November 11, 2014

To: Executive Committee  
Faculty Senate

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

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

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

Courses submitted for W certification:

CLAS 410 Seminar in Classical Studies  
PHLT 310 Public Health Writing

Courses submitted for W recertification:

COSC 175 Construction Graphics  
COSC 463 Construction Law & Ethics  
MATH 482 Research Seminar  
SPAN 310 Oral Expression
TO: Faculty Senate Executive Committee

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

CC: Christoph F. Konrad, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: November 10, 2014

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: CLAS 410

We recommend that CLAS 410 Seminar in Classical Studies be certified as a writing (W) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:20

The writing requirement in the seminar is to compose a short expository note explaining selected elements of historical context, transmission of fragments, or Latin grammar for a classical text and also a commentary (historical or philological) on selected fragments of Sallust's *Histories* or some other text. Formative feedback consists of written comments on preliminary drafts and discussion of examples—good and bad—from those drafts in class. During the first week of the semester, students receive a general introduction (by lecture) to methods of writing in the field of classics and acquaint themselves with handouts and websites on scholarly writing published by the American Philological Association and the Texas A&M University Writing Center. For each of the writing assignments during the semester, a writing workshop is dedicated to discussion of style, grammar, structure, and methods of argument (especially with respect to audience and purpose); students are given exemplary models of writing in the form of published scholarly notes. Although the texts and the writing assignments used in the course may vary somewhat, the faculty assign 2000 words at a minimum, and the assignments total 35% of the final grade. Faculty are also consistent with providing feedback on drafts before the final paper is graded (required, not optional) and provide instruction as above.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

CLAS 410. Seminar in Classical Studies

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

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

Instructor / Coordinator: C.F. Brown
Printed name and signature (Date)

Received: Valerie Balester, 10/28/14
(W and C Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Steve Darshelma
Printed name and signature
(Date)

Department Head: Robert B. Shandley 10/20/2014
(Printed name and signature)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Course Information and Syllabus

Subject: Exploration of a significant topic, work, or period in Greek or Roman literature, culture, or history; emphasis on development of research skills in Classical Studies.

Spring 2015: The Histories of Sallust

The Roman historian C. Sallustius Crispus (86-34 BC) is mostly known today for his two monographs, De coniuratione Catilinae (The Conspiracy of Catiline) and De bello Iugurthino (The Jugurthine War). Both, however, served merely as preliminary studies for his magnum opus, the Historiae (Histories): an annalistic account of Roman history from the civil war and dictatorship of Sulla in the 80s BC to (probably) the formation of the ‘grand alliance’ between Caesar, Pompeius, and Crassus in the year 60. The work was unfinished by the time of Sallust’s death; worse, its five completed books have not survived from antiquity. All that we have are some 530 fragments, preserved mostly in quotations by later Latin authors (most of them grammarians and rhetoricians, mining the work for unusual constructions and turns of phrase), and occasionally in pieces of papyrus and parchment. Since the 19th century, scholars have endeavored to reconstruct the lost work by assembling the fragments in a rational and plausible order: a daunting task, given that most are transmitted without any historical context. In this seminar, we will examine a number of exemplary efforts of this kind and—who knows?—perhaps attempt to contribute one or two of our own.

Note: This course will be taught as a “W” (Writing-intensive) course. You must achieve a passing grade on the writing part (2 assignments = 35%, see below) of the course in order to pass the course.

Prerequisite: Junior or senior classification, or approval of instructor.

Learning Outcomes: Upon completion of these course, students will be able to

— describe in general terms the course of Roman History from 80 to 60 BC
— discuss and explain the nature of Sallust’s Historiae
— examine and analyze a historical text transmitted only in fragmentary form
— arrange and assemble fragments in a plausible order, and defend their judgment

R. Syme, Sallust.
Appian, The Civil Wars. Books 1 and 2; The Mithradatic Wars.
Plutarch, Marius; Sulla; Sertorius; Lucullus; Pompeius.

C. F. Konrad, A Historical Commentary on Plutarch’s Sertorius.
P. O. Spann, *Quintus Sertorius and the Legacy of Sulla*.

**Grading Policy:**

- 2 Writing Assignments (see further below) = 35%
- 1 Research Paper = 30%
- 2 Class Reports = 15%
- Class Participation/Preparation = 20%

**Grading Scale:**

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

*Writing assignments* will be graded on

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

*Class Reports:* You will select 2 report topics from those listed below in the syllabus; however, in some cases a certain topic may be assigned to ensure that critical material is covered. Ideally, one report each should be chosen from three report categories: A (historiography), B (grammarians, scholiasts, and physical fragments), and C (history). Each report should be ca. 20-30 minutes in length.

*Class Participation* (actively contributing to the class by volunteering comments and answering questions) & *Preparation* (carefully reading all assigned materials): You will start out with a score of 50 ‘in the bank.’ Your preparation for and participation in class will be judged weekly. A good performance will earn up to 4 (four) additional points per week, to a maximum accumulation of 100 points; a poor performance will reduce your account by the same rate. No change will occur if your performance is unremarkable. If, without a university-approved excuse (see below, *Attendance*), you are manifestly unprepared for class, or fail to complete assigned homework, 4 (four) points will be deducted for each instance.

**Attendance:** You will be allowed 1 (one) unexcused absence. For each additional unexcused absence, 2 (two) points may be subtracted from your overall Course Score. A perfect attendance record (zero absences other than with documented University-approved excuse) will add 2 (two) points to your Course Score. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). Make-up tests will be given in accordance with University Regulations (7.3).

**Disabilities:** The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Disability Services, Room B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.

**Academic Integrity:** “*An Aggie does not lie, cheat, or steal, or tolerate those who do.*” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.
**Writing Assignments:** Many Classics majors pursue postgraduate study, and it is critical for them to learn, at an early stage, how to write well and in a manner appropriate to the field. In order to accomplish these objectives, thirty-five percent (35%) of your grade in this course will be based on two written assignments, of which one will be a short expository note (ca. 5-6 pages), the other a commentary (ca. 5-6 pages) on a selected range of fragments. The two assignments will be spaced out during the semester, thereby allowing for ample feedback on your drafts before you re-submit them for a grade. You should familiarize yourself with the suggestions on research and documentation, planning and drafting, and revising and editing found on the websites below:

Texas A&M Writing Center: <http://writingcenter.tamu.edu/resources>

**Tentative Schedule:** The exact schedule of report assignments will depend on the number of students in the class and on the topics chosen by students.

Week 1. Introduction to methods of research and standards of writing in Classics. Sallust’s life, career, and work.

Week 2. Sallust: Style, Sources, and Models.

   Report A-3: Roman historiography from its beginnings to Cato.
   Report A-4: The annalists down to Sisenna and Macer.

Week 4. The First Civil War
   **1st Writing Workshop:** 1st Writing Assignment handed out.
   Report C-1: Marius
   Report C-2: Sulla

Week 5. The Lepidan Revolt: *H.* 1.54-83.
   1st Assignment **preliminary** draft due.
   Report B-1: Arusianus Messius
   Report C-3: Lepidus.

Week 6. The Early Career of Sertorius: *H.* 1.84-103
   Feedback on 1st Assignment.
   Report B-2: Gellius
   Report C-4: Sertorius

   **1st Assignment final draft due.**
   Report B-3: Nonius Marcellus
   Report B-4: Fragmentum Vindobonense

   **2nd Writing Workshop:** 2nd Writing Assignment handed out.
   Report A-5: Appian
   Report C-5: Pompeius
   2nd Assignment **preliminary** draft due.
   Report A-6: Plutarch
   Report A-7: Diodoros

   Feedback on 2nd Assignment.
   **Selection of research paper topics**
   Report B-5: Servius
   Report C-6: The Pirates

Week 11. The Third Mithradatic War, 74-67 BC: *H.* 2.70-79; 3.17-80; 4.1-19; 5.1-16.
   2nd Assignment **final draft due.**
   Report C-7: Mithradates VI Eupator
   Report C-8: Lucullus

Week 12. The Chronology of the Sertorian and Mithradatic Wars
   Report A-8: Livy and the Livian Tradition
   Report B-6: Fragmentum Aurelianense

   Report A-9: Exuperantius
   Report B-7: Scholia in Lucanum
   Report B-8: Papyrus Rylands

Week 14. Conclusions
   **Research paper due**
   The survival of the *Histories*
   Earlier editions of the *Histories*
   Critique of Maurenbrecher’s and McGushin’s editions
TO: Faculty Senate Executive Committee

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

CC: Antonio A. René, Department of Public Health Studies
Gilbert Ramirez, Head, Department of Public Health Studies
Rick Danko, AOC Dean, School of Rural Public Health

DATE: November 10, 2014

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: PHLT 310

We recommend that PHLT 310 Public Health Writing be certified as a writing (W) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

In this one-credit course, students write an abstract, a piece for the public, a review article section or a policy brief section. Formative feedback comes from a graduate assistant and from pcers, as well as general feedback on strengths and weaknesses from the instructor during class. Writing instruction is offered in lectures, through assigned readings, and through discussion of models. In-class tips on grammar are also a feature of the class.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

PHLT 310  Public Health Writing

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

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

Instructor / Coordinator: Bernard Appiah

Printed name and signature

Received: Valerie Balester

(W and C Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Jackie

Printed name and signature

Department Head:

(name and signature)

(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1465 Fax 979.458.1466
writingcenter.tamu.edu

RECEIVED
OCT 10 2014
Instructor Information

Course title and number: PHLT 310 Public Health Writing
Term: Spring 2015
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This 1-credit writing-intensive course is designed to help students become more familiar with the types of writing they are likely to do as public health students or public health professionals. It is expected that the course increases the student’s ability to do these types of writing; strengthen their general writing skills; and establish a foundation for continuing to develop their writing skills.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings and taking part in role plays, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Identify the best approaches for communicating with different audiences, including policymakers, the media, general public and professionals</td>
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<tr>
<td>Integrate and apply knowledge, skills, and principles for health improvement</td>
<td>Demonstrate increase in skills and knowledge in standard forms of professional-to-professional communication</td>
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<td>Identify the parts of a public health-related paper and know the tenses that fit each part</td>
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<td>Translate technical public health report or article into a form that can be understood by the general public</td>
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<td>Conduct a literature search on a public health issue using a variety of academic and public resources, such as journals, government documents, indexes, and electronic databases</td>
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<td>Assess the source and quality of health information and data, as related to individual and community-level partnerships</td>
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community health.
Write and analyze a policy brief
Write and analyze a book review

**Textbook and/or Resource Material**

Recommended textbook: None

Optional Textbook:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading/Major Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Course Introduction</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td></td>
<td>• Scope and Principles of Public Health Writing.</td>
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<td></td>
<td>• Grammar Brush-Up: Spelling</td>
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<td>2</td>
<td>• Anatomy of Public Health Journals</td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td></td>
<td>• Abstracts of Public Health Articles</td>
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<td>3</td>
<td>• Grammar Brush-Up: Punctuation</td>
<td>Abstract due</td>
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<td></td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td>4</td>
<td>• Use of Public Health Review Articles</td>
<td>Peer-reviewed Abstracts due</td>
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<td></td>
<td>• Tools for Researching Public Health Writing</td>
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<td>5</td>
<td>• Grammar Brush-Up: Flow</td>
<td>Review article blueprint due</td>
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<td>Blackboard slide sets and other materials</td>
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<tr>
<td>6</td>
<td>• Public Health Writing to Inform Policy Makers</td>
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<tr>
<td>7</td>
<td>• Analyzing Public Health Policy Briefs</td>
<td>Policy brief blueprint due</td>
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<td>Blackboard slide sets and other materials</td>
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<tr>
<td>8</td>
<td>• Writing to Inform the Public</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>9</td>
<td>• Introduction to peer review in public health</td>
<td>Draft of review article section due</td>
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<td></td>
<td>• Grammar Brush-Up: Usage</td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td>10</td>
<td>• From Public Health Article to Policy Brief</td>
<td>Peer-reviewed review article section due</td>
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<td></td>
<td></td>
<td>Blackboard slide sets and other materials</td>
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</tbody>
</table>
| 11 | • Book Reviews | Draft of policy brief due  
|    |               | Blackboard slide sets and other materials |
| 12 | • Analyzing Book Reviews | Final review article section due  
|    |               | Blackboard slide sets and other materials |
| 13 | • Recap of Review Article and Policy Briefs Assignment | Blackboard slide sets and other materials |
| 14 | • Wrap-up of course | Peer reviewed policy review due  
|    |               | Blackboard slide sets and other materials |
| 15 | • Finals Week | Final policy brief section due |

### Grading Policies

The graded assignments and the percentages of your grade they will constitute are the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>10%</td>
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<tr>
<td>Writing for the Public</td>
<td>30%</td>
</tr>
<tr>
<td>Review Article Section</td>
<td>40%</td>
</tr>
<tr>
<td>Policy Brief Section</td>
<td>40%</td>
</tr>
<tr>
<td>Peer Review Effort</td>
<td>20%</td>
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</tbody>
</table>

Final grading in this course will be **Satisfactory/Unsatisfactory**. To receive a grade of Satisfactory, you will need **at least 70% and must have not received a score below 5% on any of the writing assignments**. A student has the option of writing either policy brief section or peer review section as a final paper. However, both policy brief blueprint and review article blueprint (see description below) must be submitted.

**Assignment Instructions:**

As good writing is a stepwise process, submission of a draft and final version is the minimum requirement for all major writing assignments. Feedback from classmates, the teaching assistant, and the professor should be used in preparing the version to be graded.

**I. Abstract:** Prepare a structured abstract presenting the research findings in one of the public health-related papers distributed by the instructor. Your abstract should be written as if you were one of the paper’s original authors. *(250 – 300 words)*

**II. Review Article Blueprint (RAB):** Identify and research a public health topic of interest to you. Prepare an outline that details the major components of a potential review article on the topic, and craft an opening paragraph *(minimum of 300 words)* for this review article. Also, appropriately cite 3 references from peer-reviewed literature in or following the opening paragraph. Please indicate which journal’s style and formatting you are using for your references. Without submitting the RAB, the Review Article Section *(RAS)* will not be accepted.

**III. Policy Brief Blueprint (PBB):** Identify and research a public health topic of interest to you. Prepare an outline that details the major components of a policy brief on the topic, and craft an opening paragraph *(minimum of 300 words)* for this policy brief. Also, appropriately cite 3 references from peer-reviewed literature in or following the opening paragraph. Please indicate which journal’s style and formatting you are using for your references. Without submitting the PBB, the Policy Brief Section *(PBS)* will not be accepted.

**IV. Writing for the Public:** Utilizing writing style and terminology intended to educate the general public,
prepare a magazine article or newspaper article on the public health topic you chose for the RAB assignment. Make sure your writing style is geared towards informing the general public. (~750 words)

V. Review Article Section (RAS): Working from the plan formulated through assignment II, choose a specific section of your potential review article to elaborate on. Drawing upon your literature research, you must present the principal aspects of this portion of your review topic (about 1000 words). You must appropriately cite at least 9 references from peer-reviewed literature.

VI. Policy Brief Section (PBS): Working from the plan formulated through assignment III, choose a specific section of your potential policy brief to elaborate on. Drawing upon your literature research, you must present the principal aspects of this portion of your policy brief (about 1000 words). You must appropriately cite at least 9 references from peer-reviewed literature.

Attendance and Make-up Policies

Attendance: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the only excuse acceptable for missing an assignment. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused absences and assignments will result in a grade of a 0, for missed participation or assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student’s presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i) Texas A&M University Explanatory Statement for Absence from Class form available athttp://attendance.tamu.edu or
      (ii) Confirmation of visit to a health care professional affirming date and time of
visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Other Pertinent Course Information

Blackboard (Bb Statement)

If this course uses Blackboard (Bb): Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and
the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
TO: Faculty Senate Executive Committee

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

CC: Edelmiro F. Escamilla, Department of Construction Science
    Joe Horlen, Head, Department of Construction Science
    Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: November 10, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COSC 175

We recommend that COSC 175 Construction Graphics be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:30

The committee noted that a 1:30 instructor-to-student ratio is on the high side given the amount of writing students do. Since original certification, the percentage of the grade based on writing has remained 35% but has been re-distributed because the team project is no longer assigned. For disciplinary writing, students complete two business memos, a description of a building residence, and a report of a guest speaker discussing current construction issues. In addition, but not counted above, they take an essay exam and write an essay introducing themselves and a resume/cover letter. Section instructors can select from a range of feedback options, but they are required to have peer review or instructor feedback on at least one memo early in the semester. As part of instruction, they are expected to discuss common errors, industry standards, and the need for clarity and concision as well as to review sample professional writing. The text A Guide to Writing as an Engineer (Beer and McMurry) is used in the course.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

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

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

COSC 175 Graphics in Construction

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

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

Instructor / Coordinator: ________Edelmiro F. Escamilla_________
Printed name and signature

(Date) 10-21-2014

Received: ________Valerie Balester__________
(W and C Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: ________Jorge Vanegas_________
Printed name and signature

(Date)

Department Head: ________Joe Horlen_________
name and signature

10-21-14

(Date)
A. COURSE
Title and Number: COSC 175 Construction Graphics Communication CRN 18714
Term: Spring 2015
Meeting Times and Locations: Lecture: MWF 12:40 pm to 1:30 pm ARC A107A
Instructional Type and Method: Lecture, Face-to-Face

B. DESCRIPTION AND PREREQUISITES
Visualization, interpretation and communication of graphical geometry in construction design and engineering; graphical analysis of problems; sketching applications, computer aided design, and fundamentals of information modeling software; introduction to common quantitative tools in construction. (3-0). Credit 3.
Prerequisite: COSC majors only.
This is a University designated W-course (writing intensive)

C. MINIMUM REQUIRED LEARNING OUTCOMES
University Student Learning Outcomes:
• Communicate effectively
ACCE Student Learning Outcomes:
• Create written communications appropriate to the construction industry
Rubrics:
• Written Communication
Instructions: See Faculty Instructions for Course Assessment of the above minimum required learning outcomes.

D. ADDITIONAL LEARNING OUTCOMES
1. Develop an introductory understanding of the project delivery process, the players, construction contracts and the role prints play in construction contracts. [Assessments]
2. Obtain a basic understanding of construction drawings, specifications, shop drawings and associated terminology. [Assessments]
3. Demonstrate proficiency in professional communications—memos, letters, emails, and resumes—as practiced by the construction industry. [Assessments and Assignments]
Dr. Edelmiro F. Escamilla has been an Assistant Professor of Construction Science joined the Construction Science program at Texas A&M University in 2010. He teaches construction project management, construction operations, and materials and methods. Dr. Escamilla founder of the Mobilization 2 Completion initiative is a research driven effort for transformative capacity building for the construction industry. He is currently a member and previously served as the president of the Hispanic Professional Network (PHN). He is also a fellow of the Center for Heritage Conservation and a fellow of the Center for Housing and Urban Development. Dr. Escamilla’s research interests include workforce development, construction educational attainment, project management, facility management, and historic preservation.

F. TEXTBOOKS

Required

NOTE: Used books may have assignment sheets missing as previous owner may have ripped off pages.

Reference
Available in the TRC:

G. GRADING POLICIES

Final Grades will be awarded based on the following:
- 90.0 – 100.0: A
- 80.0 – 89.9: B
- 70.0 – 79.9: C
- 60.0 – 69.9: D
- 0.0 – 59.9: F

Evaluations will cover the reading and classroom presentations; THERE ARE NO MAKE-UP provisions; There are no ‘curves’ in the grades.

Grading Policies: Graded activities and points (highlight indicates SLO Assessment)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Value Each</th>
<th>Total Points</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Intensive (WI)</td>
<td>5</td>
<td>50</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Other Topical (OT)</td>
<td>10</td>
<td>25</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Exams</td>
<td>4</td>
<td>100</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Survey</td>
<td>2</td>
<td>50</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td></td>
<td><strong>1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS

Typical Exam topics:
- **Exam 2** – Print Reading, Specifications and Building Codes, Construction Materials Types and Uses, Site Plans, Architectural Drawings.
- **Exam 3** – Foundation Prints, Structural Prints, Residential Framing Prints, Plumbing Prints, HVAC Prints, Electrical Prints, Welding Prints.
Typical Assignment topics:
- Assignment WI 1 – Introduction Essay Telling Me About Yourself
- Assignment WI 2 – Resume and Cover Letter
- Assignment WI 3 – Request for Information Memoranda
- Assignment WI 4 – Ethics Business Letter
- Assignment WI 5 – Describing Building a Residence Report
- Assignment EEA – Guest Speaker Presentation Report

**CALENDAR of ACTIVITIES and MAJOR ASSIGNMENTS** (highlight indicates SLO Assessment)

* The instructor reserves the right to make changes to the above schedule, as necessary.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lecture topic</th>
<th>Reading Assignment</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M September 1</td>
<td>Welcome! Syllabus and Introduction</td>
<td>Pre-course Survey Monkey</td>
</tr>
<tr>
<td>2</td>
<td>W 3</td>
<td>The Construction Industry Participants and Roles</td>
<td>Jackson Ch. 1</td>
</tr>
<tr>
<td>3</td>
<td>F 5</td>
<td>The Construction Industry Participants and Roles</td>
<td>Jackson Ch. 2</td>
</tr>
<tr>
<td>4</td>
<td>M 8</td>
<td>The Construction Industry Industry Sectors</td>
<td>Jackson Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>W 10</td>
<td>Print reading (Unit 1-3) Unit 1 Construction Drawing Organization</td>
<td>Prof returns WI 1a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2 Construction Math and Application</td>
<td>OT 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3 Reading Measuring Tools and Using Scales</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>F 12</td>
<td>Department Presentation</td>
<td>NONE</td>
</tr>
<tr>
<td>7</td>
<td>M 15</td>
<td>Print reading (Unit 4-5) Unit 4 Lines and Symbols Unit 5 Fundamental Drawing Practices</td>
<td>Revised WI 1b Prof returns WI 2a</td>
</tr>
<tr>
<td>8</td>
<td>W 17</td>
<td>Print reading (Unit 4-5) Unit 4 Lines and Symbols Unit 5 Fundamental Drawing Practices</td>
<td>OT 2</td>
</tr>
<tr>
<td>R</td>
<td>18</td>
<td>Career Fair</td>
<td>Attend with resume No Class</td>
</tr>
<tr>
<td>9</td>
<td>F 19</td>
<td>Review for Exam 1</td>
<td>NONE</td>
</tr>
<tr>
<td>10</td>
<td>M 22</td>
<td>Exam 1 - Units 1,2,3,4,5 Jackson Ch. 1,2,4</td>
<td>NONE</td>
</tr>
<tr>
<td>11</td>
<td>W 24</td>
<td>Print reading (Unit 6-7) Unit 6 Specifications and Building Codes Unit 7 Construction Materials Types and Uses</td>
<td>NONE</td>
</tr>
<tr>
<td>12</td>
<td>F 26</td>
<td>Print reading (Unit 6-7) Unit 6 Specifications and Building Codes Unit 7 Construction Materials Types and Uses</td>
<td>OT 3</td>
</tr>
<tr>
<td>13</td>
<td>M 29</td>
<td>Print reading (Unit 8-9) Unit 8 Site Plans Unit 9 Architectural Drawings</td>
<td>NONE</td>
</tr>
<tr>
<td>14</td>
<td>W October 1</td>
<td>Print reading (Unit 8-9) Unit 8 Site Plans Unit 9 Architectural Drawings</td>
<td>OT 4</td>
</tr>
<tr>
<td>15</td>
<td>F 3</td>
<td>Print reading (Unit 8-9) Unit 8 Site Plans Unit 9 Architectural Drawings</td>
<td>Revised WI 2b</td>
</tr>
<tr>
<td>16</td>
<td>M 6</td>
<td>Exam 2 - Units 6,7,8,9</td>
<td>NONE</td>
</tr>
<tr>
<td>17</td>
<td>W 8</td>
<td>Print reading (Unit 10-11) Unit 10 Foundation Prints Unit 11 Structural Prints</td>
<td>NONE</td>
</tr>
<tr>
<td>18</td>
<td>F 10</td>
<td>Print reading (Unit 10-11) Unit 10 Foundation Prints Unit 11 Structural Prints</td>
<td>OT 5</td>
</tr>
<tr>
<td>19</td>
<td>M 13</td>
<td>Print reading (Unit 12) Unit 12 Residential Framing Prints</td>
<td>NONE</td>
</tr>
</tbody>
</table>
I. SPECIAL PROVISIONS

1. Americans with Disabilities Act (ADA) Policy Statement
The American's 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 Disability Services in Cain Hall B118, call 845-1637, or e-mail disability@tamu.edu.

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

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

"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.

3. Absences
Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. A list of days of religious obligation for the coming semester may be found at http://student-rules.tamu.edu/append4.

4. Disruptive Behavior
If a student's behavior in class is sufficiently disruptive to warrant immediate action, the instructor is entitled to remove a student on an interim basis, pending an informal hearing with the Head of the Department offering the course. This hearing must take place within three working days of the student's removal. This rule and supporting information may be found at http://student-rules.tamu.edu/rule21.

5. Copyright
Dr. Edelmiro F. Escamilla reserves copyright to all materials used in this course. This means all materials generated for this class, which includes but is not limited to syllabi, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy any material, unless expressly granted written permission.

6. Defacement of University Property
"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)" The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.

7. Plagiarism
It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.

Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

All paper submittals need to have a cover sheet with turnitin.com report showing a score less than 10%. See the Evans library for more information since it is at no cost for our students.
8. **Cell Phones**
All cell phones must be turned off in the classroom. Failure to comply will result in your expulsion from the class and receive a ‘no attendance record for the day’ in other words the recorded absence is unexcused.

9. **Personal Laptop Requirement**
"The College of Architecture requires all students to have a personal laptop. This laptop is required to perform classroom activities. You will need your laptop in this course and you are required to bring an operational laptop to class every day. See [http://www.arch.tamu.edu/inside/services-information-technology-services/recommended-laptop-enrolled-students/](http://www.arch.tamu.edu/inside/services-information-technology-services/recommended-laptop-enrolled-students/) for additional information.

**J. OTHER COURSE SPECIFIC:**

1. **Essay Paper Topic**
The class will be given a paper topic, due as shown in the schedule. The paper must strictly follow MLA guidelines and the grading rubrics contain format and content.

2. **Student Performance Expectations**
Our industry is based on responsive, responsible, timely and unambiguous performance.

   - **Responsiveness** means that you comply with the scope of the work, that is: It is your responsibility to assure that your assignments and projects are complete regarding requirements; Regarding class, it means that your readings are completed before class and you are prepared to participate according to the expectations on this syllabus.

   - **Responsible** performance means that you are responsible for reading and participating to the best of your abilities in a team learning effort.

   - **Timely** means that: LATE ASSIGNMENTS WILL NOT BE ACCEPTED; Regarding class, it means that you are present and on time.

   - **Unambiguous** means that: You will strive for clarity in your writing and words so that there is no misinterpretation of what is intended and what is communicated.

3. **Field Trips Required Equipment**
Field trips to construction sites may be included in the course content. Students must provide hard hats, safety glasses, safety vests, and steel toe boots on site visits.

4. **Drafting & drawing materials**
You will need to purchase the following drafting and drawing materials: one 12” triangular architect’s scale, one 12” triangular engineer’s scale.

Discussions and announcements are posted via ECampus [http://ECampus.tamu.edu](http://ECampus.tamu.edu). It is your responsibility to frequent and participate in all class activities. I encourage every student to make an appointment during the semester so that we can get to know each other better.

5. **Software requirements**
You need to install in your laptops: (Microsoft Office). The University provides for a minimum fee the Microsoft Office software.

6. **Survey monkey**
Your first assignment for this course is to complete a 10-question on-line survey. Please copy and paste the following link onto your web browser:

   [https://www.surveymonkey.com/s/CF33FJT](https://www.surveymonkey.com/s/CF33FJT)

*Please complete the survey no later than 5:00 pm, on the first day of class.*

This survey is repeated at the end of this semester and will be indicative of the progress that you have made on the topic areas. A separate link for the post survey will be provided at the end of the semester.
DESCRIBING BUILDING A RESIDENCE
For this writing assignment, you need to imagine you are a newly hired employee of a not-for-profit organization that uses volunteer labor to construct homes for low-income families. You will be supervising a camp that trains summer intern volunteers to construct new homes from start to finish. It turns out the summer interns are completely inexperienced; they have never constructed anything before. You have been asked to prepare a one-and-a-half to two-page summary handout giving basic instructions on the work the volunteers will be undertaking this summer, as they construct a new home from the ground up.

Clearly describe the key steps required for the construction of a new residence. For this assignment, you may not draw or use photographs; you will need to use words only to describe each step. Feel free to use adjectives and vivid descriptions to help your readers visualize what they can expect to see and experience during the process of constructing a new house.

Your assignment will be evaluated according to the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>50%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content development</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control of Syntax and Mechanics</td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

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

CC: Debra Ellis, Department of Construction Science
Joe Horlen, Head, Department of Construction Science
Leslie Feigenbaum, AOC Dean, Department of Architecture

DATE: November 10, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COSC 463

We recommend that COSC 463 Construction Law and Ethics be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 5050
4. Instructor to student ratio for one section: 1:30

The committee noted that the student to instructor ratio is high, with 30 students per class and no assistance. Besides practice from weekly assignments and in-class essay exams, not counted above, students in COSC 463 write an ethics memo, a comparison/contrast analysis of chapters in their text, a business letter, a comparison/contrast analysis of two cases, five more analyses of textbook chapters, a cost analysis of a minority-owned business, a comparison of Consensus DOCs, and an analysis of a FIRAC case. The chapter analyses help prepare students both in content and writing style for the other analysis assignments. Students also get practice from in-class quizzes, which are peer reviewed to provide feedback on writing issues. Students are also given other opportunities for formative feedback through revision and resubmit opportunities on each major assignment. Instruction includes models and discussion/explanation in class about writing styles. One class is also used to discuss the business letter.

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

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

COSC 463 Construction Law and Ethics

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

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

Instructor / Coordinator: Debra Ellis
Printed name and signature
(Date) 10/6/14

Received: Valerie Balester 10/15/14
(W and C Course Coordinator, University Writing Center) (Date)

Approvals:

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

Department Head: Joe Horlen
(name and signature)
(Date) 10-6-14

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-6000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
General Conditions

(Syllabus, Part 1)

NOTE: PLEASE READ 20 IMMEDIATELY – IT CAN AFFECT YOUR GRADE

1. SYLLABUS: The syllabus in this class consists of these General Conditions (Syllabus, Part 1) and the Special Conditions (Syllabus, Part 2). It is your responsibility to read and understand the entire syllabus. Because of the complexity of the General and Special Conditions (as with real world General and Special conditions) all parties may need to refer to these documents when questions arise. Only these written General and Special Conditions control this class.

2. COMMUNICATIONS: You should follow-up all conversations with me with a written note, memo or email in order to assure action is taken. I will try to remind you of due dates, but it is ultimately up to you to be responsible for your assignments and exam readiness. You may contact me anytime. I have an open door policy, however, I do not give general legal advice. My contact information is: dellis@arch.tamu.edu

3. COURSE DESCRIPTION: Communication is a large part of what we do everyday. Effective communication involves both the written and oral language. Our focus in the many writing assignments will be to identify and work on problem areas and to hone the skills acquired thus far. You will have many opportunities for review and analysis of contracts/clauses used in the construction industry; review of law applied to the industry; application of law to case studies; legal argumentation and writing; introduction to dispute resolution methods; discussions of ethics in the industry.

4. LEARNING OBJECTIVES: 1) Recognize how the legal system in the United States works, 2) Recognize basic legal principles governing the relationships among contractors, owners, subcontractors, and suppliers, 3) Identify various business entities commonly found in the construction industry, 4) Apply various legal terms and theories commonly encountered in the construction industry, 5) Analyze provisions of selected AIA documents and compare/contrast to other discussed clauses, including developing your own clauses, 6) Assess methods of claims resolution in the construction industry, 7) Create legal arguments to defend/explain solutions presented to
legal issues, 8) Use dispute and claims resolution methods such as negotiation, mediation, arbitration and litigation to resolve legal disputes; 9) Analyze and critique ethical problems encountered in the construction industry, 10) Critique a case/hypothetical and present logical arguments (either orally or in writing) defending your position/solution while incorporating legal theories/laws discussed. Many of these objectives will be taught and observed through writing assignments, role-playing, the Socratic Method (oral dialogue in class), quizzes, and exams. This course is not intended to give you all the tools necessary to resolve disputes and interpret contract documents and legal issues. However, it is hoped that you will know enough to know when you have a problem and need to CONSULT an attorney! I can't possibly go over every page or even chapter in the book and outline, nor can we discuss every hypo in class. You are still responsible for the material and you MUST read and comprehend material before you come to class, and before you take the test in order to meaningfully participate and PASS! I will ALWAYS be available to discuss problems/issues with you. If you cannot make it to my office during my office hours PLEASE call for an appointment. DO NOT wait until the day before the test to try to meet with me and figure out several week's worth of material in one hour.

5. TEXT and MATERIALS PACKET: The reading material and outlines for topics not covered by the book are available on ECampus. Check often for updates.

PLEASE NOTE THAT NOTHING IN THE OUTLINE, LECTURES or TEXT should construed as legal advice! The law changes often by statute or interpretation and you should NEVER rely on this information to resolve any legal question. PLEASE CONSULT LEGAL COUNSEL should you encounter a legal problem.

TEXT: You must also purchase the book Construction Contracts by Jimmie Hinze. You will need it for this course, and also for COSC 465. It will supplement my lectures and will be a handy resource for you to take with you after college.

READING TEXT: Outliers: The Story of Success, by Malcolm Gladwell. You will have writing assignment based on this book. Purchase it and start reading.

READING LIST: You also have many cases to read that correspond to each chapter. Those are posted in the CASE READING LIST on Ecampus.

OUTLINE: The outline will be posted by chapter on Ecampus.
6. Assignments: All assignments will be handed out in class or posted on
Ecampus. I may give additional assignments in class to individuals who appear
unprepared to participate in class. Those individual assignments are due the next
class period. All other assignments are due when I specify. YOU MUST
ATTEND CLASS TO GET YOUR IN-CLASS ASSIGNMENTS.
You should check Ecampus every day for updates. Please mark your
calendars with the assignment due dates when given. The cases for recitation
may be downloaded from the West Campus Library LexisNexis online resource,
WestLaw, or you can go to Evans Library and copy from the law books there.
See the Special Conditions syllabus for instructions.

The construction industry is one in which accurate and detailed
communication is essential to client relations, employee supervision, and
project coordination. Because you will often be required to remember details
and think on your feet in order to problem solve in this industry, as part
of your class participation grade you will be required to stand and recite
on selected cases supplied in the materials packet. This means converse
intelligently with the professor regarding the facts, issues, rules of law
cited by the court, arguments presented by each party, and the conclusion
reached (why and how) by the court. Your first recital is noted in the
special conditions portion of the syllabus. Your preparedness, or lack of,
will affect your class participation grade, and can result in additional
assignments given individually if a lack of preparedness is perceived by the
instructor.

Should you be assigned an individual project for your lack of preparedness,
and you fail to turn in that assignment during the next class period, your
class participation grade will be deducted 25% at the end of the semester.

7. ON-TIME HOMEWORK PROVISIONS:

a) Possible Grades: A checkmark on your paper indicates a
"95" grade for that assignment. Unless your paper is perfect, you will not
receive a "100". Perfect includes demonstrating an understanding of every
nuance presented by the problem and presenting in a manner grammatically
acceptable to me. There is always SOME subjectivity in defining "perfect." You
will be required to re-do an assignment if I feel you did not understand the
problem, or if your work shows a lack of due diligence.

b) The first draft must be a conscientious effort, otherwise
the paper will be returned for a "re-do" and considered late, and will be
governed by the Late-Paper Rules below.

c) "On-time Homework" means: Homework assignments and FIRAC
assignments turned in on the due date stated when the assignment is given.
You must have assignments turned into my office by 2:00 on that date. You
may give the assignments to me in class, or in the box outside my door.

8. LATE HOMEWORK PROVISIONS - Late homework is homework
not turned in by 2:00 p.m. on the due date. Five (5) points will be deducted for
each day the paper is late. A paper turned in after the 2:00 p.m. deadline
will automatically accrue a late penalty.

9. GRADING:
a) Scale: A: 90% and above. B: 80% to 89.999%. C: 70% to
79.999%. D: 60% to 69.999%. F: 59.999% and below.

b) Percentages:
1) 35%: Homework Assignments

2) 55%: Tests

3) 10%: Class participation grade (may include in-class
quizzes and assignments). Please note that this grade is dependent on your
coming to class AND participating meaningfully in class discussions.

4) Extra Credit: up to 5 points added to a test grade. This
is HUGE, and often means the difference between a lower grade and a higher
one at the end of the semester. It is your responsibility to accrue these
points on your own. See section regarding "Extra Credit" below.

5) I reserve the right to "curve" a lower final grade to the
next higher letter grade on an individual basis. I will consider objective
factors, such as whether or not all assignments were turned in, on time, and
if all five bonus points were achieved. I will also use subjective factors
such as class participation, and overall attitude. DO NOT ASK ME TO CHANGE
A 59.9 to a D, or a 69.9 to a C, or a 79.9 to a B or a 89.9 to an A if you
have NOT completed and turned in your bonus points, or violated any of the
rules set forth in this document.
6) Please note that ALL of your homework assignments, some of your in-class participation assignments, and portions of your exams will be WRITTEN. The quality of your writing WILL affect your overall grade. While you will be given the opportunity on most assignments for feedback and re-submittal, you MUST present your best first effort on each assignment. Your participation grade will also reflect the perceived effort put forth through your writing, as well as your attendance and oral participation in class.

10. In-Class Assignments/Projects/QUIZZES

a) You can expect many in-class assignments/projects and quizzes. These are typically graded by me, however I do have graduate assistants who may help with portions of grading. All questions and protests regarding grades MUST be presented to me, not my graduate students. DO NOT HARASS THE GRADUATE STUDENTS!!

b) Please read EXPECTED STUDENT BEHAVIOR below. If I perceive dishonesty on any assignments, I will persistently and thoroughly investigate the circumstances.

11. Exams

a) Bring a scantron!! If you need a blue book I will inform you ahead of time.

b) There will be 3 exams total. None are optional.

c) Exams are cumulative in the sense that the material builds in its understanding. You must master the introductory material in order to understand the later. PLEASE NOTE THAT THE FORMAT OF EACH EXAM MAY CHANGE. I reserve the right to give multiple choice, essay, short answer or T/F or any combination of these. I may decide to do an essay exam for one and a multiple choice for the next. You must adapt accordingly.

d) Flex-exams: I certainly understand that we all are busy. If you have a major project due in another class or a test in another class the week of the exam, and would like to schedule the exam for some later date, (not to exceed 6 days, including weekends), please see me. Upon proof of project or other test you can take my test on a later date, but within one week of the scheduled test date. THIS MUST BE APPROVED IN ADVANCE OF TEST DATE. IF YOU MISS AN EXAM WITHOUT ADVANCE APPROVAL OR
WITHOUT A UNIVERSITY EXCUSE, there will be NO MAKEUP!!

e) Missed exams (that are excused) must be made up within one week of the exam date as noted above.

f) The first exam will likely include a written portion. That written portion may be short answer or essays. Your writing will be graded for content, as well as grammar, spelling, structure, logical flow etc. Other exams may or may not have written portions.

12. Class attendance: your attendance is crucial to passing this course. Missing the discussions and in-class assignments will affect your grade, and severely limit your education.

13. FIELD TRIP: I hope to be able to extend a field trip to our state capitol. It is dependent on the department policy on field trips throughout the semester.

14. Special Consideration: If you require any special consideration for adequate performance in this class (tests, physical location or props, tutors, etc.) please notify me during the first two weeks of class.

15. PLAGARISM: It is OK to work together on some assignments, and frequently this is very helpful. However, each student MUST do their own writing. There have been times when I get a few students who change the font and a few words and then turn in another student's paper. This is plagiarism and will be taken seriously. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarist destroys trust. If you have any questions regarding plagiarism, please consult the latest issue of Texas A&M University Student Rules, under the section "Scholastic Dishonesty." Please reference the new reporting rules for plagiarism and how that will affect your academic record.

16. KEEPING TRACK OF YOUR GRADE AND ALL OF THE TASKS: I keep grades in my computer and will post on Ecampus. You are welcome to come by my office anytime to talk about your grades. I will try to warn those who are in danger of a grade lower than a "C" - However, you must maintain the ultimate responsibility for keeping up with your grades throughout the
17. KEEP ALL PAPERS I RETURN TO YOU. CHECK THEM AGAINST THE GRADE I HAVE ENTERED. There are many graded tasks in this class. Keeping track of all your graded papers can be a challenge! There have been (on rare occasions) instances where I have mis-entered a grade or not entered it at all. If the number on your paper does not match the number on my grade report, write a note on your original paper and return it to me and I will investigate the grade.

18. I cannot emphasize enough the importance of keeping a copy of your work - do not give me the only copy.

19. Failure to receive paper back: Sometimes papers do not get back to the students. There are several possibilities for this occurrence and you should check with me if you fail to receive back an assignment.

20. Extra Credit of 5 Points (MAXIMUM) added to an exam grade:

Throughout the semester there will be opportunities for extra credit. These should involve giving back to the community- preferably the Brazos Valley, but you can present other options to me for consideration. Some ideas include: donate blood, plasma, or donate either food/toys/meals/clothing to one of the local charities. You must bring me proof of performance for each of the extra credit attempts. Proof of performance must be presented by deadline in Special Conditions. Each of these may be completed one time for one point- i.e. You cannot donate blood three times for three points. There may be opportunities that will allow multiple points to be given and those will be considered on a case by case basis.

e) Check the deadline for submission in the Special Conditions Syllabus.

21. Format for Homework Assignments

a) All work turned in must have student name on it. Failure to include name may result in paper not entered into my computer!

b) All homework should be typed and double-spaced.
c) All written assignments must be in memo format. Up to 3 points will be subtracted for improper format or Student name left off of assignment. An example of memo format is on the last page.

22. The handouts and Text used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, problems, in-class materials, review sheets, and hypotheticals. Because these materials are copyrighted, you do not have the right to copy any handout, unless express permission is obtained.

23. DEPARTMENT OF CONSTRUCTION SCIENCE - EXPECTED STUDENT BEHAVIOR

Students in Construction Science are preparing to enter an industry where conservative, traditional behavior is expected. The following rules are promulgated to supplement those published in Texas A&M University Student Rules, and to foster disciplined behavior that will be demanded by the industry.

1. FOOD and DRINKS: Food, drinks and tobacco products of any kind are not permitted to be used or consumed in the classroom. Faculty may require students violating this rule to leave the class and receive an unexcused absence.

2. ACADEMIC HONESTY: A student's work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior and will result in sanctions in accordance with the Student Rules, available in hard copy or on the University Web Site.

3. ETHICS: The construction industry demands the highest standard of
ethical conduct. An individual's word is his/her bond. In all ways and at all times students of Construction Science are expected to uphold the highest standards of professional and ethical conduct. NOTE that if a student agrees to participate in a field trip, and then does not participate in the trip, faculty will counsel the student and the student's grade may be lowered. If the student signs up for a job interview and then fails to appear, or appears in inappropriate attire, the student embarrasses himself, his colleagues, and the Department; students who abuse this privilege may not be permitted to sign up for additional interviews.

4. CELL PHONES AND PAGERS: All cell phone and pager audio signals will be turned off before entering class. Cell phones may not be used in class. If a cell phone rings, my policy is that I ANSWER IT. Don't let it happen.

5. PLAGIARISM: We all read other people's work in researching and understanding problems, theories and even completing academic work. Problems occur when you use other people's work and pass it off as your own. You must give others credit when you use their work or even their ideas. It is vitally important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements. There are many websites that can help you in deciphering the many ways in which credit may be given. See the resources page on my Ecampus site.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).
Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain.

It is assumed that any work not utilizing the above measures is your own. If it is not your own idea or words, then you are committing plagiarism.

8. THE AMERICANS WITH DISABILITIES ACT or (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 or call 845-1637.

9. ACADEMIC INTEGRITY- We all know the statement:

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

You should familiarize yourself with the policies and statements promulgated at http://www.tamu.edu/aggiehonor

On assignments and examinations you may be required to sign a statement such as the one below regarding the integrity of your work.

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

________________________________
Signature of student

You should read the information contained in the report by the Academic Integrity Task Force, 2004 at
Example of memorandum format to be used:

MEMO

TO: PROFESSOR ELLIS
FROM: STUDENT NAME AND NUMBER
DATE SUBMITTED:

RE: (This stands for "regarding". Put a short notation here, INCLUDING the assignment number. Example: Assignment #7, Ethics Memo)

Start typing your assignment here. This is not a cover sheet. Starting the body of the work on the second page will result in 3 points being subtracted from the assignment (format penalty). These can be re-obtained by turning the assignment in correctly. CHECK YOUR SPELLING AND GRAMMAR!! I DO READ THESE!!!

Memos do not usually contain a signature line, though frequently the writer initials her/his name above.

PLEASE DO THIS ASSIGNMENT AS IF YOU WERE GIVING IT TO AN EMPLOYER.
Special Conditions to the Syllabus
COSC 463
Spring 2014

COURSE TIME AND LOCATION:
Tues. & Thurs.
9:35 - 10:50 (901)
11:10 - 12:25 (902)

INSTRUCTOR: Debra Ellis, J.D., Office Fourth Floor Langford A

OFFICE HOURS: Tues. & Thurs., 8:30 a.m. - 9:30 a.m. and all other times by appointment. I am usually in my office after classes on Tuesday and Thursday (2:30-3:30), so you may stop by and likely catch me then as well. The teaching assistant or I will usually be in the office some on MWF. You can also set up an appointment for those days.

Email: dellis@arch.tamu.edu
If you need to contact me immediately this email is the best. You may also contact me through Ecampus, although it is likely that one of the TA’s will get that message before I do.

PLease note that this syllabus is for all sections of COSC 463.
Homework assignments and due dates will be posted on Ecampus.

There will be THREE exams. Exam dates are tentative. Exams may be cumulative.

<table>
<thead>
<tr>
<th>#1 - Thursday, October 2</th>
<th>Including all lectures, handouts, corresponding chapters in book and cases up to this point</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 - Thursday, November 6</td>
<td>Including all lectures, handouts, corresponding chapters in book and cases up to this point</td>
</tr>
<tr>
<td>#3 - Tuesday, December 9</td>
<td>Including all lectures, handouts, corresponding chapters in book and cases up to this point</td>
</tr>
</tbody>
</table>

DEADLINE FOR ALL EXTRA CREDIT POINTS:
TUESDAY, December 9
NOTE: I WILL NOT ACCEPT LATE SUBMISSIONS ON EXTRA CREDIT POINTS!!!!

COSC 463 Tentative Schedule

Please note that due to changes in field trip dates, guest lecturers that may become available, lengthy class discussions and current events/topics of interest, these dates and topics may change slightly. Please check the reading lists posted on Ecampus.tamu.edu. One is your CASE READING list for the semester, the other is your WRITING SKILLS reading list. We will be referring to BOTH throughout the semester. Your notes for your outlines are posted there as well as any power points we do in class.

In addition to this syllabus, you will be given a list of case readings, organized by lecture topic. You MUST be prepared to orally recite on these cases as we reach the relevant lecture. It is YOUR responsibility to keep up with the readings and be prepared for class. WHEN WE ARE NEARING THE END OF ONE TOPIC YOU SHOULD BE READING THE CASES FOR THE NEXT TOPIC. If you are unprepared in class to discuss the topics or cases you will receive a written assignment in addition to the oral recitation.

Be sure to check Ecampus for any additional reading materials for the current topic.

By Thursday, September 4, you must BE PREPARED TO ORALLY RECITE on United States ex re. Gerald MAYO v. SATAN. LOOK IT UP on the internet. Go to ECampus for help on accessing WESTLAW/LEXISNEXIS to find the case. You may be able to find the case on GOOGLE, but be SURE you have the full opinion and not just a synopsis. ALWAYS CHECK WESTLAW OR LEXIS NEXIS FOR THE CASES. Be familiar with these websites as you will be looking up many cases throughout the semester. No written FIRAC is required for this case, but please note the following information for future written cases.

You will be conducting what is called a “FIRAC”. This involves the following steps: Know the parties, what the case is about (Facts), what the issues were that the court was asked to decide (Issue), what law the court applies to the facts to determine the outcome (Rules), what the parties argued based on the facts (Argument/Analysis) [NOTE: you should focus on the winning argument], and finally, what the court said about it all (Conclusion). You will be doing both oral and written FIRACs this semester.

SEE THE SAMPLE FIRAC PAPER ON Ecampus titled “Good Student Paper” in
your writing resources folder.

IMPORTANT NOTE: Make sure when you write a FIRAC that you take ONE issue at a time to conclusion before beginning the next. If you put all information into one paragraph you WILL be required to RE-DO the assignment.

TOPICS:
We will try to cover the topics in this order. Please note that this schedule WILL change as guest lecturers become available. Flexibility is a must.

YOU MUST ATTEND CLASS AND KEEP UP WITH THE SCHEDULE. When we finish a topic, you should read ahead to the next one. Make sure you check the CASE READING LIST (on Ecampus) for the cases that correspond to the topics. You are expected to have read those cases BEFORE we start the lecture. Be prepared to recite on those cases. Not every topic listed below will have corresponding cases. IT IS YOUR RESPONSIBILITY TO CHECK THE CASE READING LIST AND OUTLINES AND BE PREPARED!

Check Ecampus for assignment postings for each chapter, along with assignments from readings in Outliers.

Week 1 –
JUDICIAL SYSTEM LECTURE
(outline only)

Week 2 –
BUSINESS ORGANIZATIONS
(Chapter 6 in Text)

Week 3 –
AGENCY & DESIGN PROFESSIONAL ISSUES
(See Chapter 5 in text and Authority and Responsibility of Design Professional in Outline) & SPECIFICATIONS: Outline

Week 4 –
Tuesday: START TORTS
(See Chapter 7 In text)

Week 5 –
FINISH TORTS & START CONSTRUCTION CONTRACTING PRELIMINARIES
(See Chapter 2 in text)

Week 6- BASIC CONTRACT LAW (See Chapter 3 In text)
Week 7 -
BID PROCESS AND MISTAKES IN BIDDING
(See Chapter 9 In text)

Week 8 -
CONSTRUCTION CONTRACT DOCUMENTS
(See Chapters 10 & 11 in text)

Week 9 -
SUBCONTRACT ADMINISTRATION
(See Chapter 8 In text)

Week 10 -
CONTRACT CHANGES
(See Chapter 12 In text)

Week 11 –
DIFFERING SITE CONDITIONS
(See Chapter 13 In text)

Week 12 –
DELAYS
(See Chapter 14 In text)

Week 13 – ETHICS

WEEK 14- THE UNIFORM COMMERCIAL CODE & INSPECTION, ACCEPTANCE AND WARRANTIES (See Chapter 16 In text)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: David R. Larson, Department of Mathematics
    Emil J. Straube, Head, Department of Mathematics
    Timothy Scott, AOC Dean, College of Science
DATE: November 10, 2014
SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: MATH 482

We recommend that MATH 482 Research Seminar be certified as a communications (C) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 1350 plus poster (at least 1550 total)
4. Total minutes of oral performance: 2 hours
5. Instructor to student ratio for one section: 1:15

Since original certification, there has been a change from one short and one long talk to either one long or two short talks, and one written abstract is required instead of two. In addition, a graduate assistant is now assigned to the class to work one-to-one with students on preparing presentations using PowerPoint and Latex Beamer as well as assisting with other duties such as poster preparation. This change allows for more efficient use of limited class time. The writing includes an abstract of a professional talk, handouts and polished lecture notes for a lecture, and a poster. The oral presentations include the talks mentioned above, which should be suitable for a professional or student conference. Before the talk, the instructor reviews a first draft of a talk abstract, which is also critiqued by peers; in addition, students must present two short or one long lecture, using chalkboard or whiteboard, and a poster presentation. Abstracts are turned in for formative feedback from the instructor. Instruction includes models and lectures on content related to the special research topics students are working on. This is a hands-on workshop environment that allows for ample instruction and feedback on an as-needed basis.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

Math 482: Research Seminar

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

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

Instructor / Coordinator: David R. Larson
Printed name and signature

Received: Valerie Balester 10-28-14
(W and C Course Coordinator, University Writing Center) (Date)

Timothy P. Scott, Ph.D.
Associate Dean for Undergraduate Programs
College of Science - Texas A&M University
3257 TAMU - College Station, TX 77843-3257
Tel. 979.845.7362 - Fax. 979.845.6077
tim@science.tamu.edu

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

Department Head: Printed name and signature (Date)

RECEIVED
By

OCT 28 2014
Math 482C       Spring Semester 2014

“Research Seminar in Math”

TTh 2:20 - 3:35PM          Blocker 624

Professor:     Dr. David R. Larson                  Email:  larson@math.tamu.edu
Office:        620A  Blocker                      Office Hours:  TBA and by appointment

Course Description [3 credits]: Topics in one or more area of mathematics including: algebra, analysis, applied math, geometry, topology, and teaching. Introduction to creative mathematical activities. Instruction on writing reports, and preparing and giving oral presentations. For students with no prior math research experience, this course will provide pre-REU mentoring, possibly leading to student participation in a formal summer REU (research experience for undergraduates) program. For students with prior math research experience, this course will provide post-REU mentoring, which may include preparation of research talks to be given at student and professional conferences, and preparation of student articles to be submitted for publication in undergraduate research journals. An advanced student will be given the opportunity to start a new direction of creative activity, or to continue work on an existing research project.

Texts: Notes will be provided as needed, and books will be loaned as needed.

Prerequisites: Math 323, and Either Math 409 or Math 415 (may be taken concurrently), or Permission of instructor.

Preparation: Any student who has taken part in an REU or other undergraduate research experience will be very well prepared for this course. Students who are not yet ready for such an experience, but who want some preparation for it, and who are willing to do some work on either a project or a presentation of a suggested mathematical topic, are also encouraged to take this course.

Homework: Each student is required to complete four projects, each with an oral and written component. The first is giving a chalkboard/whiteboard lecture and writing up formal lecture notes for it. The second is giving one or two talks with technology (powerpoint, beamer, or overhead projector) and writing a formal abstract for it suitable for submission to a student or professional conference. The third is preparing and presenting a poster suitable for presentation in a competitive poster session. Most projects will be on an individual basis. Some projects may be on a team basis but in this event all oral and written presentations will be on an individual basis. Mentoring will be provided by the instructor and TA, and outside mentoring as needed. The fourth is a written report of 1500 words or more usually based on one or more of the three projects.

Honors: Students enrolled on an honors basis will work on projects with a higher expected level of enrichment.
**Grading:** Grades will be based on oral presentations 52%, written presentations 38%, and classroom participation 10%. Scale: A = 90%, B = 80%, C = 70%, D = 60%.

**Credit:** Math 482 may be taken twice for credit: normally once as a pre-research student and once as an experienced research student.

**Class Schedule:** An informal schedule will be worked out during the first two weeks of classes which will specify dates for the student presentations.

**Attendance** is mandatory unless explicit permission is given by the instructor to miss a class. In that case a make-up plan is required which will usually require attending a different lecture or class.

**An Aggie does not lie, cheat, or steal or tolerate those who do:** See Honor Council Rules and Procedures, http://www.tamu.edu/aggiehonor

**Plagiarism:** Finding information in books or on the Internet is praiseworthy; lying (even by silence) about where it came from is academic dishonesty. Whenever you copy from, or “find the answer” in, some source, give a footnote or reference in a written presentation you are writing, or give a reference in an oral presentation you are doing.

**Copyright:** Course materials (on paper or the Web) should be assumed to be copyrighted by the instructor or other author who wrote them or by the University.

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

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

CC: José Pablo Villalobos, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 10, 2014

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SPAN 310

We recommend that SPAN 310 Oral Expression be certified as a Writing (W) course for four academic years (9/14 to 9/18). 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: 6250
4. Instructor to student ratio for one section: 1:18

Since original certification, the course has changed slightly in the types of writing and speaking done. Students write weekly news article summaries, create a poster, and give three presentations, two of them in groups, and at least one with slides. For formative feedback, students receive timely instructor comments on the ten news summaries and do a practice oral presentation for the individual performance. They also get feedback on the slides, notes, and outline for their final group presentation before they present. As practice, they also give weekly oral presentations on their news summaries and give two more informal oral presentations in weeks 4 and 12. Instruction includes readings on public speaking and summary writing, and students view and analyze sample presentations.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE  
Request for W or C Course Status  
Submitted to the Chair, W & C Course Advisory Committee  
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title): SPAN 310 Oral Expression

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

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

Instructor / Coordinator: José Pablo Villalobos  
Printed name and signature  
20 February 2014  
(Date)

Received:  
Valerie Balester  
4/11/14  
(Date)  
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: Steven M. Oberhelman  
Printed name and signature  
2-24-2014  
(Date)

Department Head: María Irene Hoyna  
Printed name and signature  
February 21, 2014  
(Date)
Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Honor Code and Academic Dishonesty
“An Aggie does not lie, cheat or steal, or tolerate those who do.”
Academic integrity is essential to the academic life of this or any university. 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 may 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. If you have any questions about scholastic dishonesty and the consequences of breaches of integrity, you may access the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

A Note on Attendance: Attendance is essential for a student’s success in this class. The attendance policy for Spanish 310 is discussed below and is guided by Student Rule #7 (http://student-rules.tamu.edu/rule07).

Course Description
ORAL EXPRESSION. Credit 3. Development of oral skills in Spanish through pronunciation practice, discussion of current events, skits, interviews, conversations, role play, impromptu debates and public speaking; conducted in Spanish. Prerequisite: SPAN 202, 203, or equivalent.

Course Objectives: This course will help students improve their oral expression ability in Spanish as well as the comprehension of spoken Spanish through intense practice. The focus of this class is therefore based on active participation by all students.

At the end of this course, students will: 1) speak Spanish with improved confidence and fluency in a variety of situations, 2) organize and deliver formal and informal presentations of various lengths, 3) speak Spanish with greater grammatical precision and formulate speech patterns with articulate sophistication, 4) incorporate various audiovisual tools in their presentations, and 5) distinguish and interpret various aspects of Hispanic culture.

Method: By way of discussions, in class activities, homework assignments, readings and formal/informal presentations, students will improve their vocabulary and their dexterity with spoken Spanish. The themes that will be used to generate discussion is based on a list of supplementary materials available through the internet. These materials are intended to offer students a diverse list of topics, all meant to guide discussions. Other materials will deal with the subject of public speaking and the mechanical aspects of
formulating oral presentations.

**Textbook:** There will be no textbook required for this class. Readings will be made available through eCampus, as links, or in PDF format.

**Attendance and homework:** To improve and maintain one's level of Spanish, students must attend class with regularity. As such, students are allowed 3 absences without consequence. After that, 3% of the final grade will be deducted for each subsequent absence. Exceptions are only permissible if these are found to be acceptable by university policy (see Student Rule #7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

**Nota bene:** Class will meet approximately 42 times during the semester. Absences that exceed 20% of these meetings will automatically prevent a student from passing this course. All assignments must be turned in on time; late work will be accepted only when accompanied by a University sanctioned excuse. Missing 10% of all required assignments will prevent a student from passing the course.

**Activities and distribution of grades:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and vocabulary quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>News summaries</td>
<td>20%</td>
</tr>
<tr>
<td>1st presentation (paired)</td>
<td>15%</td>
</tr>
<tr>
<td>2nd presentation (individual)</td>
<td>15%</td>
</tr>
<tr>
<td>3rd presentation final (individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
</tbody>
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**News summaries (“Noticiero 310”) and vocabulary:** Each week, all students must bring to class a news item from the Hispanic world (or from the U.S., depending on the week) to share with the class. Each news item must be accompanied by a 250-300 word summary and it must include 5 vocabulary words with accompanying definitions (taken from the news story). Summaries will be shared in small groups to generate discussion. All vocabulary will be shared with all students and it will be used to create a global list of terms that will be used to create the weekly vocabulary quizzes.

**Presentations:** During the semester, there will be three formal presentations. The first will require a poster and must be limited to 10 minutes; this presentation will require students to work in pairs. The second presentation will be 5 minutes in length, and will be done individually; for this presentation visual aids or notes will not be allowed. The third presentation is the end of semester final project: an individually delivered 10 minute presentation that must employ PowerPoint or Prezi. **5% of the final presentation will be devoted to the outline and PPT/Prezi due on Monday of the 13th week of the semester.**

**Participation:** To maintain and improve your level of Spanish, you must use it. It is expected that all students come to class alert and prepared. Participation includes all manner of contributions in Spanish: in general class discussions and in small group work. Simply attending class, without active involvement, is not sufficient for attaining all possible participation points.

**Exams:** There will be no exams in this class. Vocabulary quizzes, however, will be given as stated on the syllabus.

**Grading Scale**

Grades for this class will be assigned using the following scale:

- A = 100.0-90.0
- B = 89.99-80.0
- C = 79.99-70.0
- D = 69.99-60.0
- F = 59.99-00.0
Calendar of activities

WEEK I: Yo
- Introducción al curso, detalles administrativos
- Pronunciación: las vocales y las consonantes
- “La preparación del discurso” (internet)
- A conocernos… y tú, ¿quién eres? Presentación informal: “Yo en 3 minutos”
- Ver videos del proyecto “7 mil millones de otros” (http://www.7billionothers.org/es); los enlaces se enviarán por mail
- Traer tres objetos que nos dicen algo de ti
- Noticiero 310: De su periódico local, de la televisión o del internet, traer una noticia del día. Venga preparado para compartir en clase.
- Entregar resumen de noticia y lista de vocabulario

WEEK II: Tecnología
- El uso de la tecnología en la vida diaria, en la escuela, y en las presentaciones (consejos para mejor emplear audio, imágenes, PowerPoint)
- “Mister Oratoria” (10 errores) (internet)
- Reportajes sobre tecnología por internet (youtube)
- Noticiero 310: De su periódico local, la televisión o internet, traer una noticia del mundo deportivo. Venga preparado para compartir en clase.
- Entregar resumen de noticia y lista de vocabulario
- Control de vocabulario

WEEK III: Discriminación
- Cómo organizar una presentación formal
- “Las Ayudas Audiovisuales” (internet)
- La “presentación de póster”
- Reportajes sobre discriminación por internet (youtube)
- Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre discriminación. Venga preparado para compartir en clase.
- Entregar resumen de noticia y lista de vocabulario
- Control de vocabulario

WEEK IV: Cine
- La importancia de la práctica para la destreza oral
- La comunicación no verbal: el lenguaje corporal
- “Cómo hablar bien en público” (internet)
- Reseñas de cine (enlaces por internet)
- Noticiero 310: De su periódico local, la televisión o internet, traer una reseña de una película recientemente estrenada. Venga preparado para compartir en clase.
- Presentación informal en clase: una reseña de su película favorita, 5 minutos, sin uso de materiales visuales.
- Entregar resumen de su reseña y lista de vocabulario
- Control de vocabulario


WEEK V: Presentación en parejas (Cine)
- Presentaciones de cine en grupos de dos. Las presentaciones deben apegarse a los lineamientos de
tiempo –10 minutos máximo–, lenguaje y temario: presentar al cineasta, a los actores, tipo de cine, contexto histórico de la película y/o la acción, interpretación de la película (mensaje –social, político, personal, etc.). Esta presentación requiere un póster.

• Las presentaciones serán durante las horas de clase.

WEEK VI: Política internacional
• Algunos recursos retóricos eficaces
• Lectura: “Mis queridos descamisados” (Eva Perón; internet)
• Lectura: “La soledad de América Latina (G. García Márquez; internet)
• Lectura: Discurso de José Mujica ante la ONU (internet)
• Noticiero 310: De su periódico local, la televisión o internet, traer una noticia de política. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

WEEK VII: Política nacional (temas hispanos)
• Los hispanos en EE.UU.
• La inmigración en EE.UU.
• Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre inmigración o el hispano en EE.UU. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

WEEK VIII: Política nacional (tema abierto)
• ¿La legalización de la marihuana?
• ¿El derecho a seguro médico?
• ¿Acción afirmativa?
• Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre política general en EE.UU. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

WEEK IX: Presentación individual (Política)
• Presentaciones sobre un aspecto político (cultural). Estas presentaciones deben persuadir al público adoptando una postura y abogando por ella. Deben contener una tesis. Límites: 5 minutos máximo y sin materiales visuales.
• Las presentaciones serán durante las horas de clase.

WEEK X: Educación
• La vida universitaria
• El currículo de la escuela secundaria y la universidad
• La enseñanza del español
• Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre educación. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

WEEK XI: Salud
• La salud: ¿cuestión personal o del estado?
• Dietas, ejercicio, y el cuidado personal
• Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre salud. Venga
• Entregar lista de vocabulario
• Control de vocabulario

**WEEK XII: Música y chismes de farándula**
- ¿Qué pasa con las calebridades hoy en día?
- “Una canción en español”: presentación informal en clase. Las presentaciones deben apegarse a los lineamientos de tiempo —4 minutos máximo—, lenguaje y temario: presentar al cantante/grupo, tipo de música, contexto musical, interpretación de la letra y/o mensaje –social, político, personal, etc. La canción debe escucharse como fondo durante la presentación.
- Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre música o farándula. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

**WEEK XIII: Deportes**
- Entregar esquema/PowerPoint de la presentación final.
- Sus deportes y equipos favoritos
- El lugar del deporte en las universidades estadounidenses y latinoamericanas
- El lugar del deporte en la cultura general
- Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre deporte. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

**WEEK XIV: El futuro y presentación final**
- Sus metas personales y profesionales
- Traer su currículum (“resume”) a clase
- Entrevistas de trabajo
- Noticiero 310: De su periódico local, la televisión o internet, traer una noticia sobre el año 2015. Venga preparado para compartir en clase.
• Ultimo control de vocabulario
- Empezar presentaciones finales: tema por definirse.

**WEEK XV y de exámenes**
- Completar presentaciones finales. Para la fecha exacta del horario del examen final, consultar el calendario oficial de la universidad: http://registrar.tamu.edu/General