Law Review</strong></td>
<td><em>No Class</em></td>
</tr>
<tr>
<td>11/27 Set-up court case</td>
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<tr>
<td><strong>Case Study #4</strong></td>
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<tr>
<td>12/4 Defense examination</td>
<td></td>
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<tr>
<td>Closing arguments/Decision</td>
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<tr>
<td><strong>12/11 Exam #3 (Final) – 1:00 (Tue)</strong></td>
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*Attachment H*
Americans with Disabilities Act:

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 B-118 in the Cain Building, or call 845-1637.

Academic Integrity Statement:

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